

The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of Social Studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens. **Children's Literature:** A list of book titles aligned to the 6<sup>th</sup>-12<sup>th</sup> Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: <http://www.gcss.net/uploads/files/Childrens-Literature-Grades-6-to-12.pdf>

## TEACHER NOTES

### 7<sup>TH</sup> GRADE SOCIAL STUDIES

#### *Southwest Asia*

#### - HISTORICAL UNDERSTANDINGS -

**SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**

**a. Explain how European partitioning in the Middle East following WWI led to regional conflict.**

Prior to World War I, the Ottoman Empire controlled large swaths of the Middle East. During the war, the British and the French made the Sykes-Picot agreement (*fig 1*) which divided the Ottoman Empire's holding into a zone of French and a zone of British control. Following their defeat, the non-Turkish portions of the Ottoman Empire were given by the League of Nations to the French and the British as mandates formalizing the boundaries of the Sykes-Picot agreement. (Essentially colonies in this instance). These mandates ignored traditional ethnic boundaries and lumped together many different ethnic groups. Following independence, many different ethnic groups tried to form a government or gain control of the government in the new nation they resided in, which led to conflict. This can be seen in the ongoing conflict between Jews and Arabs in Israel, Sunnis and Shias in Iraq, and the attempt among the Kurds to obtain an independent homeland.



*Figure 1 Map of Sykes-Picot Agreement showing zones of control. Reproduced from <http://www.passia.org> with permission (Mahmoud Abu Rumieleh, Webmaster). Free to use with acknowledgement.*

**SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**

- b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.**

During the period of the British Mandate, the British government allowed large numbers of Jews to migrate to Palestine. Many of these Jews were **Zionists**, or people who believe that Jews need to have a homeland in Israel for religious reasons (Jews believe that God gave the land to the Jewish people as part of his covenant with Abraham) or in order to be protected from non-Jewish governments. The need for protection is a response to the history of **anti-Semitism** in Europe (hatred of Jews), which dates at least back to the Middle Ages, and would periodically lead to massacre of Jewish populations to which the non-Jewish government would be indifferent or openly hostile. While the initial Jewish settlers were welcomed, as more Jews moved to Palestine they faced increasing hostility from the Arab population, who feared that they would not get to create an Arab state in that region following the end of the mandate. Arabs believed that they had a right to the land for religious reasons (Arabs believe that God gave the land to Arab Muslims as part of his covenant with Abraham) and because they had been the dominant ethnic group in the region for over a millennium. The Arabs, responding to growing Jewish immigration in the 1920s (which they viewed as a threat to their future homeland), staged a militant uprising against the British Government. The British responded by limiting and eventually banning further Jewish immigration until the end of WWII. This led to militant Jewish Zionist groups staging an uprising against the British. After WWII, due to guilt over the Holocaust, the British allowed Jewish immigration to resume. Meanwhile, tired of being attacked by the Jews and the Arabs, the British asked the United Nation to divide Palestine into an independent Jewish and Arab state so they could leave. Following the United Nation agreeing to a division of land, Jewish groups declared an independent Nation of Israel in 1948. The Arabs immediately rejected the deal because they felt the division of land was unfair. This began a series of conflicts over control of the land that continues to the present.



*Figure 2 Buchenwald survivors arrive in Haifa to be arrested by the British, 15 July 1945. Reproduced from Wikimedia Commons.*

**What Students Should Know**

Jews moved to Palestine to find a safe homeland following WWII. Tension between the communities grew as Arabs became afraid that the Jewish immigrants would take over Palestine and deny the Palestinian Arabs a nation. After the UN proposed a partition in 1948, there was a war between the Arabs and the Jews, which led to the creation of Israel and the occupation of Palestinian territory by Israel. Many Palestinian Arabs remain angry about this and there is fighting between them and the Israelis.

**SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**

- c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).**

One of the most problematic legacies of the British Mandate system is the existence of political boundaries that do not align with religious and ethnic boundaries. This means that many Middle Eastern nations have multiple ethnic and religious groups within their boundaries. This leads to political instability in countries in which ethnic groups vie for control of the government or in countries in which large concentrated ethnic minorities seek to secede from the central government to create a national homeland.

In Israel, many Palestinian Arabs seek to have the Palestinian Territories become free of the influence of the primarily Jewish Israeli government. They would rather have an independent state in which Palestinian Arabs are ruled by Palestinian Arabs. They are angry about their loss of land to Israel (fig 3-4). The situation is further complicated by the fact that both Palestinian Arabs and Israeli Jews claim that God gave the land of Israel to their people as part of the covenant and believe that their people should inherit all of the land and give nothing to the other religious/ethnic group. As resentment towards the Israeli Occupation has grown, some Palestinians have used both guerilla warfare and terrorism against Israeli civilians in an attempt to force the Israelis out of the Palestinian Territories. The Israelis insist that it is necessary to continue the occupation in order to prevent even worse acts of terrorism. The Palestinians perspective is that they are responding to Israeli aggression and expansion into what they view is Palestinian territory.



Figure 3. 1947 (proposal): Proposal per the United Nations Partition Plan for Palestine. Arab state is in green. Israeli State is in white. Reproduced from Wikimedia Commons.

Turkey, Syria, Iraq, and Iran all have large Kurdish minorities. The Kurdish people are ethnically distinct from the Turks, Arabs, and Persians that control the governments of those countries and many dream of a Kurdish homeland (fig 4), sometimes referred as Kurdistan, in which Kurds could be united into one nation that is ruled by Kurds. Turkey, Syria, Iraq, and Iran all fear losing the large and valuable land that the Kurds inhabit to the new

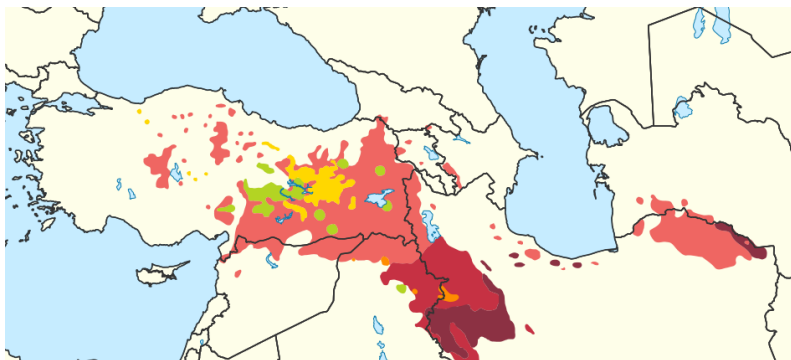


Figure 4. Colored areas show regions with large numbers of Kurdish speakers. the large contiguous area is where many Kurds hope to establish a country. Reproduced from Wikimedia Commons.

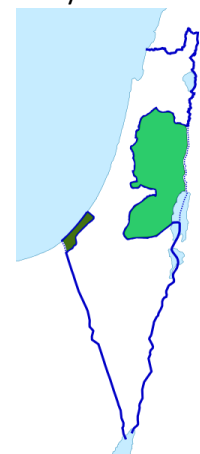


Figure 5. 1948–67 (actual). Reproduced from Wikimedia Commons.

Kurdish state and seek to suppress Kurdish independent movements. In some places, the Kurds have resorted to terrorism and guerilla tactics to try to gain their independence.

Throughout the Middle East there are frequent conflicts between Shia and Sunni Muslims for control of their governments. The Syrian civil war is caused by an uprising of Sunni Muslim (who are the majority of Syrians) against the Shia dictatorship of Bashar Al-Assad. Saddam Hussein, the Sunni dictator of Iraq, mistreated and brutally repressed the Shia and Kurds in that country during his rule. Following his ouster in 2003, the new Shia government of Iraq routinely mistreated Sunnis leading to conflict between antigovernment Sunni militias and pro-government Shia militias.

**Resources:**

Understanding the Israeli-Palestinian Conflict Resource Packet from The World Affairs Council.  
<https://www.world-affairs.org/wp-content/uploads/2013/10/Israel-Palestine-Resource-Packet.pdf>

Contains maps, factsheet, reading lists, and dozens of links to websites on the topic.

