



World Geography Curriculum Bundle #8

Title	 	Suggested Dates
Southwest Asia		Jan. 31 – Feb. 18 (14.5 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Southwest Asia, the birthplace of civilization and three of the world’s major religions, is influenced by its mostly arid environment and abundance of oil. 	<ul style="list-style-type: none"> • How has Southwest Asia’s desert climate affected it in the past and present? • What are the causes and effects of the conflicts in Israel and Iraq? • How are Muslim beliefs reflected differently in various Southwest Asian countries’ culture, laws, and governments? • How has oil impacted Southwest Asia’s countries politically, socially, and economically?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>WG.5 Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</p> <p>WG.5A analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and</p>	<p>TEACHER NOTE: In order for students to understand the character of a place, they must first understand the location. Students should be able to identify the following physical and political places:</p> <ul style="list-style-type: none"> • Mediterranean Sea • Dead Sea • Suez Canal • Jordan River • Negev Desert • Rub al-Khali Desert • Arabian Peninsula • Anatolian Peninsula • Red Sea • Persian Gulf • Indian Ocean • Arabian Sea • Tigris and Euphrates Rivers • Israel • Jordan • Syria • Lebanon 	<p>United Streaming</p> <p><i>Dead Sea: Dying (00:33)</i></p> <p><i>The Suez Canal and the Study of Sociology (05:52)</i></p> <p><i>Persia Gulf War: Battles, Strategies and the Reaction at Home (10:41)</i></p> <p><i>Fantastic Festivals of the World: Israel (49:13)</i></p> <p><i>We Are From ...: Turkey (14:11)</i></p>

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	<ul style="list-style-type: none"> • Saudi Arabia • Iraq • Iran • Yemen • Oman • United Arab Emirates • Turkey <p>Analyze how the identity of a place is influenced by language, religion, political and economic systems, population distribution, and standard of living of the people who live there.</p> <p>Students will be able to analyze the Israeli-Palestinian conflict and how it has changed over time.</p> <p>POLITICAL: Balfour Declaration, Partition of SW Asia after WWI, UN Resolution 242, Oslo Accords, Camp David Accords, Munich Olympics, Roadmap for Peace</p> <p>ECONOMIC: Difference in standard of living between the occupied territories and Israel</p> <p>SOCIAL: PLO, Hamas, Zionism</p> <p>CULTURAL: Jerusalem as Holy City, Islam and Judaism</p>	<p><u>United Streaming</u></p> <ul style="list-style-type: none"> • <i>Discovery History: 20th Century Biographies: Leaders of the Middle East (30:00)</i> • <i>Israel Athletes Killed at Munich Olympics (02:01)</i> • <i>The Oslo Accords (02:31)</i> • <i>The PLO Struggles for Recognition (02:00)</i> • <i>Ben-Gurion, Zionism, and the State of Israel: The fight for a Nation's Right to Exist (02:44)</i> • <i>Middle East, The: Land of Great Contrast ((51:15)</i>
<p>WG.11 Economics. The student understands the reasons for the location of economic activities primary, secondary, tertiary, and quaternary in different economic systems. The student is expected to:</p> <p>WG.11C describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.</p>	<p>Changes affect the location and patterns of economic activities:</p> <p>Students will be able to trace the Bedouin culture (pastoral nomadism) on the Arabian Peninsula and how it has changed today to relying on oil. Dubai is much different today because of oil.</p>	<p>Pictures of Dubai past and present http://www.architecturelist.com/2008/03/05/351/</p> <p><u>United Streaming</u></p> <p><i>Oases and Desertification (5:24) – Bedouins</i> <i>Extreme Engineering: Dubai Ski resort (26:45)</i></p>
<p>WG.12 Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources. The student is expected to:</p> <p>WG.12C evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.</p>	<p>Students will understand that although Southwest Asia is surrounded by water, the climate is desert and there is a lack of interior water sources leading to shortages.</p> <ul style="list-style-type: none"> • To combat this Shatt al Arab was built. Shatt al Arab is a waterway that joins the Tigris and Euphrates Rivers. There are use and navigation disputes over this waterway that has led to the Iran-Iraq War in the 1980s and still today. • Desalinization in Saudi Arabia to turn salt water into 	<p><u>United Streaming</u></p> <p><i>A Saudi Arabia Desalinization Plant (Image)</i></p>

