

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Seventh Grade Social Studies Course.

Seventh Grade Social Studies Unit 3 - “Impact of Environment and Economy on Southwest Asia (Middle East)”

Elaborated Unit Focus

Southwest Asia (Middle East) has been involved in trade and a world influence since ancient times. The region has experienced a cycle of economic growth and decline over the last several decades. The dramatic rise in oil prices, the continuing struggles with the availability and control of fresh water resources, and diversification of agriculture facilitated this growth and decline. Most nations in Southwest Asia (Middle East) benefit from increased oil revenues. In this unit students will compare and assess the **human environment interaction** of the region by examining the distribution, pollution and use of natural resources in the area. In addition, students will explore factors influencing the **production, distribution, and consumption** of goods and services in the region through trade and world influences.

Standards/Elements

SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).

- a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).

- a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

SS7E5 The student will analyze different economic systems.

- a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).
- d. Explain why international trade requires a system for exchanging currencies between nations.

SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Explain the role of oil in these countries’ economies.
- d. Describe the role of entrepreneurship.

Enduring Understandings/Essential Questions

Students will understand that humans, their society, and the environment affect each other.

- How do water pollution and the unequal distribution of water impact irrigation and drinking water in Southwest Asia?
- How has the distribution of oil affected the development of Southwest Asia (Middle East)?
- How do the deserts and rivers of Southwest Asia (Middle East) affect the population in terms of where people live, the type of work they do, and how they travel?

Students will understand that location affects a society's economy, culture, and development.

- How do the deserts and rivers of Southwest Asia (Middle East) affect the population in terms of where people live, the type of work they do, and how they travel?

Students will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- How does specialization encourage trade between countries in Southwest Asia?
- How are tariffs, quotas, and embargos barriers to trade in Southwest Asia?
- What is primary function of the Organization of Petroleum Exporting Countries (OPEC)?
- Why does international trade require a system for exchanging currencies between nations?
- What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?
- What is the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)?
- What is the role of oil in economies of the countries of Southwest Asia?
- What is the role of entrepreneurship in Southwest Asia?
- How do the traditional, command, and market economies of Southwest Asia countries answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce?
- Where are the economic systems of Southwest Asia located on a continuum between pure market and pure command?
- What are the similarities and differences between the economic systems in Israel, Saudi Arabia, and Turkey?

Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

<i>Description of Assessment</i>	<i>Standard/ Element</i>	<i>Type of Assessment</i>
<p>Display the “Types of Economic Systems” chart (See resource section for attachments) on the board. In whole group discussion the class determines the answers to the economics questions: 1) What to produce? 2) How to produce? 3) For whom to produce? Introduce students to the concept of a mixed economy. Teacher will discuss that each of these nations has a different currency as well as varying degrees of a mixed economy. Students brainstorm how they are able to trade. Teacher needs to clarify why international trade requires a system for exchanging currencies. The class will use the attached Frayer model to evaluate the concept of mixed economy. The teacher will highlight that the idea of a mixed economy is not a system but rather a blending of existing systems. Student will use the attached adapted Frayer model to investigate the economic systems of Israel, Saudi Arabia, and Turkey and address the three economic questions previously mentioned as they relate to each country. Students will also explore opportunities for entrepreneurship. Discuss who is responsible for capital investment in these countries.</p>	<p>E5a,b,c E6d E7b, c</p>	<p>Constructed response, dialogue, and discussion</p>
<p><i>SCIS: The Middle East in Transition</i> The Flow of Oil - Where the Oil is Located Students will be given the “Outline Map of the Middle East” located on page 49 of “The Middle East in Transition”. Students should then be given the data on page 47 and tasked to shade in all countries with five percent or more of the world’s known oil deposits. Once the map is analyzed and discussed, students will respond to the question: “What percentage of the world’s oil is found in those states located near the Persian Gulf?” The response should be in the form of a well developed paragraph including their reaction and suggested implications.</p>	<p>E6c E7c</p>	<p>Constructed response, dialogue, discussion</p>
<p><i>SCIS: The Middle East in Transition: The Flow of Oil- Three Major Shipping Routes</i> Students will be given the “Outline Map of the World” located on page 50. Then, students should be given three different colored writing utensils along with the information and instructions from page 47 under “Three Major Shipping Routes”. Students will respond to the short answer questions located on page 12.</p>	<p>E6c G7a</p>	<p>Fill in the blank, short answer, constructed response, dialogue and discussion</p>
<p>Students will create a chart (see below) that compares the water and oil resources, economic status, and literacy rate within the countries of Afghanistan, Saudi Arabia, Israel, Iraq, Iran, and Turkey. Students will then compare and contrast the information on their chart. A class discussion focused on the <i>correlations</i> between the distribution of natural resources, economy, and literacy rate will conclude the assessment.</p>	<p>G7a,b G8e E7a,c</p>	<p>Constructed response, dialogue, and discussion</p>