<https://www.world-affairs.org/wp-content/uploads/2013/10/Israel-Palestine-Resource-Packet.pdf>

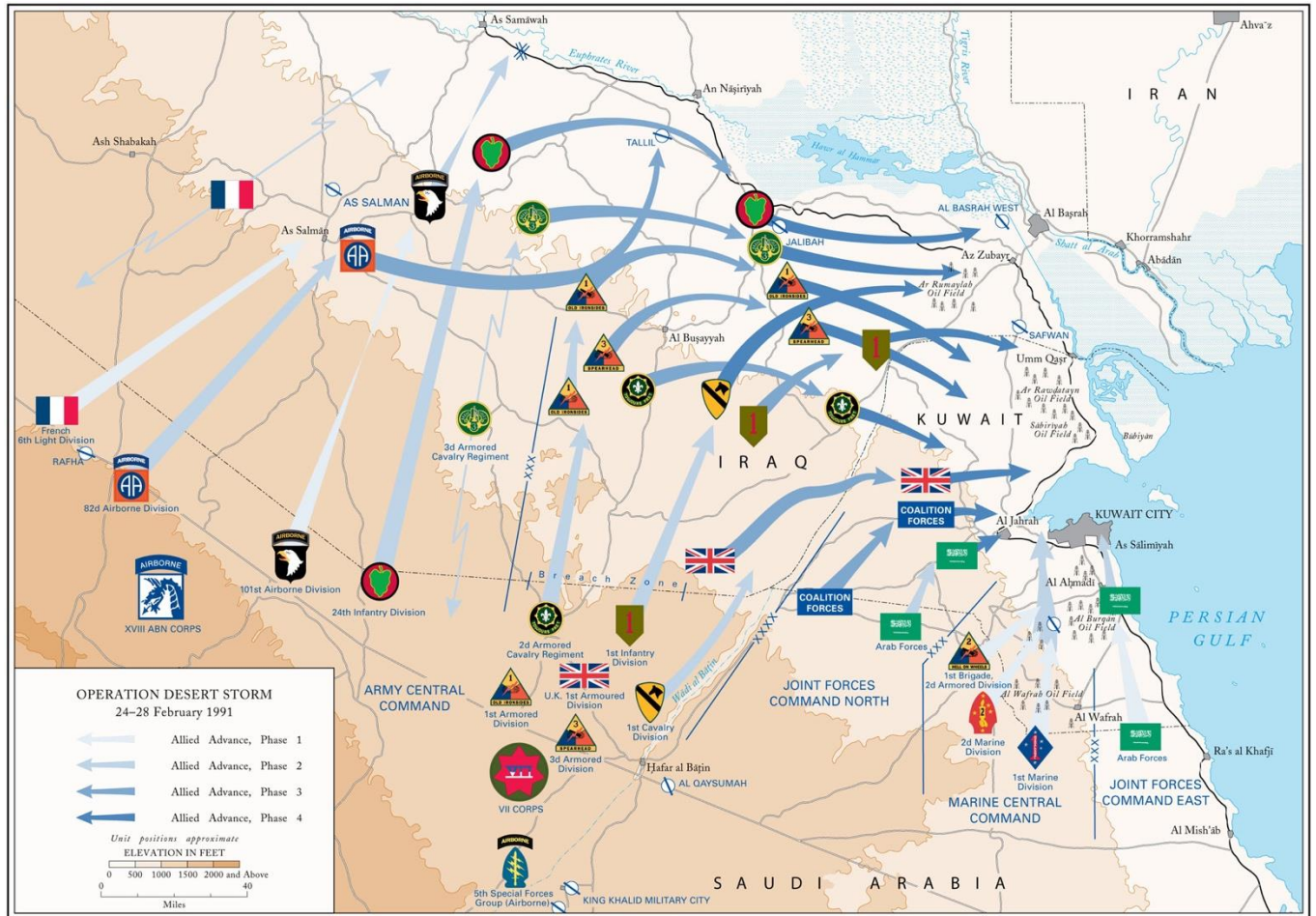
**SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**

- d. Explain U.S. presence and interest in Southwest Asia, include the Persian Gulf conflict and invasions of Afghanistan and Iraq.**

Throughout the 20<sup>th</sup> century the Gulf States were major oil exporters. The US became involved in the Middle East to protect its access to these vital oil reserves. When Saddam Hussein threatened the global oil supply by seizing oil rich Kuwait and threatening Saudi Arabian oil fields, the US intervened to defeat the Iraqi Army, liberate Kuwait, and protect Saudi Arabian oil fields in the 1991 Gulf War.

The U.S. is also involved in the Middle East to disrupt terrorist groups. U.S. intervention in the Middle East, particularly its support for Israel, has made it unpopular with many Muslim Arabs upset about Israeli treatment of Palestinians. Some of these Arabs, like Osama bin Laden and his Al Qaeda network, sought to use terrorism to drive the U.S. out of the Middle East. On September 11, 2001, members of the Al Qaeda network hijacked four planes, crashing two into the World Trade Center Towers in New York, one into the Pentagon, and one, as the passengers fought for control of the plane, into a field in Pennsylvania killing 2,996 people. At the time, Al Qaeda and its central leadership was based out of Afghanistan and was being protected by the Afghani Taliban Government. The U.S. lent its support to rebel groups in Afghanistan in 2001 in order to overthrow the Taliban and capture Osama bin Laden. While the initial invasion was successful in overthrowing the Taliban, the Taliban continues to fight against the new Afghani government today and Osama bin Laden was not captured in Afghanistan but remained at large for eight years until he was killed in Pakistan.





MAP 18

<http://www.victoryinstitute.net/blogs/utb/wp-content/uploads/2012/02/DesertStormMap.jpg>

This map shows the political forces involved and geographical features. It will help students understand how political forces and geography played a role in this conflict. (NOTE: Information for analysis: Political boundaries, topographical information, international involvement)

Following Saddam Hussein's defeat in 1991, the U.S. government came to believe that Iraq had an active nuclear weapons program. Given Hussein's dislike of the U.S. following the 1991 war, the U.S. demanded that Saddam Hussein dismantle the Iraqi nuclear weapons program. Saddam Hussein refused, saying no such program existed. The U.S. invaded Iraq again in 2003 in order to destroy the Iraqi nuclear weapons program and overthrow Saddam Hussein. Saddam Hussein was captured by U.S. soldiers and was tried and executed by the new Iraqi government in 2003. Conflicts erupted between the Sunni and Shia militias, which would keep the U.S. fighting in Iraq until 2011. There is no evidence that there was an active Iraqi nuclear weapons program in 2003.

**Resources:**

Persian Gulf War: History Channel. This site has an overview and short videos on different topics surrounding the conflict. <http://www.history.com/topics/persian-gulf-war>

Frontline's the gulf war has oral histories, firsthand accounts, and information about weapons and technology surrounding the Persian Gulf Crisis <http://www.pbs.org/wgbh/pages/frontline/gulf/>

## **TEACHER NOTES**

### **7<sup>TH</sup> GRADE SOCIAL STUDIES**

#### ***Southwest Asia***

#### **- Geographic Understandings -**

The intent of this standard is for students to be able to locate selected countries and major physical features in Southwest Asia using a world and regional political-physical map. This will give students the necessary context to understand other standards which deal with these locations.

#### **SS7G5 Locate selected features in Southwest Asia (Middle East).**

- a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.**

Students are expected to be able to use a political-physical or physical map to locate where in Southwest Asia the listed physical features are located. They should be able to locate the physical features either on a world map or regional map of Southwest Asia, Asia or Eurasia.

The following is included to give teachers basic background knowledge of each physical feature and why it matters in the greater context of the unit.

**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.





Political/Physical Map: Southwest Asia (Middle East)

[https://upload.wikimedia.org/wikipedia/commons/6/61/Middle\\_east\\_CIA.jpg](https://upload.wikimedia.org/wikipedia/commons/6/61/Middle_east_CIA.jpg)

**Gaza Strip** – narrow strip of land between Israel, Egypt, and the Mediterranean Sea. The Gaza Strip is home to millions of Palestinian Refugees who fled there during the 1948 Arab-Israeli War. There are frequent conflicts between its Arab inhabitants and Israeli Jews.

**West Bank** – The West Bank, so called because it is the west bank of the River Jordan, is the larger and more populous Palestinian territory. As with the Gaza Strip, the unresolved issue of a Palestinian Homeland has led to conflict between Palestinian Arabs and Israeli Jews.

**SS7G5 Locate selected features in Southwest Asia (Middle East).**

- b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.**

Students are expected to be able to use a political-physical or physical map to locate where in Southwest Asia the listed countries are located. They should be able to locate the countries either on a world map or regional map of Southwest Asia, Asia or Eurasia.

