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How the Middle East "Got That Way" II

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Mt. Pleasant High School, Mt. Pleasant Community School District

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How the Middle East “Got That Way” II

Created by: Brittany Lassen

Mt. Pleasant High School, Mt. Pleasant Community School District

Grade Level (Req.): 10th-12th grade	Content Area (Req.): World Events and Religions	Unit (Opt.): The Middle East Conflict
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • Geography • • 		
Time Frame (Req.): One block, 85 minute, class period	Goal (Req.): To help students understand why there is so much conflict in the Middle East today and how the U.S. is involved in that conflict.	
	Objective (Req.): Students will be able to describe reasons for the conflict in the Middle East and the groups that are involved in the conflict.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • “How the Middle East Got That Way” article • “How the Middle East Got That Way” graphic organizer • “Not Mr. Roger’s Neighborhood” story • “1948: The Birth of Israel” article • Middle East maps (student-completed) • Arab-Israeli Conflict Map (blank) • Overhead projector (with transparency of drawn-out map) 	<ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Why is there so much fighting in the Middle East today?		
Instructional Sequence/Procedure (Req.):		
<ol style="list-style-type: none"> 1. REVIEW OF MIDDLE EAST BEFORE 1948: On the day before, students will have been given the assignment to read “How the Middle East Got That Way” and complete the graphic organizer created for it. We will review the information presented in the article by checking their graphic organizers. The article details why Great Britain and France went into the Middle East to divide it up. Important topics include the end of WWI, the fall of the Ottoman Empire, the mandates given by the League of Nations, the Balfour Declaration, the reasons Great Britain and France wanted to carve up the Ottoman Empire, the countries created by the divisions, and the specific effects of those divisions on several Middle Eastern countries. (From Upfront Magazine, published by New York Times, 15 January 2007 issue) One can use class copies of the magazine, if available, photocopies of the article, or the article from the website (http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f011507_TP_mideast) 2. Check for understanding by making sure the class describe each of the topics listed above. 3. INTRO WITH “NOT MR. ROGER’S NEIGHBORHOOD” STORY”: Hand out paper for students to write on, and read initial directions very slowly. 4. Tell students to: begin by drawing a compass on the paper. Draw a street that runs from north 		

to south down the middle of the map.

5. Read the entire story, adding to the map as needed.
6. Discuss story and conflict using discussion questions with story.
7. Discuss which “neighbors” represent what countries. Also go over “neighborhood” map with transparency on overhead.
8. Note: The 4 times the police are called could lead to a discussion of the 4 wars between Israel and its neighbors. However, due to the way that these lessons are ordered, it would be better to remind the students to remember how many times the police were called. The next lesson deals with the numerous conflicts between Arabs and Israelis, and students should be able to look back and remember the 4 police calls (otherwise, remind them). This activity is meant to give the students an introduction to these conflicts, to help them understand the basic roots of conflict, and to help them understand the basic emotions involved on both sides.
9. EXAMINE/DISCUSS MIDDLE EAST MAPS: Students will have already completed a map of the Middle East (with countries and capitals) at the very beginning of the Middle East Conflict unit.
10. Students should keep their map of the “neighborhood” out and compare it to their actual map of the Middle East.
11. Review what country each “neighbor” actually is and find it on the map. Help students to become more comfortable with the different locations of the countries of the Middle East.
12. Make sure that students understand that what we know today as “Israel” was known as “Palestine” when it was under the British mandate (ended 1948).
13. READ “1948: THE BIRTH OF ISRAEL”: Students will keep out their Middle East maps.
14. Hand out article entitled “1948: The Birth of Israel.” Read aloud together as a class. Stop students every few paragraphs to discuss what is happening or any terms/people that they might need to review (i.e., Balfour Declaration, David Ben-Gurion, Harry Truman, mandates, Palestine). (From Upfront Magazine, published by New York Times, 14 April 2008 issue) One can use class copies of the magazine, if available, photocopies of the article or the article from the website (http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f041408_TP_Israel)
15. Have students think back to “neighborhood” activity and discuss the comparison. Have students think about the following: (a) How do you think the Palestinians feel about the situation? (b) How do you think the Israelis feel about the situation? (c) Is there anything else that causes these two groups (and other Arab groups) to not get along? **Religion (Islam and Judaism) (d) What changed the world’s mind when it came to giving the Jews a homeland? **Holocaust (e) Why is there a group of people known as “Palestinians” but no country known as “Palestine”? (f) What problems could this cause? What do you think was the reaction of the Palestinians (and other Arabs)?
16. MAKE NEW MAP: ARAB-ISRAELI CONFLICT MAP: Hand out blank map of Arab-Israeli Conflict. (Map outlines Israel and shows parts of all surrounding countries. Map also outlines Gaza Strip, Sinai Peninsula, Golan Heights, and the West Bank.)
17. Students should label countries and capitals using an atlas.
18. There is also a blank area for a key. Have students use a color, say green, and have them make a green mark in the key. Next to it, students should write “Israel 1948.” Students should then color Israel (not including Gaza Strip, Golan Heights, and West Bank) green. Explain that the rest will be colored during the next class when more is discussed regarding the Arab-Israeli conflicts.
19. The next class will be centered on the main conflicts between Arabs and Israelis (Israeli Independence War, 1956 Suez Crisis, Six Day War, Yom Kippur War, and other minor conflicts, including the two Intifadas, the war with Lebanon/Hezbollah, and the conflict in Gaza). Students will complete their maps in class.

