

Yale 2016 PIER Summer Institute: Ancient Cities, Modern Inquiries An Inquiry into the History and Culture of the Middle East

Author(s): Hera Butt

School: Connecticut River Academy at Goodwin College

Subject Area(s): Geography and Global Development

Grade Level(s): 9th

Time Allotment: 90 minutes

Lesson Description: *Include- why is this important for students to know?*

Before students can propose a solution to how peace can be established in the Middle East, they must become aware of the complexities of that region. Through the inquiry activity in this lesson, students will gain a deeper understanding of European interference in the region (through the use of Gertrude Bell's letters), the evolution and rise of ISIS (through videos and primary sources) and the historical and cultural influence of the Mosul museum.

Learning Context: *How does this lesson/unit fit within the context of the the larger unit or other units?*

The Geography and Global Development course is taught at the Connecticut River Academy to freshmen who attend the magnet school from almost forty different towns. Without having concrete data on the interests and cognitive skills of these students, the curriculum is organized to help students use their strengths to build their areas of growth. We begin the year by front loading important geographic terminology and the students apply the Five Themes of Geography to a community of their choice using Google Maps. We then begin regional studies by looking at the divers river regions in North America before moving to analyzing spatial inequality in Latin America. With the knowledge and skills gained from these units, students investigate social, political, and environmental issues in an African country and create a product or service, complete with a business plan, that could help resolve that issue. It is only after these activities and cognitive learning that students engage in posing a solution to the authentic issues in the Middle East. In this unit, students engage with material pertaining to the rise and fall of the Ottoman empire, and the Israeli-Palestinian conflict. This particular lesson occurs after these activities, and right before students must propose a plan for establishing peace in the Middle East.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

Unit Essential Question: How can peace be established in the Middle East?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

Unit Standards

- Content Standards
 - D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
 - D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
 - INQ 9–12.1. Explain how a question reflects an enduring issue in the field.
 - INQ 9–12.2. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
 - INQ 9–12.8. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
 - INQ 9–12.10. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- College and Career Readiness Standards (Common Core Literacy in History/Social Studies, Science and Technical Subjects 6-12):
 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Lesson Objectives/Learning Intentions:

Investigate the implications of the actions of ISIS on the history and culture of the region.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
ISIS Antiquities Primary Source	Open-ended questions Close-ended questions Question Formulation Technique

Secondary Source
Middle East

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

For this particular lesson, students will be creating their own questions, and progress will be monitored through the use of Kagan cooperative learning strategies, and a final one-on-one meeting with the educator.

Summative Assessment/Performance Task:

The summative assessment for the unit requires students to reflect on their learning about the complex issues in the Middle East, and offer a multi-tiered, evidence-based solution. For this lesson, students must compose a 2-3 page response to their inquiry question.

Lesson Activities:

An overview of the lesson can be found on this [presentation](#).