*The following is included to give teachers basic background knowledge of each country and why it matters in the greater context of the unit. Information regarding each country is intended to connect the geographical understandings to the historical understandings for teachers.*

The **Islamic Republic of Afghanistan** is a landlocked nation in central Asia. It is a diverse, multi-ethnic society. The largest ethnic group is the Pashtun, who make up 42% of the population of Afghanistan. Other ethnic groups include the Tajik (27%), Uzbek (9%), Hazara (8%), and others. Most Afghans speak either Dari (50%) or Pashto (35%). After the fall of the Soviet Union in 1992, a civil war erupted largely along ethnic lines. A Pashtun militia called the Taliban seized control of most of the nation's territory between 1992 and 2001, although it never gained control of the north of the country. Its support of Al-Qaeda led to U.S. intervention in Afghanistan as covered in **Standard SS7H2d**.

The **Islamic Republic of Iran** is a major regional power and is in frequent conflict with the U.S. It is the largest Shia Muslim nation in the world and will frequently support Shia Muslim groups against their Sunni neighbors as covered in **Standard SS7H2c**. It also has significant oil reserves and is a member of **OPEC (SS7E5d)**. Its proximity to the Strait of Hormuz allows it to threaten to cut off the Persian Gulf from the Arabian Sea jeopardizing the world's oil supply (**SS7G5a**).

The **Republic of Iraq** is a nation between Saudi Arabia and Iran. It borders the **Persian Gulf** and has significant oil reserves. It is ethnically diverse with 80-85% of Iraqi being Arabs and with 15% of Iraqi (particularly in northern Iraq) being Kurds. Although 99% of Iraqis are Muslim, according to the Pew Research Center, 51% of Iraqi Muslims identify as Shia, 42% identify as Sunni, and 5% identify as just Muslim. These Sunni/Shia and Arab/Kurd divisions cause much conflict in Iraq (**SS7H2 c & d**).

The **State of Israel** is a Jewish parliamentary democracy located along the Mediterranean Coast of the Middle East (**SS7CG3 a&b**). It is typically divided into two parts: the green zone, which is the area within the 1967 borders of Israel and the home of Jewish government and population and the Occupied Territories, which includes the West Bank and the Gaza Strip. The Occupied Territories were supposed to be land given to the Palestinians following the 1967 agreement but has been occupied by the Israeli Army to varying extents since that time. Israel is a majority Jewish state with a sizeable Arab minority. Israel is discussed in great detail in **SS7H2 b&c**. Israel has a diversified economy (**SS7E4**).

The **Kingdom of Saudi Arabia** is the largest Sunni Muslim power in the region. Saudi Arabia frequently supports Sunni Muslims governments, militia, and groups to expand its power and influence in much the same way the Iran supports Shia Muslims (**SS7H2 c**). It is the world's largest oil exporter through its massive Saudi Aramco state oil company and is a member of OPEC (**SS7E4c & SS7E5d**). It is the home of the two holiest cities in Islam: Mecca and Medina (**SS7G8 c**). The Saudi government is one of the few surviving absolute monarchies in the world (**SS7CG3a**).



The **Republic of Turkey** is a Turkish Parliamentary Democracy in the northern Middle East and Southern Europe (**SS7CG3 a&b**). It is the home of the Turkish ethnic group, but has a sizable Kurdish minority that wants to form their own state (**SS7G8b & SS7H2c**). The Turkish economy is focused on manufacturing and resource extraction (**SS7E4**).

**Resources:**

CIA World Factbook

*Provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities*

<https://www.cia.gov/library/publications/the-world-factbook/>

**SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).**

- a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.**

Much of the Middle East is extremely dry, with large deserts. Fresh water sources are in demand to provide for regional agriculture, growing urban populations, industry, recreation, and electricity. This has led to disputes about water usage between various countries in the region, and within the population of individual countries. Examples of water related conflicts include: over irrigation of land in Syria, Jordan, Iraq, and Iran; disputes erupting between Iraq, Syria, and Turkey as the Iraqi have complaints that Turkish and Syrian dams upstream have taken too much water out of the Tigris and the Euphrates; disputes within a country's citizens over the perception of unfair water allocation.

**Resources:**

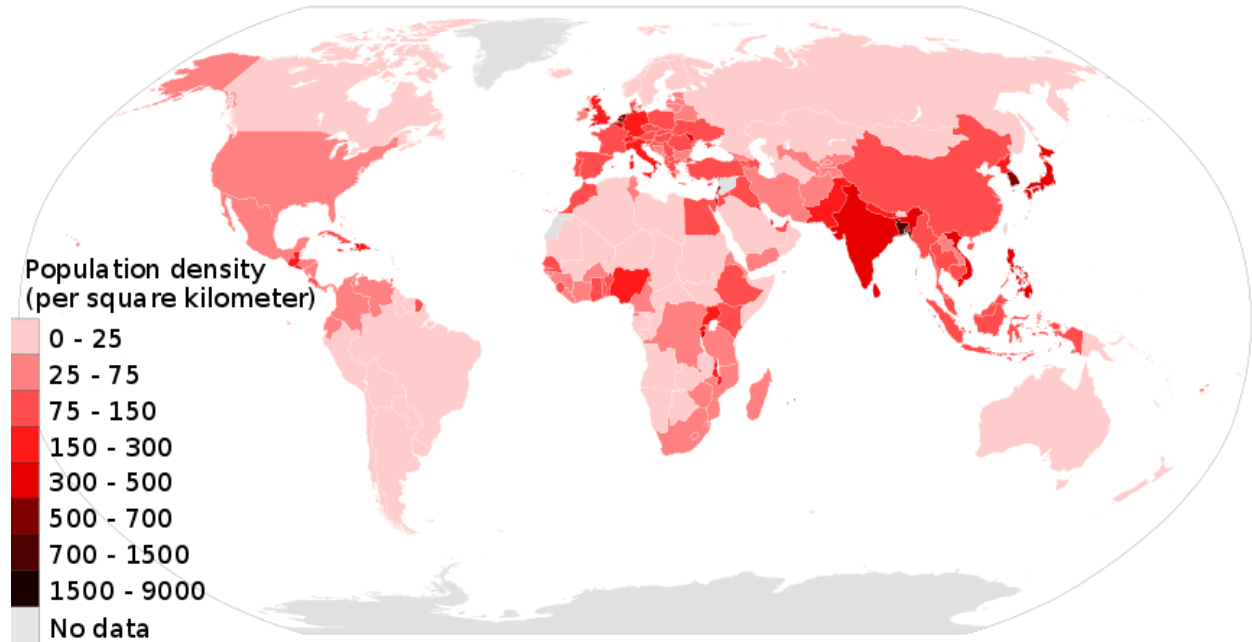
Water in Crisis – Middle East give a detailed overview of issues surrounding access to water and pollution in the Middle East <https://thewaterproject.org/water-crisis/water-in-crisis-middle-east>

**SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).**

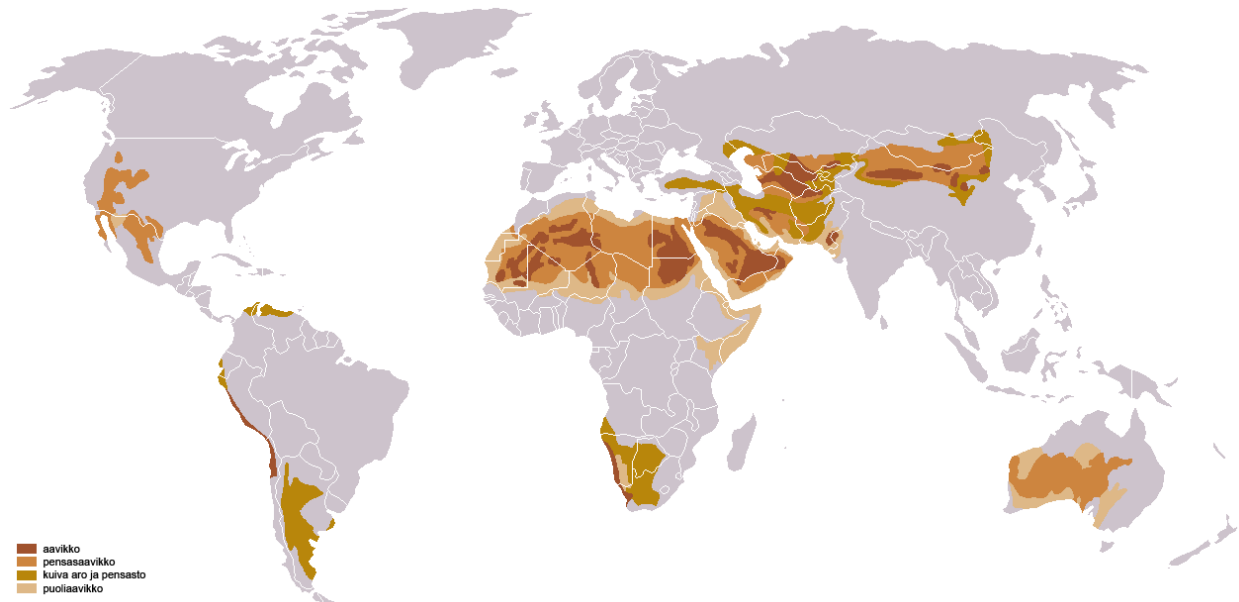
- a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.**

Much of the Middle East is extremely dry, with large deserts. The deserts often lack the necessary water supply to support settled agriculture and large human populations. Since ancient Mesopotamia, rivers in the Middle East have been essential to human habitation of the region, both providing a source of drinking water to support cities and providing a water source for agriculture to provide food for cities. Because of this, human populations are densely concentrated around rivers and are very sparse in the deserts (e.g. a large desert in Saudi Arabia is called "the Empty Quarter").