20.

Formative Evaluation (Req.): Check for understanding while discussing each region and completing the map

Assessment (Req.): Pick a list of several topics/people and have students explain if Israel or Palestine would like it. (Example:

	Harry Truman, Balfour Declaration, Arab countries, U.S., Great Britain, Jews, Muslims)
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> • Geography, grade 9-12: Understand how physical and human characteristics create and define regions. • Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • Geography, grade 9-12: Understand how cultural factors influence the design of human communities. • History, grade 9-12: Understand how and why people create, maintain, or change systems of power, authority, and governance. • History, grade 9-12: Understand the effects of geographic factors on historical events. • History, grade 9-12: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. • • • 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • The physical and human characteristics of places • The characteristics, distribution, and migration of human populations on Earth’s surface • How the forces of cooperation and conflict among people influence the division and control of Earth’s surface • How human actions modify the physical environment • How physical systems affect human systems • The changes that occur in the meaning, use, distribution, and importance of resources • • • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • 	

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Other Essential Information (Opt.):

Other Resources (Opt.):

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How the Middle East Got That Way

Name:

#:

For each of the following, describe the *effect* of the event if provided with the *cause*, and describe the *cause* of the event if provided with the *effect*.

Cause	Effect
The Allies were victorious in World War I.	
	There is much bloodshed in the region even 90 years later.
Nationalism was a growing force in the 1920s, and U.S. President Woodrow Wilson advocated self-determination.	
	European powers began to divvy up chunks of the Ottoman Empire between them.
	Foreign powers trying to impose their own power would not be welcomed.
At the end of the 1922 peace conferences, Britain and France received “mandates” from the League of nations to oversee the former Ottoman Empire.	

For each of the following countries, you are provided with prompts to help guide you as you read. For each of the prompts, you should take notes describing the problem, issue, event, date, etc. for which it asks.

Country	Issues, Events, and Leaders
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<p style="text-align: center;">Iraq</p>	<p>Problem created by Great Britain:</p> <p>What kept it together for 80 years:</p> <p>1968:</p> <p>2003:</p>
<p style="text-align: center;">Jordan</p>	<p>1921:</p> <p>1946:</p> <p>1951:</p>
<p style="text-align: center;">Israel/ Palestine</p>	<p>Arab leaders' feelings about creation of Jewish State in Palestine:</p> <p>Zionism:</p> <p>Arguments for Zionism:</p> <p>Reason for increased pressure for Jewish homeland:</p> <p>1947:</p> <p>Jewish reaction:</p> <p>Arab reaction:</p> <p>Six Day War of 1967:</p> <p>1993:</p>