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<p>WG.13 Government. The student understands the characteristics of a variety of political units. The student is expected to:</p> <p>WG.13B compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</p>	<p style="text-align: center;"><u>water used for irrigation</u></p> <p>Students will compare and contrast maps of Israel throughout the Israeli-Palestinian conflict</p> <ul style="list-style-type: none"> • Partition Plan after WWI • UN resolution 242 • How Israel is divided today <p>Students will compare the different forms of government in Southwest Asia, for example:</p> <ul style="list-style-type: none"> • Monarchy in Saudi Arabia and Jordan • Theocracy in Iran and when the Taliban was the majority in Afghanistan • Attempts at democracy in the region, Iraq and Afghanistan 	<p>United Streaming <i>Israel and Palestine: The Roots of Conflict (22:40)</i> – Partition Plan after WWI</p> <p>United Streaming <i>Middle East, The: Land of Contrast (51:15)</i></p>
<p>WG.14 Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>WG.14C explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom.</p>	<p>ISRAEL: After World War II, many Holocaust survivors wanted to settle in Palestine because it was considered the Jewish homeland. The United Nations decided that Palestine would be divided into two states – one for Arabs and one for Jews. After this decision was decided, the Arab nations surrounding Israel attacked to prevent the establishment of the state. The Israelis were able to fight back and firmly establish their nation but there has always been turmoil. The Israelis have always been supported by the United States and the United Nations.</p> <p>IRAQ: After WWI, there were internal clashes over homelands claimed by the Kurds. Kurds were eventually forced out of Iraq or tortured by the oppressive governments. In the 1980-90s, Iraq fought for control of oil fields with Iran and Kuwait. Access of these oil fields yielded power to importing countries like the United States. Iraq needed access to ports to export the oil so they invaded Kuwait which led to the Persian Gulf War and later the invasion of Iraq to oust Sadaam Hussein and democratization of Iraq.</p>	<p>United Streaming <i>Holocaust, The: In Memory of Millions (54:00)</i> <i>The Holocaust and the State of Israel (02:56)</i> <i>One Human Spirit (23:00)</i> <i>Israel and Palestine: The Fight for Peace (47:08)</i></p> <p>United Streaming <i>Kurds (00:41)</i> <i>Iraq's Chemical Weapon (00:51)</i> <i>The Aftermath of the Persian Gulf Conflict (05:17)</i></p>

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<p>WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15A identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels;</p>	<p>Arab-Israeli Conflict: Students will compare and contrast the points of view of a Palestinian and Israeli on the land issue.</p> <p>Iraq/Syria/Turkey-Kurds: The Kurds want their own country ‘Kurdistan’ but surrounding countries are unwilling to give up some of their land to make this happen.</p> <p>Iran and nuclear power: Should Iran be allowed to develop nuclear power for personal energy consumption or not because they can use it for weapons.</p>	<p>United Streaming <i>Yom Kippur War (02:04)</i> <i>Arab and the Israel Conflict and the Rise of the PLO (05:14)</i></p> <p>United Streaming <i>The War Between Iraq and Iran (8:48)</i></p>
<p>WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15B explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs; and</p>	<p>Students will be able to explain how countries in Southwest Asia deal with make different decisions about certain practices and public policies despite the fact that all are predominately Muslim.</p> <p>Examples: Saudi Arabia (because Mecca is located here, Saudi Arabia feels as if they need to be the model for other Muslim countries, women cannot drive), Afghanistan (recent law governing male-female relationships) , Jordan (more open than other countries in terms of individual rights), Iran (law based on Islam but still more open about certain ideas)</p> <p>TEACHER NOTE: Students should turn a critical eye toward the United States and our views of women to contrast with views in Southwest Asia. For example, is it right that we sexualize women in our culture vs. ‘repressing’ women in the Muslim culture. Is their reaction based on not wanted to ‘westernize’?</p>	<p>United Streaming <i>The Taliban Come to Power (03:16)</i> <i>Religions of the World: Islam (28:00)</i></p>
<p>WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>WG.16A describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;</p>	<p>TEACHER NOTE: If it was not covered in the Intro to Geography unit, the three religions, Islam, Christianity and Judaism, should be outlined, number of followers, basic beliefs, founder, founding story, name of God, religious text, divisions.</p> <p>Fertile Crescent: Birthplace of civilization and how it diffused to other areas of the world</p> <p>Birthplace of three major religions: Judaism, Christianity and Islam were all born in the Middle East. Jerusalem is a Holy City for all three.</p>	<p>United Streaming <i>Religions of the World: Islam (28:00)</i> <i>Religions of the World: Christianity (28:14)</i> <i>Religious of the World: Judaism (27:47)</i></p>

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<p>WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>WG.16C compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.</p>	<p>In the 1950s New York City was considered the showcase city of the world but since then other cities, such as Dubai, have taken over that distinction.</p> <p>Political: Monarchy Economic: Dubai is diversifying away from a strictly petroleum based economy to construction, tourism, major companies relocating there Social: more progressive, westernized because of the diversity, treatment of labor force ‘guest workers’ Environmental: Construction of man-made islands ‘the Palm’ and ‘the World’</p>	
<p>WG.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>WG.17A describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive; and</p>	<p>Southwest Asia is distinctive based on language, religion, land use, education and customs.</p> <p>Language: Arabic primarily</p> <p>Religion: Islam is the majority along with Christianity and Judaism</p> <p>Land use: A few people own the majority of land and the Persian Gulf countries employ most people in the petroleum industry. Because most of the land is desert, they have to adjust.</p> <p>Systems of education: primarily wealthy families have access. In rural areas, there are no real systems for schools.</p> <p>Customs: Based on the customs and traditions of their religion, primarily Islam. Bedouin traditions.</p>	
<p>PreAP Skills</p>		
		<p>Media Construction of the Middle East from Ithaca’s Project Look Sharp (Include Intro to Aladdin)</p>
		<p>Israeli/Palestinian Conflict DBQ (PISD Public!)</p>
		<p>Where in the World is Osama bin Laden? Chapters that relates to SW Asia</p>
		<p>30 Day Episodes from Morgan Spurlock (FX) “Muslim in America”</p>