It is a good idea to allow students the opportunity to explore physical maps, maps of trade, and population density so that they can make determinations regarding impact.

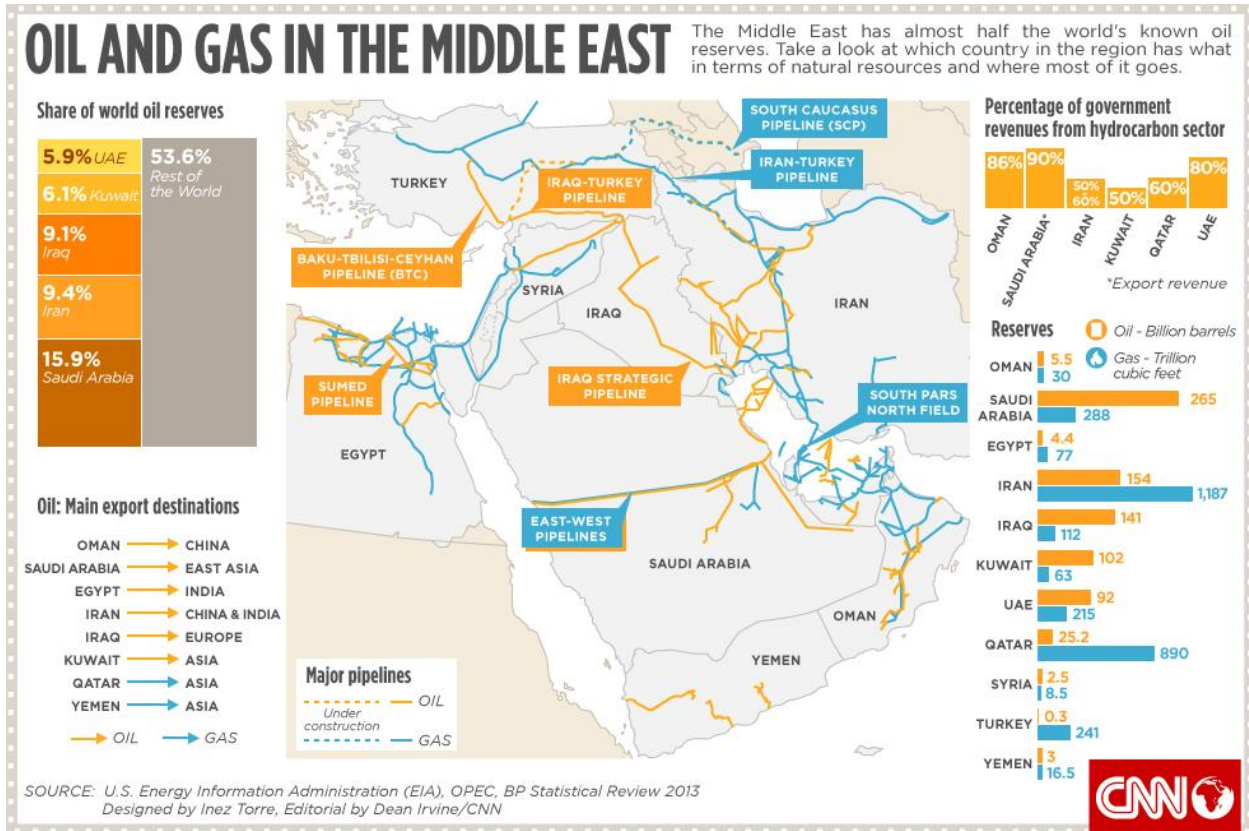


Population per square Kilometre. Source: Data table compiled by [United Nations ESA](https://en.wikipedia.org/wiki/Population_density#/media/File:Population_density_countries_2017_world_map,_people_per_sq_km.svg) (2017) by Ms Sarah Welch [https://en.wikipedia.org/wiki/Population\\_density#/media/File:Population\\_density\\_countries\\_2017\\_world\\_map,\\_people\\_per\\_sq\\_km.svg](https://en.wikipedia.org/wiki/Population_density#/media/File:Population_density_countries_2017_world_map,_people_per_sq_km.svg)



“Deserts around the world.” Translation of the key from Finnish: aavikko=desert; pensasaavikko=bush desert; kuiva aro ja pensasto=the dry steppe; puoliaavikko=semi-desert.

[https://en.wikipedia.org/wiki/Population\\_density#/media/File:Aavikko.png](https://en.wikipedia.org/wiki/Population_density#/media/File:Aavikko.png)



Fueling the world: A guide to the Middle East's oil and gas reserves

<http://www.cnn.com/2014/06/11/world/meast/middle-east-oil-and-gas-who-has-what/index.html>

**Resources:**

PBS Global Connections: the Middle East, has an in-depth historical overview of the economic and political role oil and water play in the region.

<http://www.pbs.org/wgbh/globalconnections/mideast/questions/resource/index.html>

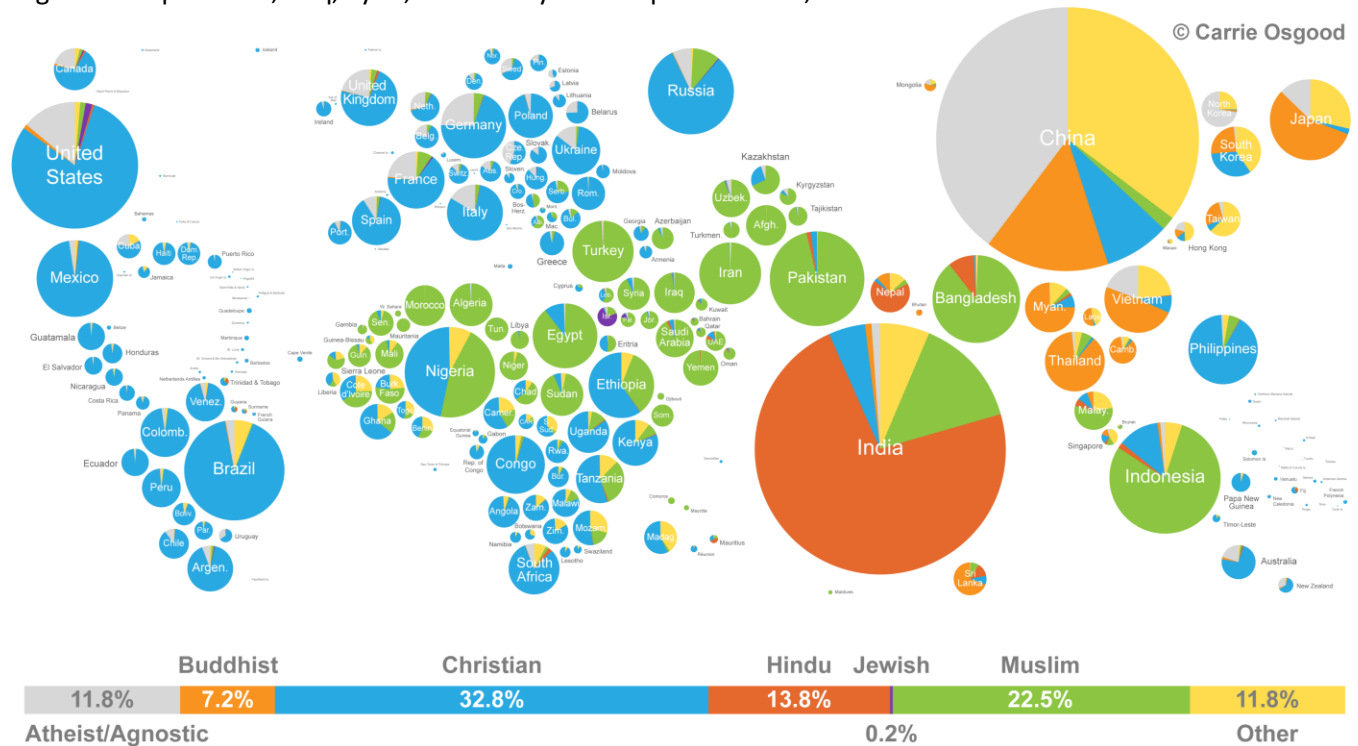
**SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).**

**a. Explain the differences between an ethnic group and a religious group.**

A **religious group** is a group of people who follow a common set of ethics and have shared spiritual beliefs.