<p>After the lesson on the impact of oil and water distribution in Southwest Asia (Middle East), students will compare oil distribution, population density, and physical feature maps. These maps will be used to create a graphic organizer of their conclusions about the impact of oil and water on where people choose to live. Students will write an essay that predicts the impact of the region if one of these resources were no longer readily available.</p>	<p>E6c G6a G7a,b E7c</p>	<p>Constructed response, dialogue and discussion</p>
<p>In groups of four, students will participate in a jigsaw activity on the environmental issues facing southwest Asia (Middle East) and what the governments of Afghanistan, Israel, Saudi Arabia, Iran, Iraq, and Turkey are doing to address these issues. Using the school’s media center or computer lab students will gather current event articles highlighting the environmental concerns of the group’s assigned country in the Middle East. Teachers should guide students’ research by providing a list of sample issues (water conservation, irrigation, dams, water rights, desalination, urbanization, overcrowding, food shortages, desertification, agricultural practices, pollution, etc.). Individuals in the group will be responsible for researching an environmental issue and teaching their group about its impact on the country as well as what the government’s policies on their issue. (Teachers can scaffold this process by developing matrix organizers for each part of the activity.) Group members will be reorganized such that the new group contains one member expert representing each country. The new group members will discuss and take notes so that they obtain all of the information from each country. Each group will make a questionnaire of one to two questions with answers about how the issue affects the country and what the government is doing to address it. Teachers can extend this activity by using the questions for the mock United Nations Summit on environmental issues facing the region provided in the summative performance task.</p>	<p>G6a</p>	<p>Constructed response, dialogue, discussion, and self-assessment</p>
<p>Students will read an internet article entitled “Tigris-Euphrates River Dispute”. After class discussion of the article, the teacher will divide the class into teams that will debate the issue from the vantage point of each participating country.</p>	<p>G6a</p>	<p>Observation, dialogue, and discussion</p>
<p>Students will take a quiz defining the types of trade barriers that exist in the Middle East and matching trade barriers to the correct countries.</p>	<p>E6a,b</p>	<p>Selected response</p>
<p>After a class discussion on OPEC’s significance in the region, students will complete the skeleton notes attached.</p>	<p>E6c E7c</p>	<p>Selected response</p>

Sample Performance Task

United Nations Environmental Debate

Enduring Understanding: Human Environmental Interaction-The students will understand that humans, their society, and the environment affect each other.

Standards: SS7E6c; SS7G6a; SS7G7a

- You will be assigned to a group. Each group will select a nation and research all major environmental problems using print and media resources. Each member will research one area of importance: geographical, cultural, governmental, or economic.
- The group will select the 3 most important environmental problems facing that nation and prioritize the concerns. After a brief intra-group debate your group will decide on the issue that they believe is the highest priority.
- The group will write a 3 paragraph proposal requesting the funds needed to address the main environmental problem facing their nation. The proposal must justify the selection of the most important problem *and* offer a plan to solve the problem facing the nation. This proposal will be presented to the United Nations for consideration.
- The group will select a delegate to begin the debate. The goal of the debate is to decide which nation has the most pressing environmental problem *and* most viable solution. Each member of the group will act as a delegate for their designated area of research (geographical, cultural, governmental, and economic) during the debate.
- The winning group will receive financial assistance to use toward implementing their solution.

Key Nations to choose:

Afghanistan
Israel
Iran
Iraq
Saudi Arabia
Turkey

Each country may only be represented once per class period.

1. Research (individual)
2. Proposal and justification (group) – 3 paragraphs with each member assigned a specific category (geographical, cultural, governmental, and economic).
3. Intragroup Debate – (group) - The group will debate among the members to select the main issue that your nation will support in a written proposal to the United Nations. You will informally debate your group using relevant information from your research. Your group will have 15 minutes to decide which issue they want to bring before the United Nations to get financial assistance. It is up to you to persuade your group that your issue is the most important!

Proposals must address:

- a. Causes of the problem
 1. geographical
 2. cultural
 3. governmental
 4. economic

- b. Effects of the problem: How does the problem hurt your nation?
1. geographical
 2. cultural
 3. governmental
 4. economic
- c. Solution: How will this solution improve the overall environmental condition/s of your nation and make life better for the people living there? How will your solution affect (both positively and negatively) each of the following factors?
1. geographical
 2. cultural
 3. governmental
 4. economic

Forms:

Your group should select one of the following forms for the proposal, or one of your own creation approved by the teacher:

- PowerPoint
- Pamphlet/brochure
- Moviemaker presentation
- A paper proposal with an accompanying visual poster.
- A paper proposal with charts, tables, and/or graphs

All forms must include written as well as visual components. At least one map should be used in the presentation.

Culminating Activity

Nations select a delegate to introduce your proposal to the United Nations.

All students will actively participate in the structured debate by debating their assigned category.

Map and Globe Skills: 4,6,7,8, 11,12

Information Processing Skills: 1-9, 11, 12, 14-17

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Content Rubric for Performance Task

SCALE CRITERIA	1 – Below standards	2 – Improving	3 – Meets standards	4 – Exceeds standards
<i>Present an informed opinion about environmental issue and supports position with specific evidence.</i>	There is no definitive position about the priority of the environmental issue in the justification paper. Does not accurately support their position with evidence. Does not address effects of solution on assigned nation.	There is a definitive position about the priority of the environmental issue in the justification paper. At most, uses one example to support their position. Inadequately addresses the effects that solving this problem would have on the assigned nation.	There is a definitive position about the priority of the environmental issue in the justification paper. Correctly uses 2-3 examples of the issue’s effect on the assigned nation. Adequately explains how solving this problem would have the greatest positive effect on the assigned nation.	There is a definitive position about the priority of the environmental issue in the justification paper. Correctly uses multiple examples of the issue’s effect on the assigned nation. Persuasive explanation of how solving this problem would have the greatest positive effect on the assigned nation, and references the greater implications for the world’s environment.
<i>Correctly identifies the natural and human causes and effects of chosen environmental issue.</i>	Does not correctly identify either a cause or an effect of the environmental issue.	Correctly identifies at most 1 cause and/or at most 1 effect of the environmental issue on their assigned category.	Correctly identifies 3 or more causes of the environmental issue AND their effect from their assigned category.	Correctly identifies more than 3 causes of the environmental issue AND their effect from their assigned category. Draws generalizations about the interactions and interdependence between all the categories and uses several examples of the interaction from their assigned country.
<i>Synthesizes the pros and cons of the environmental issue and creates a viable, affordable solution.</i>	Correctly identifies 1-2 pros and cons of selected issue but does not create an affordable and viable solution.	Correctly identifies 1-2 pros and cons of selected issue. Creates a solution that is not based on both identified pros and cons.	Correctly identifies several realistic pros and cons of selected issue. Uses identified pros and cons to create a solution that is both affordable and viable.	Correctly identifies multiple pros and cons of selected issue. Uses both identified pros and cons to create a detailed solution that is both affordable and viable. Evaluates the possible global implications of the proposed solution.
<i>Analyzes the potential negative effects of the proposed solution.</i>	Neither correctly identifies negative effects of proposed solution nor explains the negative impact of these effects.	Correctly identifies 1-2 negative effects of proposed solution. Does not adequately explain the negative impact of these effects.	Correctly identifies several potential negative effects of proposed solution. Explains in general the negative impact of each identified effect.	Correctly identifies multiple potential negative effects of proposed solution. Explains in detail the negative impact of each identified effect. Analyzes the long-term implications of each negative effect for the assigned nation.

Product Rubric

Scale	1 <i>Below Expectation</i>	2 <i>Needs Improvement</i>	3 <i>Meets Expectation</i>	4 <i>Exceeds Expectation</i>
Criteria				
Students produce a product that is attractive.	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
Students produce a product that is organized.	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
Students produce a product that exhibits proper mechanics.	More than 4 errors are spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.

Resources for Unit

<p>Southern Center for International Studies - <i>“The Middle East In Transition”</i> 2nd Edition</p> <p>Internet resources:</p> <p>http://www.cia.gov for countries’ statistics</p> <p>http://www.southerncenter.org for political background information</p> <p>http://worldatlas.com/webimage/countrys/me.htm For detailed maps of physical features http://www.middle-east-pages.com/Atlas-of-the-Middle-East.html for excellent and comprehensive thematic maps</p> <p>http://www.american.edu/ted/ice/tigris.htm Tigris-Euphrates River Dispute</p> <p>http://www.foeme.org/index_images/dinamicas/publications/publ65_1.pdf Israel area water problems</p> <p>http://www.mrdowling.com/607-oil.html - Succinct article on petroleum</p> <p>http://web.bryant.edu/~langlois/ecology/waterpollution.html Water Pollution in the Euphrates</p> <p>http://www.nationalgeographic.com/iraq/map_midEastNR.html Nat. Geo. political/physical map of SW Asia</p> <p>www.galileo.usg.edu Georgia’s Virtual Library for research sources (media center has password)</p>

**This unit was created by Sasha Baker, LaShonda Grier, and Laura Kennedy with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council.*

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Skeleton notes for E6c balanced assessment

OPEC and Saudi Arabia

1) What is OPEC?

- O _____ of P _____ E _____ C _____

2) OPEC.org:

- OPEC's objective:
 - List all of the members of OPEC that are located in Southwest Asia(Middle East)

_____ ; _____ ; _____ ; _____

_____ ; _____ ; _____ ; _____

- What does this objective really mean?
- How does OPEC “stabilize” the market price of oil?

3) Price fixing

- Definition:

1) Viewpoint one: **United States**

-We need oil, and OPEC nations have lots of it. Those nations should sell their oil at a fair price and not restrict the quantity.

- How do we determine a “fair price?” Who should determine it, the producer or the consumer?

2) Viewpoint two: **OPEC nation, such as Saudi Arabia**

-We need to make money, and oil-consuming countries will pay lots of money for oil. Our country contains this natural resource, and it is ours to export as we choose.

- How would an OPEC nation feel about the rising cost of petroleum?

Chart for Balanced Assessment #2

	Water Resources	Oil Resources	Economic Status	Population Density	Literacy Rate
Afghanistan					
Saudi Arabia					
Israel					
Iraq					
Iran					
Turkey					

Describe the relationship between water and oil resources to economic status.

Is there a connection between literacy rate and economic status? Explain.

