



Unit Planner: Policy in the Middle East (HS)

World History



Standards & Benchmarks

NJ: 2014 CCCS: Social Studies

NJ: Grades 9-12

A. Civics, Government, and Human Rights

Expansion and Reform (1801-1861)

6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

Postwar United States (1945 to early 1970s)

6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.

Contemporary United States (1970-Today)

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

Age of Revolutions (1750-1914)

6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

The 20th Century Since 1945 (1945-Today)

6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.

Contemporary Issues

6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Essential Questions

How does our quality of life both enhance and inhibit that of others around the world?

Content Focus Questions:

- How have different historical paths put many Middle Eastern societies on a collision course with the West?
- Why is there so much internal conflict within Middle Eastern society itself?
- Where does anti-Western sentiment among Islamic, Middle Eastern nations come from?
- How has anti-Western sentiment manifested itself in those nations in the form of extremism?

- What role should the U.S. play in the Middle East today?

Content

- To define the Human Development Index (HDI) as well as its role in our 'big question'
- To examine early Islamic societies and how they shaped the internal conflict that exists within Islam today
- To identify several factors that made the West more conducive to democracy than the Middle East
- To assess the impact that outside invasions had on early Islamic societies
- To define the concepts of manifest destiny and Mahan's vision of militarism and how they related to the search for overseas markets as a response to overproduction
- To identify the four pillars of an outward-oriented economy and historic examples of each for the Middle East
- To assess the role of nationalists regimes in fueling Islamist movements (i.e. 1979 Islamic Revolution in Iran)
- To identify the impact of WWI on the Ottoman Empire and borders within the region (1916-Sykes-Picot Treaty)
- To evaluate the effectiveness of pro-western regimes (i.e. Abdul-Aziz bin Saud in Saudi Arabia and Mohammad Reza Shah Pahlavi in Iran)
- To use examples such as the Anglo Iranian Oil Company (AIOC) to assess the pros and cons of the nationalization of resources
- To identify the effects of outward-oriented economics on Middle Eastern societies including:
 - Social stratification: small minority possess all of the wealth
 - Foreign-owned infrastructure and resources: bleeding profits
 - Stifled manufacturing: reliance on foreign goods and little diversification
 - The pillars of Arab Nationalism as a response to Western policies including:
 - ISI: Nationalize infrastructure

Skills

- To assess a source by identifying its origin, purpose, limitations, and value
- To use a graphic organizer to evaluate cause and effect
- To use "The Common Truth" strategy to create an effective oral argument
- To use body language, intonation, strategic pauses, and eye contact effectively communicate a position
- To use texts from multiple perspectives to support a position
- To conduct a root cause analysis on an assigned Middle Eastern nation
- To draft a detailed problem statement on our current policy in the Middle East
- To apply an action planning tool to address real issues in an assigned Middle Eastern nation
- To be able to both provide and accept detailed feedback in a productive manner

Assessment

Learning Log

Summative: Written: Journal/ Diary

NON-GRADED: Students will complete a journal entry at the close of each project session where they start with the phrase, "The new perspectives that I gained today helped my investigation by..." Feedback will be provided base on accuracy, depth, and relevance to their focus question.

[10 Standards Assessed](#)

Benchmark Assessments

Formative: Performance: Authentic Task

Individual project benchmarks will be evaluated each week.

 [Benchmark Record Sheet.doc](#)

Harkness Discussion: Different Historical Paths

Formative: Oral: Discussion

Students will engage in a structured, group discussion using a Harkness protocol on the question "How have different historical paths put Middle Eastern societies on a collision course with the West?" The class will receive points and feedback as a whole based on the content of their comments as well as their effectiveness in running a balanced, active, and productive discussion.