An **ethnic group** is a group of individuals who share a common cultural background or descent. This could be based on a common language, ancestry, or history. People who belong to the same ethnic group may have in a common religion, language, shared history, set of traditional stories, beliefs, celebrations, art, clothing styles, and styles of cooking.

An example of an ethnic group from Southwest Asia is the Kurds. This group lives in a mountainous region that spans Iran, Iraq, Syria, and Turkey. Kurds speak Kurdish, and most but not all are Muslim.



**Source:** <http://carrieonadventures.com/inspiration/graphics/worldreligions-detailed.png>

Permission to use © 2013 by Carrie Osgood | CLO Communications

Data sources are the United Nations Population Fund and the World Religion Database, both using 2010 figures.

**Resource**

The CIA World Factbook provides a list of ethnic groups by country.

<https://www.cia.gov/library/publications/the-world-factbook/fields/2075.html>



**SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).**

**b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).**

**Arabs** are members of the Arabic ethnic groups which originated on the Arabian Peninsula in the mid-ninth century, which today has over 450 million members worldwide, 423 million members in North Africa and Southwest Asia. While there is a great deal of genealogical diversity among Arabs (for example, many Arabs in Sudan are more closely related to indigenous Sudanese populations), Arabs are united by a common language (Arabic) and similar cultures. Although most Arabs are Sunni Muslims, there are large numbers of Arabs who are Shia Muslims, Christians, and Druze (an independent religious sect containing elements of Judaism, Christianity, and Islam).

**Persians** are an ethnic group native to Iran and make up approximately 60% of the population of that country. Persians share a common ancestry, culture, and language (Persian). Persians are mostly Shia Muslim, although there are small numbers of Christians, Jews, and other religions.

**Kurds** are an ethnic group with 30-32 million members who live in a contiguous region in eastern and southeastern Turkey, western Iran, northern Iraq, and northern Syria. The Kurds share common ancestry, culture, and language (Kurdish). Most Kurds are Sunni Muslim, although many Iranian Kurds are Shia Muslims. Small numbers of Kurds follow Yezidism and Yarsanism, which are small indigenous religions. The Kurds are stateless and many Kurds want to break away from the countries that they are living in and form an independent Kurdistan.

**Resource**


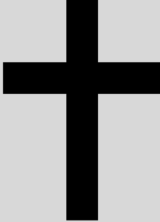

Short student videos about Arabs and Kurds are located in 7<sup>th</sup> grade resources on [georgiastandards.org](https://www.georgiastandards.org/resources/Pages/Videos/Social-Studies-Video-Dictionary.aspx).  
<https://www.georgiastandards.org/resources/Pages/Videos/Social-Studies-Video-Dictionary.aspx>

NPR Article “Iraqi Kurds Schedule Independence Referendum for September”  
<http://www.npr.org/2017/07/21/538608383/iraqi-kurds-schedule-independence-referendum-for-september>

**SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).**

**c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.**

The student should know that all three religions are monotheistic and worship the god of Abraham (Allah is the Arabic word for God, Dios is the Spanish word for God. They are not names of specific different entities). They should know the sequence of their founding and their founder and that the later religions were influenced by the earlier religions (i.e. Christians accept the Jewish holy books as their Old Testament, Muslims believe that Abraham and Jesus were prophets). They should have a cursory understanding of each religion’s beliefs. For Judaism, they should understand the covenant and the importance of God’s laws. For Christianity, they should understand Christ’s divinity and the importance of faith. For Islam, they should understand that the Five Pillars include regular prayer and giving to charity.

<b>Religion:</b>	<b>JUDAISM</b>	<b>CHRISTIANITY</b>	<b>ISLAM</b>
<b>Founder:</b>	<b>Abraham</b>	<b>Jesus Christ</b>	<b>Mohammad</b>
<b>Followers:</b>	<b>Jews</b>	<b>Christians</b>	<b>Muslims</b>
<b>Sacred Text:</b>	<b>Tanakh</b>	<b>Bible</b>	<b>Quran</b>
<b>Place of Worship:</b>	<b>synagogue</b>	<b>Church</b>	<b>mosque</b>
<b>Symbol:</b>			

**Resources**

The National Educators Association has a link to a chart that lists religions around the world. This chart can be used by teachers to gather information to teach this element.

<http://www.nea.org/tools/lessons/the-big-religion-chart.html>

## **TEACHER NOTES**

### **7<sup>TH</sup> GRADE SOCIAL STUDIES**

#### *Southwest Asia*

#### **- Government/Civic Understandings-**

**SS7CG3 Compare and contrast various forms of government.**

**a. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)].**

Turkey and Israel are both parliamentary democracies. This means that the people elect a legislature and that the legislature chooses one of its members to be the head of the government.

#### **Israel**

Israel's **unicameral** legislative branch (Parliament), called the **Knesset**, is made up of 120 elected representatives who serve four-year terms. The head of government, the **prime minister**, is almost always selected from the largest party in parliament.

"Israel has an electoral system based on nation-wide proportional representation. In other words, the number of seats that each list receives in the Knesset - the House of Representatives - is proportional to the number of votes it received. Unlike most of the Western parliamentary democracies, the system in Israel is followed in an extreme manner, and the only limitation on a list which participated in the elections being elected is that it should pass the qualifying threshold, which is currently 3.25%." **Information taken from the State of Israel Knesset site.**

[https://www.knesset.gov.il/description/eng/eng\\_mimshal\\_beh.htm](https://www.knesset.gov.il/description/eng/eng_mimshal_beh.htm)

Israel also has a **president** who is the chief of state and *directly elected by the members of the Knesset* to a seven-year term. The role of the chief of state is primarily ceremonial.

The citizens have many freedoms such as freedom of expression, assembly, speech, religion, and education.

## Turkey

Turkey's **unicameral** legislative branch (Parliament), called the **Grand National Assembly of Turkey**, is made up of 600 directly elected representatives who serve four-year terms. Turkey also has an electoral system based on proportional representation.

In Turkey, the **president** is the chief of state and is *directly elected by an absolute majority of the popular vote and serves a five-year term*. The head of government, the **prime minister**, is appointed by the president from members of the Grand National Assembly of Turkey.

The government limited freedom of expression through the use of constitutional restrictions and numerous laws. Though Turkey's constitution guarantees freedom of the press, arrests of journalists indicate otherwise

"Turkey's constitution guarantee press freedom – but that's not the whole story." Deutsche Welle.

<https://www.hrw.org/news/2017/07/26/turkey-freedom-expression-dock>

"Journalists' Trial Part of Vicious Crackdown on Independent Voices." Human Rights Watch.

<https://www.hrw.org/news/2017/07/26/turkey-freedom-expression-dock>

## Saudi Arabia

Saudi Arabia is an autocratic monarchy. This means that the Saudi Royal Family (the House of Saud) rules the country and claims that their rule is divinely ordained. Because it is an autocracy, people can only vote in non-binding referendums to advise the Royal Family and people can be jailed for criticizing the government or the Saudi Royal Family. Laws protecting private property are subject to Islamic practice.

## Resource

The Georgia Bar Association's Law Related Education Program provides course specific information regarding legal topics in LiveBinders. Scroll down to the section labeled course and subject LiveBinders. Click on the link and complete the request form for free access.

<https://www.gabar.org/forthepublic/forteachersstudents/lre/teacherresources>

These two sites provide information about the Knesset.

[https://www.knesset.gov.il/description/eng/eng\\_work\\_org.htm](https://www.knesset.gov.il/description/eng/eng_work_org.htm)

[https://www.knesset.gov.il/description/eng/eng\\_mimshal\\_beh.htm](https://www.knesset.gov.il/description/eng/eng_mimshal_beh.htm)

This site provides information on the government of Turkey.

<https://globaledge.msu.edu/countries/turkey/government>

This site provides information on the government of Saudi Arabia.

<https://globaledge.msu.edu/countries/saudi-arabia/government>

This site has additional information regarding citizens' rights in Saudi Arabia that is helpful for teacher background knowledge. Teachers should edit and adapt appropriate information if used with students.

