

Chris Uhler

Unit Plan 1

10/3/2017

Unit Plan on the Middle East

- I. Descriptive Characteristics
 - Exploring the Middle
 - Grade 11
 - 5 days
 - This unit will explore the culture, geography, politics, and economy of the Middle East. Students will learn about the current state of the nations that comprise the Middle East.
- II. Standards and Benchmarks
 - ND State Standard 9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations, (e.g. Great society, Watergate, relations with the Middle East, Iranian hostage crisis, energy crisis, Reaganomics, Persian Gulf War)
- III. Goals
 - The students will work together in groups to come to the conclusion of the learning objectives. They will create some sort of presentation using the technology provided in our iPad's and in the Promethean software or in another various creative way approved by me. I will assign each group a topic that they are to research and through my facilitation when they come to a bump in the road, they will use their presentation to teach their peers the material.
- IV. Objectives
 - TLW gain knowledge and understanding of key events, and of foreign and domestic policies of contemporary presidential administrations.
 - TLW have the ability to explain how the US relations with the Middle Eastern countries has been throughout the years and explain the past situations in Iran that have led to differing foreign policies.
 - TLW have a good grasp on why the United States has such a major interest in the Middle East. (Economic gains/needs)

Lesson 1

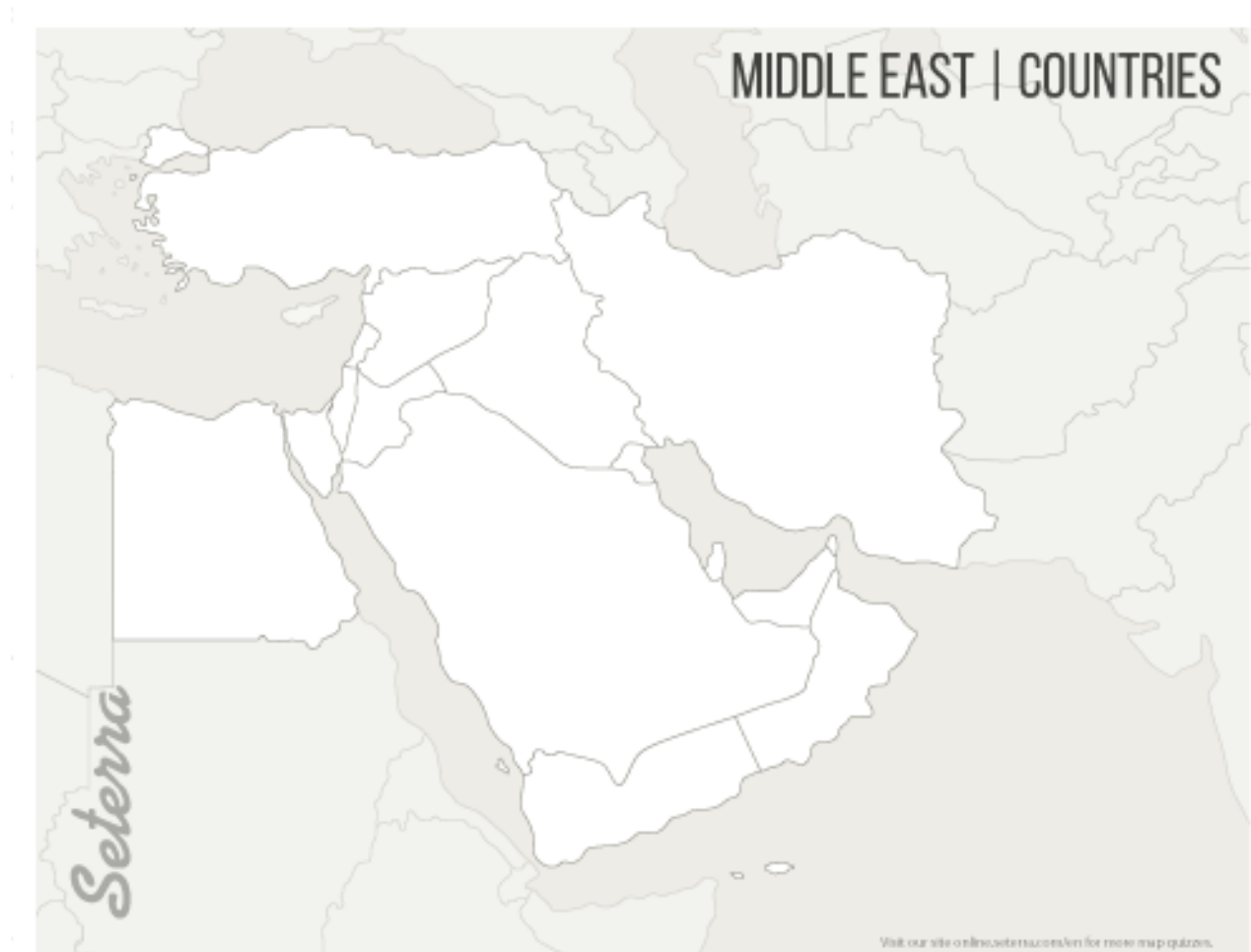
Standard: ND State Standard 9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations, (e.g. Great society, Watergate, relations with the Middle East, Iranian hostage crisis, energy crisis, Reaganomics, Persian Gulf War)

Objective: TLW come to know and understand the layout of the region and its countries, the demographics, religions, economic factors, and geography of the Middle East, to serve as a foundation to build knowledge upon as we move through the Middle East Unit.