 [Harkness Rubric.docx](#)

 [6 Standards Assessed](#)

Harkness Discussion: Internal Conflict in the Middle East


Formative: Oral: Discussion

Students will engage in a structured, group discussion using a Harkness protocol on the question "Why is there so much internal conflict within Middle Eastern society itself?" The class will receive points and feedback as a whole based on the content of their comments as well as their effectiveness in running a balanced, active, and productive discussion.

 [Harkness Rubric.docx](#)
✓ [1 Standard Assessed](#)


Harkness Discussion: Anti-Western Sentiment **Formative: Oral: Discussion**

Students will engage in a structured, group discussion using a Harkness protocol on the question "Where does anti-Western sentiment among Islamic, Middle Eastern nations come from?" The class will receive points and feedback as a whole based on the content of their comments as well as their effectiveness in running a balanced, active, and productive discussion.

 [Harkness Rubric.docx](#)
✓ [4 Standards Assessed](#)

Harkness Discussion: Manifestations **Formative: Oral: Discussion**

Students will engage in a structured, group discussion using a Harkness protocol on the question "How has anti-Western sentiment manifested itself?" The class will receive points and feedback as a whole based on the content of their comments as well as their effectiveness in running a balanced, active, and productive discussion.

 [Harkness Rubric.docx](#)
✓ [1 Standard Assessed](#)

Final Presentation **Summative: Performance: Authentic Task**

Students will present an completed action plan for a new, more informed U.S. policy for their assigned Middle Eastern nation

 [Policy Brief Rubric.docx](#)

 [5 Standards Assessed](#)

Activities

Day 1: After a short ice-breaker activity, students will engage in a series of class discussions on 9-11 and the policies that have shaped our response to that tragedy. Each discussion will be prompted by a short video. Students will close the period by completing a KWL chart on foreign policy in the Middle East, identifying what they, personally, would like to get out of this unit.

Day 2: After revisiting their KWL charts to ensure that they are thorough, the teacher will walk students through the first project milestone. Students will then use a short survey to select which expert group they would like to join:

- How have different historical paths put Middle Eastern societies on a collision course with the West?
- Why is there so much internal conflict within Middle Eastern society itself?
- Where does anti-Western (American) sentiment among Islamic, Middle Eastern nations come from?
- How has anti-Western sentiment manifested itself in the form of extremism?

Next, students will work in teams of 3-5 to interpret different political cartoons that assess our current policy in the Middle East. Each group will share out their interpretations and analysis of the commentary on the policy. Students will then log onto Edmodo, join our group, and take their first class poll. Students will spend the remainder of the class working in their teams to assess the text and video resources that are assembled for them in Edmodo and using

Resources/Optional

In addition to a host of web-based and outside experts, five main texts will be used:

- *The Middle East* by Bernard Lewis
- *Power, Faith, and Fantasy* by Michael Oren
- *The Looming Tower* by Lawrence Wright
- *Through Middle Eastern Eyes*: a collection of essays
- *The Future for Freedom* by Fareed Zakaria

 <http://infotrac.galegroup.com/itweb/hack22851rpa>

 <http://www.economist.com/sections/middle-east-africa>

 <http://www.foreignaffairs.com/regions/Middle%20East>

 <http://www.nytimes.com/pages/world/middleeast/index.html>

 <https://www.edmodo.com/home#/group?id=1611771>

 [1-Introduction Proj.ppt](#)

 [2-Expert Groups.ppt](#)

 [3-First Expert Group Meetings.ppt](#)

 [4-Second Expert Group Meetings.ppt](#)

 [5-Group Hints.ppt](#)

 [6-Final Harkness Prep.ppt](#)

 [7-Harkness Part I.ppt](#)

 [8-Harkness Part II.ppt](#)

 [9-Harkness Part III.ppt](#)

the benchmark sheets to divide the work among them. Individual students will be provided with the option to choose resources from a class set of textbooks.