<p>Syria/ Lebanon</p>	<p>1920:</p> <p>Reason France wanted to have control:</p> <p>How Lebanon was created:</p> <p>1943:</p> <p>1975:</p> <p>Why Syrian troops left Lebanon:</p>
<p>Kuwait</p>	<p>Overseen by:</p> <p>1961:</p> <p>1990:</p> <p>Early 1991:</p>

It's Not a Mr. Roger's Neighborhood

Created by Kathy Sundstedt, Dike-New Hartford Schools

Adapted by: Brittany Lassen, Mt. Pleasant High School

Once there was a neighborhood with a few problems. On the west side of the north/south street are 2 large homes and lots. The northwest lot is owned by the Browns. The southwest lot is owned by the Samuelson's. The Brown's and the Samuelson's are related and get along well.

On the east side of the street are 4 lots. The north lot and home belong to the Leonard's. Next to them are the Smiths, then the Ingham's, and finally the Everett's on the south corner lot. Actually, there are 2 homes on the Ingham's lot: a large house in front near the street and a smaller house behind it, where the Potter's live. Both houses are owned by the Ingham's. The Potter's rent the small house from the Ingham's. The Potter's used to own the property, but sold it to the Ingham's at a very low price because Mr. Potter lost his job. The Potter's hate the Ingham's and want "their" property back. Even though they don't like their landlords the Potter's don't want to move. They like the location, the school, and their neighbors – the Smith's, Leonard's, and the Everett's.

The Leonard's, Smith's, and Everett's don't like the Ingham's either. They agree that the Ingham's "stole" the property. They say the Ingham's are bad landlords as well. The Ingham's charge too much rent, and don't let the Potter kids play in the yard, or have a garden, or keep any pets.

Graffiti was spray painted on the Ingham's house and cars, and their gardens were ripped up. The Ingham's thought that the Potter's and some of their friends did the vandalism. The Ingham's went to the east side neighbors, asking for information about who did the damage. The neighbors were very rude and told the Ingham's they deserved it for treating the Potter's so badly. There were 4 separate incidents of vandalism and lots of yelling. The police were called 4 times to stop the arguments.

Though they would like to, the Ingham's can't kick the Potter's out of their little house as long as they pay their rent. That was the agreement Mr Brown made with the Potter's when he closed his factory. But the Inghams want proof that the Potters are behind the vandalism. They hope that then they will be able to kick the Potters out.

So the Inghams asked the Samuelsons, their good friends in the house across the street, for help. In fact, the Samuelsons loaned the Inghams money to buy their house from the Potters. The Samuelsons agreed to help the Inghams. They don't think the Potters should break the law. The Samuelsons let the Inghams set up surveillance cameras on their property to watch the Potters. This made the Potters very angry. They felt their privacy was being taken away. Recently, the Samuelsons have had their cars and house vandalized too and they are afraid it will only get worse.

Questions:

1. What should the Inghams do? Why?
2. What should the Samuelsons do? Why?
3. What should the Potters do? Why?
4. How do the Potters probably feel about the Samuelsons? Why?
5. Before closing the factory where Mr. Potter worked, the Browns made an agreement with the Potters. How do the Potters probably feel about the Browns?

6. Who is “right” in this situation?
7. The Potters are the Palestinians. Using a map, identify the Potters geographic neighbors by their letters L, S, and E.
8. Who are the Samuelsons, who live in the big house across the street? Who are the Browns, who promised the potters they could stay on the land that had been theirs?
9. Who do the police symbolize and what does their having been called to the neighborhood 4 times and being unable to resolve the conflict say about this neighborhood? (May have to wait on this one)
10. Are the Samuelsons justified in being nervous about the escalating conflict? Why? What does this symbolize?
11. After learning who each “neighbor” is, have you changed your mind about who is “right” and who is “wrong”? If so, why? If not, why not?