Learning Activities: I will begin class with a lecture that will serve as a base for them to learn more about the Middle East. I will explain to them the different peoples who live in this region, the religious beliefs that originated and still exist in this area, what drives their economy, and will show a map that shows the countries and the various geographical occurrences in the region.

(PowerPoint to lecture with)

The students will then be tasked to fill in a map that I provide them:



The map will need to have each country colored differently, labeled properly as to what country it is, and then must include elements outlined as required in the key. In the key I will ask them to label: Capitol City of each country, major rivers (Tigris and Euphrates, Nile), locations of major oil fields, the Red Sea, Mediterranean Sea, Dead Sea, Black Sea, Persian Gulf, Arabian Sea, and a few points of interest (Great Pyramid, Petra, Mecca).

Assessment: The entrance slips for class the next day will be the map, I will then have it peer graded base off the map that I do and have posted on the projector when they are grading.

Reflection:

Lesson 2

Standard: ND State Standard 9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations, (e.g. Great society, Watergate, relations with the Middle East, Iranian hostage crisis, energy crisis, Reaganomics, Persian Gulf War)

Objective: The students will come to know and understand the way the economy of the Middle East works. The learner will explore the different resources and industries, especially those that are of interest to the United States.

Learning Activities: To demonstrate how prevalent the oil in the Middle East is, I will compare the oil deposits in North Dakota to this region of the world, via maps that represent such things. We will examine the layout of the underground deposits of oil in both regions, as well as the economic impact that the oil brings to the region.

I will have students create a column for each of the regions and will compare them accordingly. We will then discuss in groups what is seen as similarities and differences, and why the US has that big of an impact and influence on the flow of oil out of the region. (Economic need, inflation protection, etc....)

Assessment: To assess, we will put all our thoughts on a google doc and will continue to add to it as we work through the unit. Conversation about these thoughts will follow, and we will use higher order thinking to deduct what is right or wrong, what things came from the economic needs (policies, etc.), and will dive deeper into a global view of the economy.

Reflection:

Lesson 3

Standard: ND State Standard 9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations, (e.g. Great society, Watergate, relations with the Middle East, Iranian hostage crisis, energy crisis, Reaganomics, Persian Gulf War)

Objective: The learner will come to a better understanding of the country of Iran (as a general representation of the Middle East), the struggles they have had in foreign policy, the struggle with US relations and exemplify why the US needs good foreign policy, and what drives most of their countries economic and religious interests.

Learning Activities: Before I have the students in class, I will split them into even groups, and assign to them a reading and a short video about a certain topic about Iran (Iran-Iraq War, Iranian Hostage Crisis, and the Iranian Revolution) as well as a Jing video that gives them a short run down about how Iran is structured politically, economically, and will give a general overview of the country as a whole. Each student will be responsible to watch the Jing video and take notes on it, as well as watch the video and read the article that is assigned to them. Iran will be used as a case study to represent the Middle East in general.

Iranian Hostage Crisis: <https://www.youtube.com/watch?v=Kz6O9L7QBno>



Iran hostage crisis
-- Britannica Online

Reading -

Iranian Revolution: <https://www.youtube.com/watch?v=8w4Ku6I7OEI>



Iranian Revolution
of 1978-79 -- Britani

Reading -

Iran-Iraq War: <https://www.youtube.com/watch?v=2f9DRmC5p-M>



Iran-Iraq War --
Britannica Online Er

Reading -

In class the next day, they will be tasked to work together as a group to come up with some sort of presentation to tell the class about the special topic they had been assigned, and why this event would lead the United States to desire intervention for the sake of oil.

Assessment: At the end of class the next day, each group will be tasked to present. They need to touch on when their event happened, where, why, how, and what impact it had/has on our world.

Lesson 4

Standard: ND State Standard 9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations, (e.g. Great society, Watergate, relations with the Middle East, Iranian hostage crisis, energy crisis, Reaganomics, Persian Gulf War)

Objective: Research and work day for the group case studies.

Learning Activities: Using computers and other resources (books, journals, etc.), the groups will gather information on their assigned topics, and will put together a creative presentation on them.

They must work together using communication and collaboration to come up with the best possible information they can have to put into their presentation.

Assessment: At the end of class, the groups will be tasked to present, and those not presenting will have to take good notes to participate in tomorrow's class.

Reflection:

Lesson 5

Standard: ND State Standard 9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations, (e.g. Great society, Watergate, relations with the Middle East, Iranian hostage crisis, energy crisis, Reaganomics, Persian Gulf War)

Objective: To finalize the Unit on the Middle East and to see the student's growth regarding knowledge and understanding.

Learning Activities: We will be participating in a Socratic seminar based off the presentations and the notes taken by the students. We will discuss the individual findings, how and why the US was involved in each of these incidents, what it is like today in Iran, what foreign policies came from these events and why, and any other questions that may arise.

Assessment: The students will be assessed on how much they participate in the Socratic Seminar and how much of what we discussed is understood. They will also be asked to turn in their notes, so I can give more objectivity to the grading.

Reflection: