Big Idea/ Topic

Location, Location, Location…of SW Asia (Middle East)

Connecting Theme/Enduring Understanding:

Location: The student will understand that location affects a society’s economy, culture, and development.

Essential Question:

How is where we live, vital to how we live?

Standard Alignment

SS7G5: Locate selected features in Southwest Asia (Middle East).
   b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

SS7G6: Explain the impact of environmental issues across Southwest Asia (Middle East).
   a. Explain how water pollution and unequal access to water impacts irrigation and drinking water.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

Information Processing Skills–1 (compare similarities and differences), 3 (Identify issues and/or problems and alternative solutions), 11 (Draw conclusions and make generalizations).

Map and Globe Skills–4 (Compare and contrast the categories of natural, cultural, and political features found on maps), 6 (Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 8 (Draw conclusions and make generalizations based on information from maps).

Instructional Design

*This lesson has a flexible timeline and will cross over several days.

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.
Teacher Introduction: This lesson is composed of two essential building blocks of learning about the regions of Southwest Asia (Middle East): where major rivers and countries of the Middle East are located, and how these locations ultimately influences life in the region. Therefore, students will begin the lesson with the intentional focus on SS7G5 and the map and globe skills present within this standard. Establishing the basis of “where” will allow for deeper inquiry into “how.” Teachers may add to their existing knowledge by reviewing the GADOE Teachers notes for 7th grade social studies (https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Southwest-Asia-Teacher-Notes.pdf) pages 6-9. The lesson will conclude with a preview of SS7G6, which allows students then to examine the impact of environmental issues across the region of study in this lesson.

Part 1: Prior to beginning the lesson, have students partake in a quick review of the continents and share what countries they know of that can be found within these continents. As students share their prior knowledge, you could enhance their learning experience by displaying this clickable world map (https://geology.com/world/world-map.shtml) that will provide a global and then closer look at what they are sharing. Explain that in this lesson we will take a closer look at the geography of Southwest Asia, also known as the Middle East. Using this same “clickable” map, take a few minutes to click on this region and allow students to conduct a quick 3-part analysis by asking: What do you see or notice? What do you know or think you know? What do you wonder or are you curious about?

*Unplugged variation to opening activity – students can use a world map or atlas from their textbook (if applicable) or one may be printed from https://www.printableworldmap.net/category/world to share. A copy of the world map is also included in the materials for this lesson.

Part 2: Following the opener, students will begin to work with maps to identify the countries and landmarks listed in the standards and elements: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea; Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank. To accomplish this task, physical maps of the Middle East have been included below. These may be posted within a PowerPoint or Google Slide, or shared through your virtual portal or online management system. (*Unplugged variation to map display – the maps included may also be printed and shared in a packet, along with the graphic organizers, for “at-home” completion).

Students should begin by first learning with their eyes and checking off the countries and landmarks as they see them. The next step includes classifying their learning with the use of a graphic organizer (included below) titled “Location, Location, Location!” On each sheet, a box has been filled-in as a sample. There are a variety of plugged options for the completion of this organizer. The organizer can be copied into a Google Doc, or shared as a PDF to your learning management platform. The teacher may also choose to create a form with the questions for easy collection of class information. This task may be completed independently or, if using breakout rooms, completed in pairs or small groups.

Teacher’s directions to students: “Here are a few physical maps of Southwest Asia (Middle East) that you will use to identify a list of countries and landmarks (bodies of water). These maps allow for a closer look at the places we discussed in our opening activity. To complete this task, you’ll begin by looking closely at the map to identify the location of the places listed in our standard. Once you have located all of these places on the map, you will turn to your graphic organizer to begin classifying what you are learning about these locations.” *Next, take the time to look over the components of the graphic organizer and review the directions and differences. For example, you will note that one of the columns should remain blank until after the reading shared in Part 3 of this lesson.

When students complete this task, return to a virtual “whole group” situation to review. The teacher should display the graphic for the class to see via white board or digital slide display. Students can begin to share their descriptions. This is an excellent time to call specific attention to vocabulary used (e.g. cardinal directions).

Part 3: Now that students have identified the location of each country and landmark listed in the standard, they will have the opportunity to read brief summaries associated with these locations. This will allow them to establish context to better understand other standards and elements associated with these locations. For the
next portion of the lesson, you will access the “One Page Summaries” from 
https://www.cia.gov/library/publications/the-world-factbook/docs/one_page_summaries.html for the following: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank. Students can specifically view information related to the geography of these locations, which may further assist in their descriptions.

*Teacher’s directions for students:* “Now that you have located these areas on a map, you will now read to learn information about these places that are not necessarily visible on a map. To do this, you will access one-page summaries for each of the countries listed on your worksheet to assist you in completing the table.”

*Unplugged variation to activity* – students without devices will be unable to access the link to the one-page summaries recommended to support the completion of the graphic organizer. For those unplugged, we recommend use of district-provided resources if available or required, or to print the applicable pages to make a reading packet for the students.

**Part 4:** The lesson will conclude with an opportunity to preview or prepare students to examine the impact of environmental issues in the places they have identified in this lesson. Next, students read the article titled “Mideast Water Crisis Brings Misery, Uncertainty” from npr.org (https://www.npr.org/templates/story/story.php?storyId=122294630). Teachers may choose to record a reading of the article for students to follow along as well. Students will read the article to respond to the following teacher-guided questions: If reading along with the students, the teacher may choose to pause intermittently to ask the questions of the group. If having students complete independently, consider providing them the questions in advance.

1. When was this document created and by whom?
2. If oil was the resource that defined the last century, what resource does the author claim will define this century?
3. According to the author, which rivers make up the area of the Fertile Crescent? What is the issue in that area?
4. How did the drought affect the lives of the villagers?
5. What is a “water refugee?”
6. According to the article, where do Syria and Iraq place blame for the water shortage and why?

*Note: Should the teacher choose, this part may be used for extension only, part of the current lesson plan, or added to a lesson dedicated to SS7G6.*

(*Unplugged variation to listen-along* – the article is linked but also posted below to be printed for those without access to a device. In addition, the questions above have been included in a worksheet that corresponds to the article, for students to complete on their own).
Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

a. Consider allowing students to complete all tasks with a partner if possible.

b. Consider recording yourself reading the text excerpts and questions for those who may need a voice-over option.

c. Some students may struggle to complete the organizers independently. These are a few suggestions: allow students to highlight the information, give students the organizer partially completed to lessen the amount of work, give students a “key” to copy.

Opportunities for Extension:

• Part 4 of this lesson may be used as an extension only if the teacher chooses.

Unplugged Supplies: Lesson checklist, printed copies of maps included, printed copy of “Location, Location, Location!” graphic organizer (p. 1-2), copy of Reading: Background Knowledge to Support Completion of Graphic Organizer (from the GaDOE), possible copies of the one-page summaries, printed copy of article “Mideast Water Crisis Brings Misery, Uncertainty” with corresponding questions, paper, pens/pencils.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Lesson checklist, printed copies of maps included, printed copy of “Location, Location, Location!” graphic organizer (p. 1-2), copy of Reading: Background Knowledge to Support Completion of Graphic Organizer (from the GaDOE), possible copies of the one-page summaries, printed copy of article “Mideast Water Crisis Brings Misery, Uncertainty” with corresponding questions

Materials not included to support unplugged learners: paper, pens/pencils
Location, Location, Location...of SW Asia (Middle East) Lesson Checklist

SS7G5 Locate selected features in Southwest Asia (Middle East).
   b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).
   a. Explain how water pollution and unequal access to water impacts irrigation and drinking water.

Part 1:
   □ 1. Review with students their prior knowledge (if applicable) on the region of Southwest Asia (Middle East) and use “clickable” maps from https://geology.com/world/world-map.shtml to provide visual support. 

   Look at the map on https://geology.com/world/world-map.shtml or use the one provided. Make a list of the continents and countries you recognize. Look at Southwest Asia, also known as the Middle East. Take a few minutes to study this area. Answer these questions in your interactive notebooks. What do you see or notice? What do you know or think you know? What do you wonder or are you curious about?

Part 2:
   □ 2. Identify the countries and landmarks listed in the standards and elements: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea; Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank, using the maps provided.
   □ 3. Begin filling-in the graphic organizer, “Location, Location, Location” based on information gained from the maps.

Part 3:
   □ 4. Complete the graphic organizer using information gained from One-Page Summaries from https://www.cia.gov/library/publications/the-world-factbook/docs/one_page_summaries.html. If you are unable to see these resources online, use the attached documents to locate the information needed.

Part 4:
   □ 5. Preview the next standard, SS7G6, by reading the article titled “Mideast Water Crisis Brings Misery, Uncertainty” from npr.org (https://www.npr.org/templates/story/story.php?storyId=122294630) and responding to the corresponding questions. If you are unable to see this document online, use the attached resource to locate the information needed.
Unplugged Variation to World Map Opener

From the
https://upload.wikimedia.org/wikipedia/commons/6/61/Middle_east_CIA.jpg
### Location, Location, Location! (p. 1)

<table>
<thead>
<tr>
<th>Country</th>
<th>Is located…. (Write 2 descriptions)</th>
<th>Physical Characteristics</th>
<th>Located Near Major Body of Water? (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
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<td>Iran</td>
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<td>• West of Afghanistan</td>
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<td>Iraq</td>
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<td>Israel</td>
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<td>Kuwait</td>
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<td>Saudi Arabia</td>
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<td>Syria</td>
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<td>Turkey</td>
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<tr>
<td>Gaza Strip</td>
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</tr>
<tr>
<td>West Bank</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Location, Location, Location! (p. 2)

| Location                  | Is located….  
|---------------------------|---------------|
|                           | (Write 2 descriptions) | Physical Characteristics | Benefits of Access  
|                           |               | (Fill in-following reading) |
| Euphrates River           |               |                           |                           |
| Jordan River              |               | Boundary between West Bank & Jordan | Main source of water for West Bank & Gaza Strip |
| Tigris River              |               |                           |                           |
| Suez Canal                |               |                           |                           |
| Persian Gulf              |               |                           |                           |
| Strait of Hormuz          |               |                           |                           |
| Arabian Sea               |               |                           |                           |
| Red Sea                   |               |                           |                           |
Physical Map of the Middle East (from www.freeworldmaps.net)
Physical Map of the Middle East (from www.worldatlas.com and www.open.edu)
Physical Map of the Middle East (from www.worldatlas.com and www.britannica.com)
Water Landmarks of the Middle East

**Tigris and Euphrates Rivers** - begin in Turkey and travel through Syria and Iraq before emptying into the Persian Gulf. They are the largest rivers in Southwest Asia and are an essential source of water for the nations they pass through. Because of the importance of their waters, they are also a source of conflict as nations argue over control of this important natural resource.

**Jordan River** - forms the border between the nation of Jordan and the Palestinian Territory known as the West Bank. Control of the Jordan River’s water is a source of dispute between the Palestinians and the Israelis.

**Suez Canal** - connects the Red Sea to the Mediterranean Sea. It is an important trade route.

**Strait of Hormuz** - narrow shallow body of water that connects the Persian Gulf to the Arabian Sea. It is an important trade route connecting the rich oil fields of the gulf to the Arabian Sea and beyond.

**Arabian Sea** - south of Saudi Arabia. For centuries, the Arabian Sea has been a key link in the Indian Ocean trade and remains a major trade route.

**Red Sea** – A sea separating Africa from South West Asia and connecting the Arabian Sea to the Mediterranean via the Suez Canal.
Mideast Water Crisis Brings Misery, Uncertainty

January 7, 2010 3:55 PM ET  Heard on All Things Considered

The Middle East is facing its worst water crisis in decades. For three summers, the annual rains have failed to come. Farmland has dried up across the region in Iraq, Syria, southeast Turkey and Lebanon.

While oil was the resource that defined the last century, water and its scarcity may define this one. Experts say the climate is warming in the Fertile Crescent, the area of the Tigris and Euphrates rivers, contributing to the water shortage and helping to create a new phenomenon — water refugees.

Middle East Water Woes
Droughts for several consecutive years and the damming of the Tigris and Euphrates rivers have the Middle East facing its worst water crisis in decades.

This winter, rain has barely settled into the hard, cracked farmland in northern Syria. There was a time when the fields were green most of the year, but the summer droughts have taken a toll. Farther east is the Badia, a vast rangeland, where thousands of people tend herds of sheep.

Addami is a traditional village where the houses are white domes of baked clay. This summer, Addami was completely abandoned during the driest months.

"There was no water and too much sand," says Nofa Hamid, 51, who has been tending sheep since she was a child. "It got into everything, even the kitchen."

"It was crazy; the sand was everywhere this summer," she says.

Life has never been easy in Addami. But Ismar Mohammed, a 43-year-old shepherd wrapped in a black wool robe against the cold, says he was wealthy by local standards as the owner of the area's largest herd.

He had to drive his flock more than 150 miles for water. With no luck and no grass, he had to buy feed for his sheep, and that meant he had to sell some of them to feed the rest.

"No question, I had to do this otherwise they would die, and I had to feed my kids. Before the drought, I used to have 400 head," he says.

"No question, we were doing fine, just except for this drought, which is affecting us very badly," he says."
'Perfect Storm' Creates Water Refugees

More than 160 villages are abandoned now in Syria alone. According to a United Nations report on the drought, 800,000 people have lost their livelihood. Hundreds of thousands left once-fertile land that turned to dust and pitched tents near the big cities, looking for any kind of work.

"It's an emergency," says Syrian economist Nabil Sukkar. "If we have two more years of drought, then we do ... have a crisis."

Formerly with the World Bank, Sukkar now heads a private consulting firm for development and investment. He has been researching the emergency, including its economic and social costs.

"I've gone out and I saw some people in the tents. I told them, 'From where you are coming? How do you manage?'

They said, 'We find short-term work,' but this is not sustainable," he says.

The mass migration to the cities has created a new community of displaced people across Syria and Iraq.

"Water scarcity is forcing people off the land," says Hussein Amery, an expert on Middle East water management and a professor at the Colorado School of Mines.

He says the policy failures that have made the emergency worse. "Therefore, these refugees are very much water refugees, they are a product of water scarcity in the region," Amery says.

He says the water crisis has been building for years.

"The water refugees are a product of climate change, mismanaged water resources. It's a product of population explosion; it's a lot of things. It's a perfect storm that is wreaking havoc in the rural farming sector of Syria and Iraq," he says.

Changing History of Outdated Techniques, Waste

Due east of the Syrian capital, Damascus, is the city of Palmyra, a popular tourist destination. The city's ancient Roman ruins are a draw for Japanese tourists — and a livelihood for the locals.

Palmyra, hit hard by the drought, is also the headquarters for the Syrian government response. Emergency measures include food aid for families and low-cost loans for farmers.

At the government office for development, Mohsan Nahas says Palmyra is experimenting with new water-saving techniques.

Nofa Hamid, 51, has been tending sheep since she was a child. Her Syrian village, Addami, was completely abandoned during the driest months of the drought. "It was crazy; the sand was everywhere this summer," she says.
"I have talked about the oasis we've been setting up. That's being done with drip irrigation," he says.

Nahas offers visitors a slideshow to illustrate what he is up against — a dust storm so large it could be seen from space on Google Earth. Conditions on the ground were intolerable: Sand blew into houses, mixing with food and affecting people's eyesight.

With the widespread drought, a food crisis is looming. For the first time, Syria now has to import wheat.

Sukkar, the economist, says things won't get better unless the country changes a history of wasteful water management and outdated farming techniques.

"Unfortunately, we haven't introduced modern technology, and so we are dependent on rainfall, period," he says.

**Politics, Not Climate, At Root of Problem**
But rainfall, or lack of it, is not the only culprit, he says. Syria and Iraq blame Turkey's huge network of dams on the Tigris and Euphrates rivers for reducing water supplies by 50 percent.

Turkey is the site of the headwaters of a river system that Syria and Iraq depend on. An informal agreement determines the flow downstream.

"When we had bad relations with Turkey, they reduced the flow of water despite the agreement, and now, thank God, we have excellent relations with Turkey, and hopefully, we will not see any cutoff of water," Sukkar says.

Turkey says there is enough water for everyone, but Syria and Iraq waste their share. Amery, the water expert, says the Turks are partly right.

"The issue is water but it goes far beyond water," he says.

Amery says the key to head off a water crisis is more efficient management of a scarce resource. But he adds politics, not climate, is the problem.

"A lot of Arabs believe that Turkey is trying to assert itself as a regional superpower," he says, "and water is being used as a tool to advance that interest."
Use the article “Mideast Water Crisis Brings Misery, Uncertainty” to respond to the questions below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Student Response</th>
</tr>
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<tbody>
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