<https://www.state.gov/documents/organization/160475.pdf>



**SS7CG3 Compare and contrast various forms of government.**

**b. Describe the two predominant forms of democratic governments: parliamentary and presidential.**

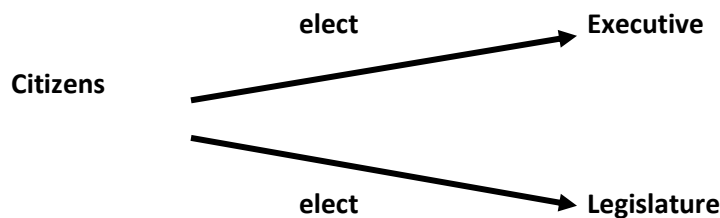
**Democracy** is rule by the people. In a democracy, nearly all citizens have a say in their government through voting. There are two basic forms of representative democracy:

a) **Presidential Democracy** – executive power is held by an individual (typically called a president) who is elected separately from the legislature.

b) **Parliamentary Democracy** – Voters elect a legislature to pass laws (typically called a parliament) and then the parliament chooses one of its members to enforce the laws (typically called the prime minister.) The Prime Minister is generally the leader of the biggest political party in parliament. While the people do not directly choose the Chief Executive as in a presidential democracy, they can still change the Chief Executive by electing more members of the other party to parliament. Confusingly, parliamentary democracies can have an elected symbolic head of the state called a president who DOES NOT have executive power. This person should not be confused with a Chief Executive such as one would find in a presidential democracy, as this person has more in common with symbolic leaders, like the Queen of England.

So how does one distinguish between a true presidential democracy and a parliamentary democracy with a symbolic head of state called a president? After all they both have presidents! Ignore the titles. If the person who has the executive power is chosen by and is a member of the legislature, then it is a parliamentary democracy. If the person who has executive power is chosen directly by the people and is separate from the legislature, then it is a presidential democracy.

**Presidential Democracy**



**Parliamentary Democracy**



## **TEACHER NOTES**

### **7<sup>TH</sup> GRADE SOCIAL STUDIES**

#### *Southwest Asia*

#### **- Economic Understandings-**

**SS7E4 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.**

**Economics** is a social science concerned with the production, consumption, and distribution of wealth. The fundamental problem in economics is **scarcity**, the idea that human wants are unlimited, but society has limited resources with which to meet these wants. Because of scarcity (i.e. the inability to give everyone all of the things they want,) societies have to make choices about **what to produce, how to produce, and for whom to produce**.

The question **what to produce** has two parts: what kind of goods and services should be made, and how many of each should be made. Because of scarcity, in order to make more of one good you give up the opportunity to make more of another good. For example, pencils and cabinets are both made out of wood, but there is a limited amount of wood produced each year. If you use more of the wood to make pencils, there is less available with which to make cabinets and vice versa. One could have workers from the steel factory come and help make wood at the lumber mill, but because labor is also a scarce resource, this mean that there would be less steel produced and so on. These choices to make more of one thing than the other are called **trade-offs** or **opportunity costs**.

Once the decision has been made about **what to produce**, a decision must be made about **how to produce**. The decision of **how to produce** is concerned with how the productive resources will be combined in order to produce the desire good or service. For example, farmer A may decide to grow his crops with expensive chemical fertilizers, whereas farmer B wants to grow the same amount of food without chemical fertilizers. Farmer A's plan requires a greater amount of **capital goods** in the form of fertilizer. Because the land will be less productive without fertilizer, Farmer B's plan requires him to bring more fields under cultivation, requiring more **natural resources** (land) and more **labor** (farmers to work the additional fields).

The final question is **for whom to produce**, or after the goods are made who gets them.

The standards ask that your students be able to answer how traditional, command, and market economies answer each of these questions.

**Traditional economies**, also called subsistence economies, are agricultural economies that produce things the same way ancestors have. Because of the lack of industrialization, mechanization, and other innovations, traditional economies produce very little surplus. This is to say that the farmer or the community consume almost all of what they make in order to meet their basic needs.

**What to produce:** Since traditional economies produce little to no surplus, almost everything they produce is what is necessary to survive that year.

**How to produce:** They produce things in the same manner their ancestors did. These production techniques may be determined by tradition or custom.

**For whom to produce:** As almost everything that is produced is consumed by the community producing it, there is very little to be traded with other communities.

**Where:** While all human societies originally had traditional economies, there are almost none left on Earth. No country has a traditional economy as its primary economic type. One example of a traditional economy are peoples located deep within the Amazon Rainforest.

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**Command economies** are economies that allocate their production and, consumption, based on a central economic plan, typically developed by the government. Such government control may be in order to ensure fairness or to marshal more economic resources in pursuit of a goal of the state. Planned economies cannot typically detect consumer preferences, shortages, and surpluses as efficiently as can millions of individual consumers responding to market forces. Because of this limitation, command economies tend to be less efficient than market economies.

**What to Produce:** Determined by the government's central economic plan, frequently prioritizes the government's interest over the interest of the people.

**How to Produce:** Determined by the government's central economic plan.

**For Whom to Produce:** Determined by the government's central economic plan, typically prioritize government's interest not consumers' wants (fishing boats will only be produced for professional fisherman).

**Where:** No country follows a pure command economy, but North Korea is closest to a pure command economy.

**Market economies** are economies in which decisions about economic production are driven by price signals, which are in turn created by supply and demand. In a pure market economy, there are no taxes and no regulation. Market economies tend to be very efficient with millions of consumers helping the market rapidly adjust to new information by making decisions about what to buy. Market economies also tend to be very unequal in their distribution of resources.

**What to Produce:** Based on supply and demand, if consumers buy more of a good its price goes up causing producers to make more money and want to make more of the good, and more productive resources will be shifted into producing that good. If consumers don't buy a good, the price falls and producers make less money and shift productive resources to making a different good.

**How to produce:** Based on supply and demand, if labor is expensive, producers will mechanize (use more capital goods) to reduce the amount of labor. If labor is cheap, producers may stop using expensive machines and use more labor. This allows the producer to lower their production cost and make more profit.

**For whom to produce:** Goods and services are produced for the people who have money to buy them. This allows consumers to prioritize goods based on their wants, however it means some people will be able to purchase far more resources than others.

### **Resources**

**Ecedweb** Ecedweb provides economic education resources in all forms and at all grade levels. <http://ecedweb.unomaha.edu/>

**Econedlink** Econedlink from the Council for Economic Education: online economic and personal finance lessons and resources for educators, students and afterschool providers. <http://www.econedlink.org/>



**SS7E4 Analyze different economic systems.**

**b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.**

There are no pure market or pure command economies in the world. While the United States is very close to a market economy, the government is involved in some ways. For example, the US government decides **what to produce** when it buys tanks and bans illegal drugs, it determines **how to produce** when it sets production, environmental, and labor standards, and **for whom to produce** when it provides healthcare to seniors, education to children, and prevents the sale of weapons grade uranium to terrorists. All countries exist on a continuum between pure command and pure market with some being closer to command and some being closer to market.

**Resources**

The Heritage Index of Economic Freedom provides an evaluation of every country’s economy based on four criteria. The information provided makes explaining and comparing economic systems less subjective. <http://www.heritage.org/index/>

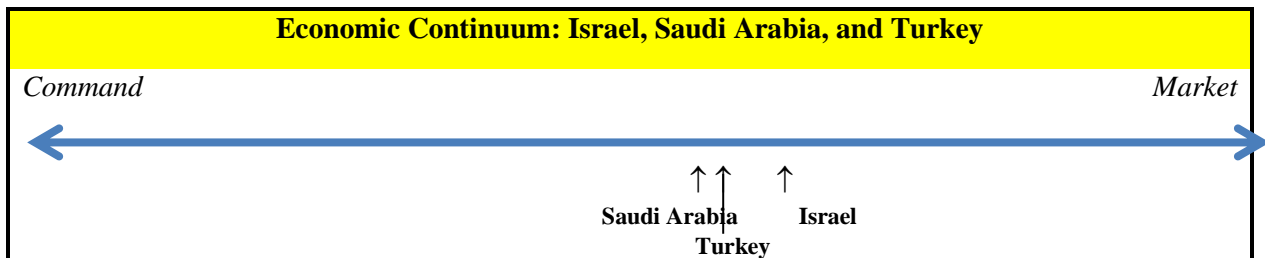
**SS7E4 Analyze different economic systems.**

**c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.**

Israel has an advanced free market economy and is technologically advanced.