Day 3: After a brief opening discussion on current events in US policy, the students will break into their expert groups and begin their research. The teacher will meet with each group independently to clarify resources and benchmarks. There will be a 15 minute break in the research for a short "turn and talk" about what ancient Islam tells us about modernization in the Middle East. Class will close with a reading and interpretation of an excerpt from the *Kite Runner*. How is this like or unlike your impressions of life in the M.E.?

Day 4: After a brief opening discussion on current events in US policy, the students will break into their expert groups and continue their research. The teacher will meet with each group independently to clarify resources and benchmarks. There will be a 15 minute break in the research for a short "turn and talk" about factors that made the West more conducive to democracy and how that shaped our early policy in the M.E. Class will close with a Edmodo post: How did democracy and industrialization shape our early policies in the M.E.?

Day 5: After a brief opening discussion on current events in US policy, the students will break into their expert groups and take 15 minutes to finalize their preparation for our Harkness discussions. The Harkness will focus on the questions:

1. How have different historical paths put Middle Eastern societies on a collision course with the West?
2. Why is there so much internal conflict within Middle Eastern society itself?

During the Harkness, students will have the option of making an argument, asking a clarifying question, or summarizing a peer's comment in order to earn points.

Day 6: This week will begin with each team conducting a 15 minute Skype session with Inci Aksu, an expert in Near Eastern Studies from the Turkish Consulate. After a brief opening discussion on current events in US policy, the students will break into their expert

 [10-Harkness Part IV.ppt](#)
 [11-Creating Briefs.ppt](#)

groups and take 15 minutes to finalize their preparation for our Harkness discussions. The Harkness will focus in the questions:

1. Where does anti-Western (American) sentiment among Islamic, Middle Eastern nations come from?
2. How has anti-Western sentiment manifested itself in the form of extremism?

Students will be asked to answer each question individually in an online learning log once the discussion is complete.

Day 7: Students will engage in a Skype session with BCA alum and retired Army Captain, Greg Freisinger. The discussion will focus on the military's big picture goals in Operation Iraqi Freedom, challenges of implementation, and Mr. Freisinger's own personal observations on the pros and cons of putting "boots on the ground."






Day 8: Students will assemble in expert teams to reflect on the learning that took place during the Harkness. They will review the results of a student self-assessment to determine the effectiveness of their argument to the class. They will then determine what additional work the individuals will need to do as they move on to new groups. Next, students will be allowed to choose a nation group to begin the policy brief phase of the project. Each new group will be assigned a nation: Iran, Iraq, Egypt, and Afghanistan. Students will spend the remainder of the session researching the current political, economic, and social condition of their assigned nation.

Day 9: This session will begin with a lecture/discussion on what goes into a policy brief and some background on the Senate Committee on Foreign Relations (SCFR). Next the class will engage in a large group discussion to draft a single problem statement for the dysfunction of the ME as well as identifying three root causes of this problem. Then students will be provided with web resources to research a number of success stories in the ME (i.e. Jordan, Turkey). Students will spend the remainder of the session shaping initiatives to address each of the root causes identified in the large group discussion.

Day 10: In this final prep session, students will use their problem statement, root causes, and initiatives to draft a policy brief for their

assigned nation. Worksheets and templates will be provided. Students will also be provided with resources on popular policy angles (i.e. cheap oil, promoting democracy, etc.). Students will spend the remainder of the period gathering supporting visuals and researching the other group's nations to identify questions that could be asked at the debate next week.

Day 11: Students will engage in a mock hearing of the SCFR in a debate format. One by one, groups will assume the role of State Dept. Staff and present their policy briefs for their assigned nations. Meanwhile, other students will assume the role of SCFR members and ask clarifying questions and raise counter points. The session will close with students revisiting their KWL charts and listing new understandings that they developed in this project.

-  [KWL Chart.docx](#)
-  [Expert Group Tip Sheet.doc](#)
-  [Project and Presentation Guidelines 2015.doc](#)
-  [Policy Brief Worksheet.docx](#)
-  [Policy Brief Template.docx](#)