Questions for the “Three Major Shipping Route Activity” Balanced Assessment

1. Where did all three the oil routes originate?

2. List three continents to which oil was transported.

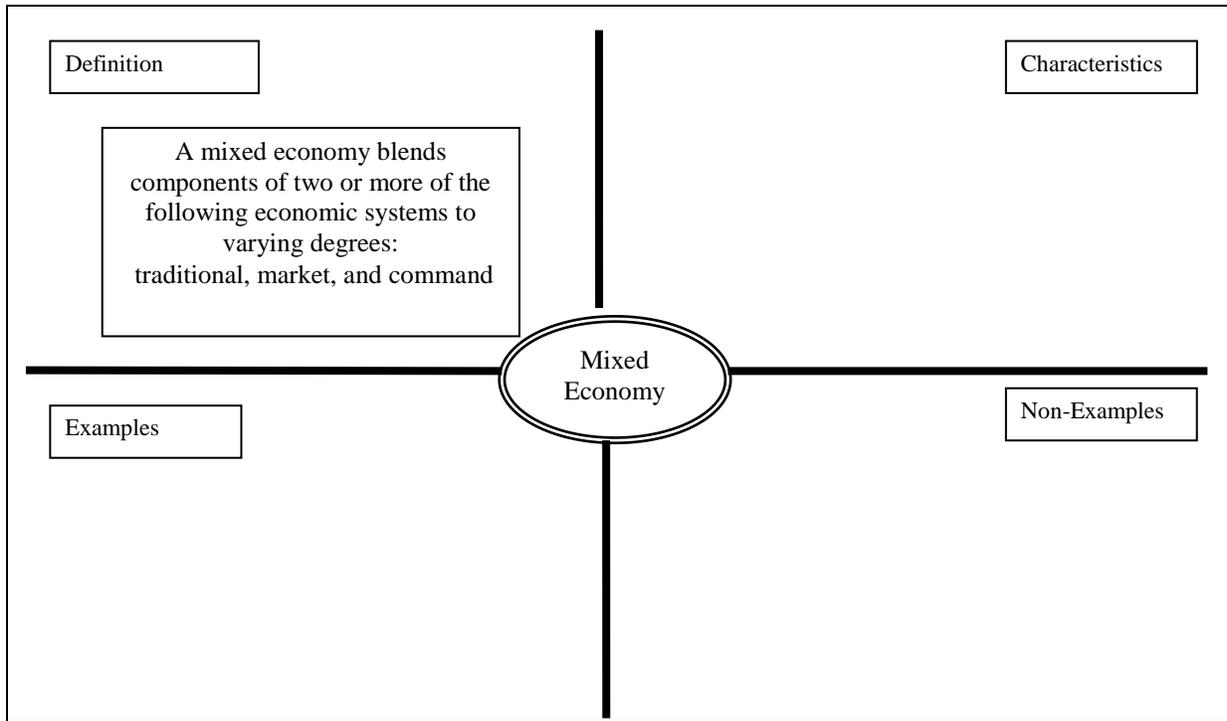
3. List four countries to which the oil was transported.

4. Through what *strait* does the oil first pass through as it leaves the Persian Gulf?

5. List the three bodies of water the oil being transported to Europe passes through along with the strategic man-made waterway that must be navigated by the oil tankers to reach Europe?

6. Analyze the shipping routes identified on the map to draw conclusions of the impact Southwestern Asia can have on world economy.

Types of economic systems	Definition	What to produce?	How to produce?	For whom to produce?
Traditional	The economic system in which resources are allocated by inheritance, and which has a strong social network and is based on primitive methods and tools. It is strongly connected to subsistence farming.			
Market	In a market economy, national and state governments play a minor role. Consumers and their buying decisions drive the economy. The assumptions of the market play a major role in deciding the right path for a country's economic development.			
Command	The most important aspect of this type of economy is that all major decisions related to the production, distribution, commodity and service prices, are all made by the government or centralized authority.			



Southwest Asian Economic System Analysis