The economy of Turkey is predominantly a free market one, made up of industry, a growing service sector, and its more traditional agricultural sectors. The Turkish government has prioritized privatization, which seeks to limit the role of government in the areas of health, education, national defense, social security, and major infrastructure spending. The end goal for Turkish leaders would be a competitive market economy controlled by the private sector.

Saudi Arabia’s economy is primarily oil-based and the government controls most economic activities. Recent government initiatives have focused on expanding the private sector, especially in the areas of tourism, healthcare, and education. The private sector is being encouraged to help the country develop a more diverse economy that employs larger numbers of Saudi people. While over six million foreign workers make up a significant portion of the workforce, especially in the oil and service industries, the government’s goal is lower unemployment among Saudi nationals themselves.



## OVERALL SCORE

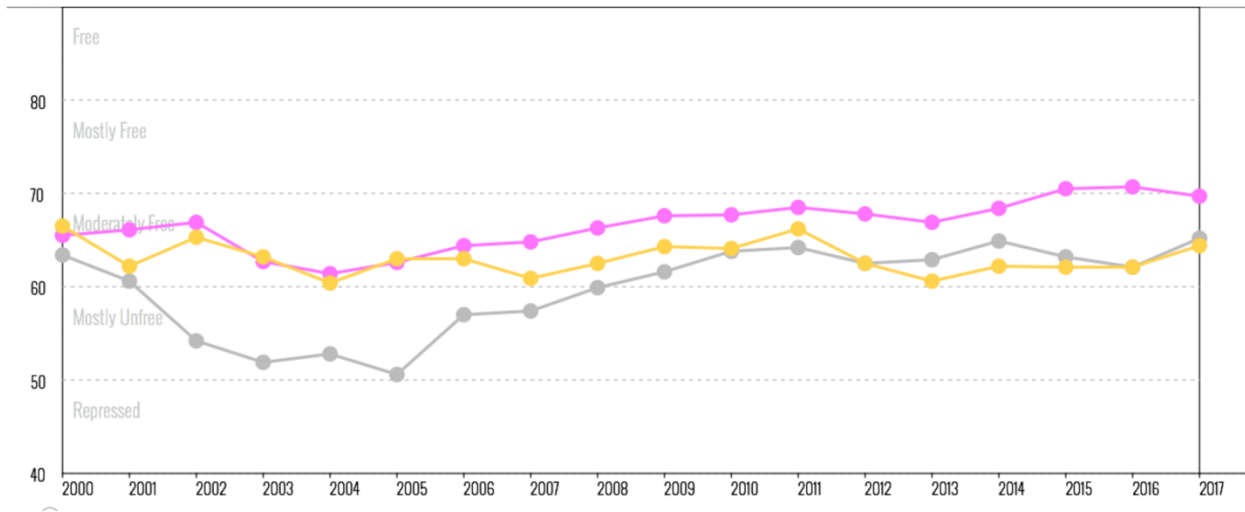
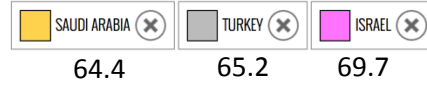


Chart produced on Heritage Index of Economic Freedom. This is updated annually. For future information visit <http://www.heritage.org/index/>.

### Resources

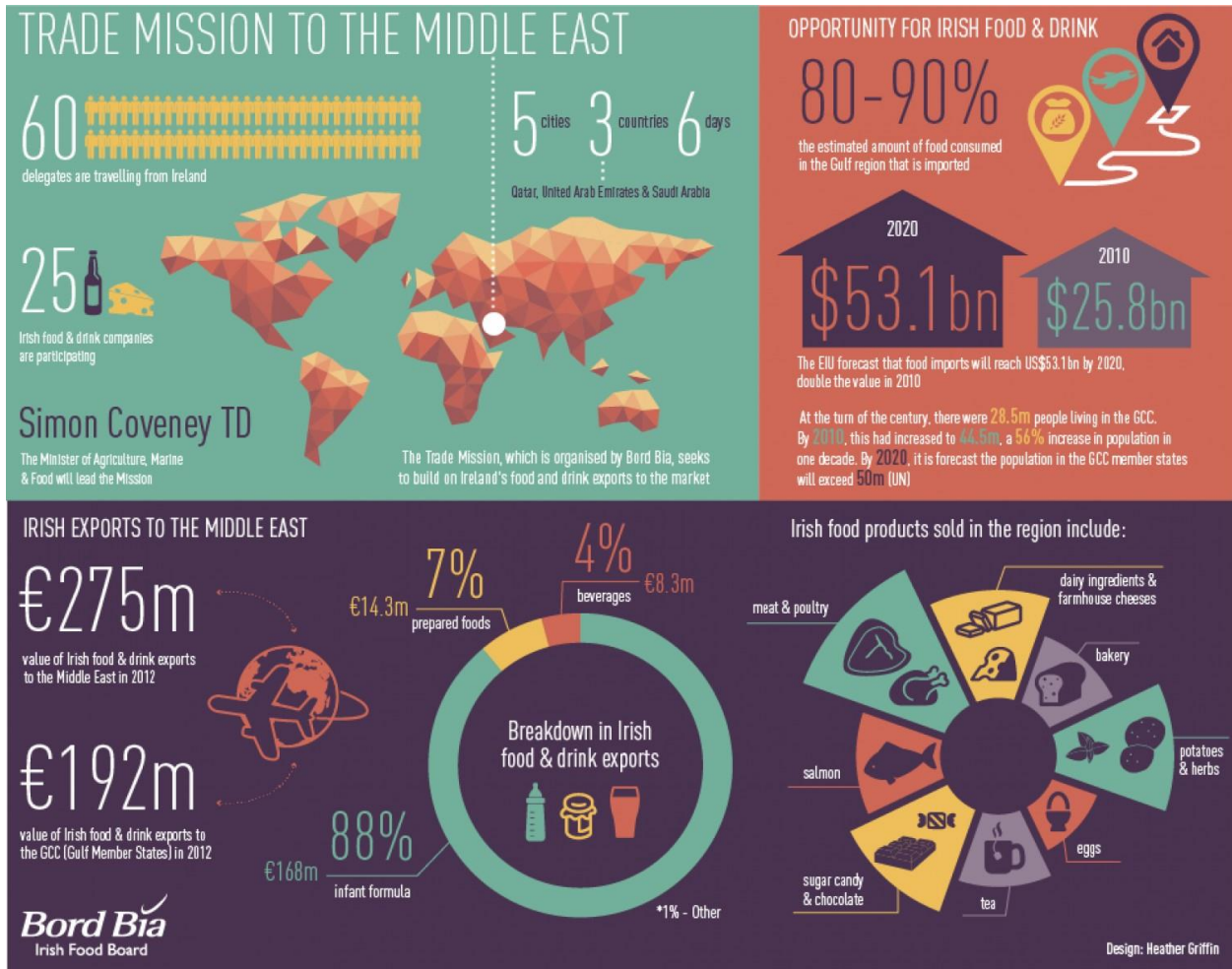
The Heritage Index of Economic Freedom provides an evaluation of every country’s economy based on four criteria. The information provided makes explaining and comparing economic systems less subjective. <http://www.heritage.org/index/>

#### CIA World Factbook

Provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities <https://www.cia.gov/library/publications/the-world-factbook/>

**SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

Voluntary trade is always beneficial to the parties engaged in it. If the trade was not beneficial to one of the parties, then that party would not agree to the trade and the trade would not occur. This is an example of trade between Ireland and the Middle East as an infographic. “Trade Mission to the Middle East” This graphic designed in association with Bord Bia (Irish Food Board) showcases the importance and their support of the Irish food and drink industry’s efforts to double exports to the Middle East by 2020. It highlights the current export trends to countries in the Middle East and the benefit of further promotion of Irish produce for future trading. <https://visual.ly/community/infographic/food/trade-mission-middle-east>



**SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

**a. Explain how specialization encourages trade between countries.**

Different countries have different resources. Saudi Arabia has large oil reserves that are relatively easy to extract, but is extremely arid which means it is relatively hard for them to grow food. The United States has large fertile plains which are great for growing food, but most of its oil reserves are relatively expensive to extract. While Saudi Arabia could produce its own food and the United State could produce its own oil, both countries would have to shift resources away from producing goods and services that they are better off making and both countries would have less. Through **specialization** and trade, the United States and Saudi Arabia can both focus at what they are good at doing, trade, and have more total goods and services.

**SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

**b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.**

Even though voluntary trade is always beneficial to the parties engaging in it, sometimes countries create trade barriers to pursue the country's interests. This could be to punish another country or to protect an industry within the country creating the trade barrier. These trade barriers always hurt both parties that would otherwise be trading.

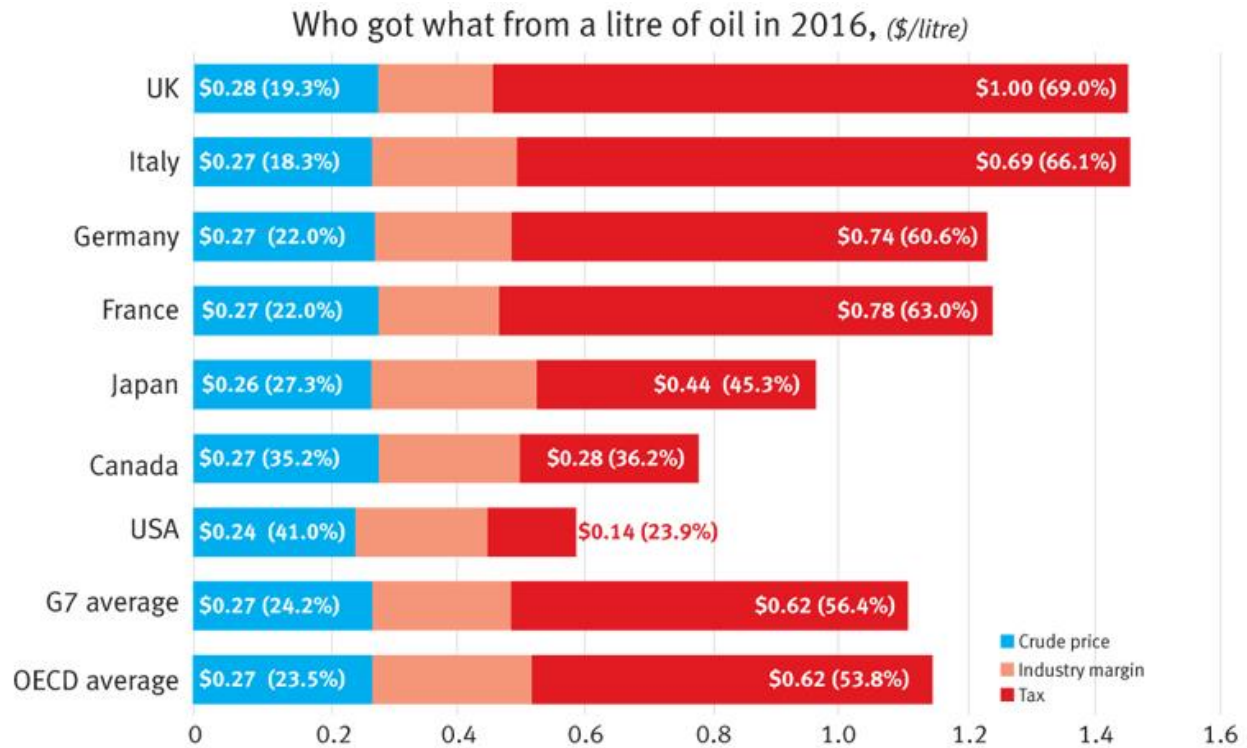
**Tariff** is a tax placed on goods coming into a country. The goal of a tariff is to increase the price of an import, so that people in that country will buy the cheaper domestically produced good.

**Quota** is a limit on the amount of a foreign good that can be imported. As with a tariff, the goal of a quota is to encourage people to buy domestically made goods.

**Embargo** is a cessation of trade between two countries. Unlike the previous two trade barriers, the goal is not to protect domestic industry, but to punish another nation by suspending trade.



**Examples of a Tariff from OPEC**



The graph above illustrates the inter-country variations in the average price of one litre of oil across G7 countries as well as the OECD average during 2016. It is important to note that these price variations are mainly due to the widely varying levels of taxes (in red) imposed by major oil consuming nations. These can range from relatively modest levels - like in the USA - to very high levels in Europe and Asia/Pacific.

For example, in the UK the government in 2016 earned about 69% of the price charged for every litre of pump fuel sold to consumers. On the other hand, oil producing countries (including OPEC) earned about 19.3% of the total pump fuel price. [http://www.opec.org/opec\\_web/en/data\\_graphs/333.htm](http://www.opec.org/opec_web/en/data_graphs/333.htm)

## Examples of an Embargo

### Qatar embargo: how are different countries involved?

- The blockade** has been led by Saudi Arabia, with support from the UAE, Bahrain and Egypt
- A list of demands** made to Qatar includes reducing ties with Iran and closing a military base operated by Turkey
- Kuwait** is mediating in the crisis



Guardian graphic

Demands were made by the Saudi-led allies over allegations of Qatari support for terrorism, which it denies. <https://www.theguardian.com/world/2017/jul/02/qatar-facing-further-sanctions-as-ultimatum-deadline-looms>

#### Resources:

“How Qatar is shrugging off partial Arab embargo...for now.”

<http://money.cnn.com/2017/06/21/news/qatar-surviving-embargo-uae-saudi-arabia/index.html>

**SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

**c. Explain why international trade requires a system for exchanging currencies between nations**

Nations have different currencies which are used to buy goods in that country. If someone from country A wants to buy something from country B, it is necessary for the person from country A to change his money into the money from country B. Since countries have monies that are worth different amounts, banks set an exchange rate which is based on the relative supply and demand for each nation's currency.

**Resources:**

X-Rates Currency Calculator: *Online currency converter*  
<http://www.x-rates.com/calculator/>

**SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

**d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).**

The **Organization of Petroleum Exporting Countries (OPEC)** is a group of countries that export oil to other countries. OPEC wants the price of oil to remain high so that their members can make more money. To do this, they agree to limit the amount of oil produced in order to drive up prices.

OPEC Mission Statement "In accordance with its Statute, the mission of the Organization of the Petroleum Exporting Countries (OPEC) is to coordinate and unify the petroleum policies of its Member Countries and ensure the stabilization of oil markets in order to secure an efficient, economic and regular supply of petroleum to consumers, a steady income to producers and a fair return on capital for those investing in the petroleum industry." [http://www.opec.org/opec\\_web/en/about\\_us/23.htm](http://www.opec.org/opec_web/en/about_us/23.htm)



OPEC Member Countries <http://www.ofid.org/ABOUT-US/Member-Countries>

**SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

**a. Evaluate how literacy rates affect the standard of living.**

**Literacy rate** is the percentage of people over the age of 15 who can read or write in a country. The more literate a work force is the more educated it is. If a workforce has more education, then they can perform jobs that create more valuable goods and services and be more efficient. This investment in **human capital** allows workers to produce more goods and services and increases a nation's standard of living or per capita GDP.

Access literacy rates by country here <https://www.cia.gov/library/publications/the-world-factbook/fields/2103.html>

**SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

**b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).**

**Human capital** is the training and skills a worker has to produce a good. A better trained workforce can work more efficiently than an untrained work force as well as create more valuable, skill-intensive goods and services. Investments in human capital raise the per capita GDP by allowing each worker to produce more goods and services.

The following data can be used in conjunction with literacy rates to come to conclusions regarding the relationship between investment in human capital, literacy rates, and standard of living. In 2008 Saudi Arabia, spent 5.1% of their GDP on education expenditures. In 2013, Israel spent 5.9% on education expenditures. In 2013, Turkey spent 4.8% of their GPD on education expenditures. Information accessed from CIA Factbook.

**Resources:**

Human Capital Index 2016 (World Economic Forum) Human capital investment rankings of 130 countries. <http://reports.weforum.org/human-capital-report-2016/rankings/>

**SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

**c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).**

**Capital goods** are durable goods used in the production of goods. This can include factories, machines, and tools. A country that has invested in newer, more efficient tools will be able to produce more than one that has not. Investments in capital goods raise the per capita GDP by allowing each worker to produce more.

Israel invests in the capital goods of agriculture and technology (medical, agricultural, mining and electronics.) Saudi Arabia's capital goods investments are generally in the area of oil production. Turkey's investments have been in agriculture in the past, but that investment has recently shifted to industry (textiles, equipment, metal manufacturing).

"Slowing domestic and international demand and decreased investment resulting from Israel's uncertain security situation reduced GDP growth to an average of roughly 2.6% per year during the period 2014-16." <https://www.cia.gov/library/publications/the-world-factbook/geos/is.html>

"...Saudi Arabia intends to list shares of its state-owned petroleum company, ARAMCO - another move to increase revenue and outside investment...More recently, the government has approached investors about expanding the role of the private sector in the health care, education and tourism industries." <https://www.cia.gov/library/publications/the-world-factbook/geos/sa.html>

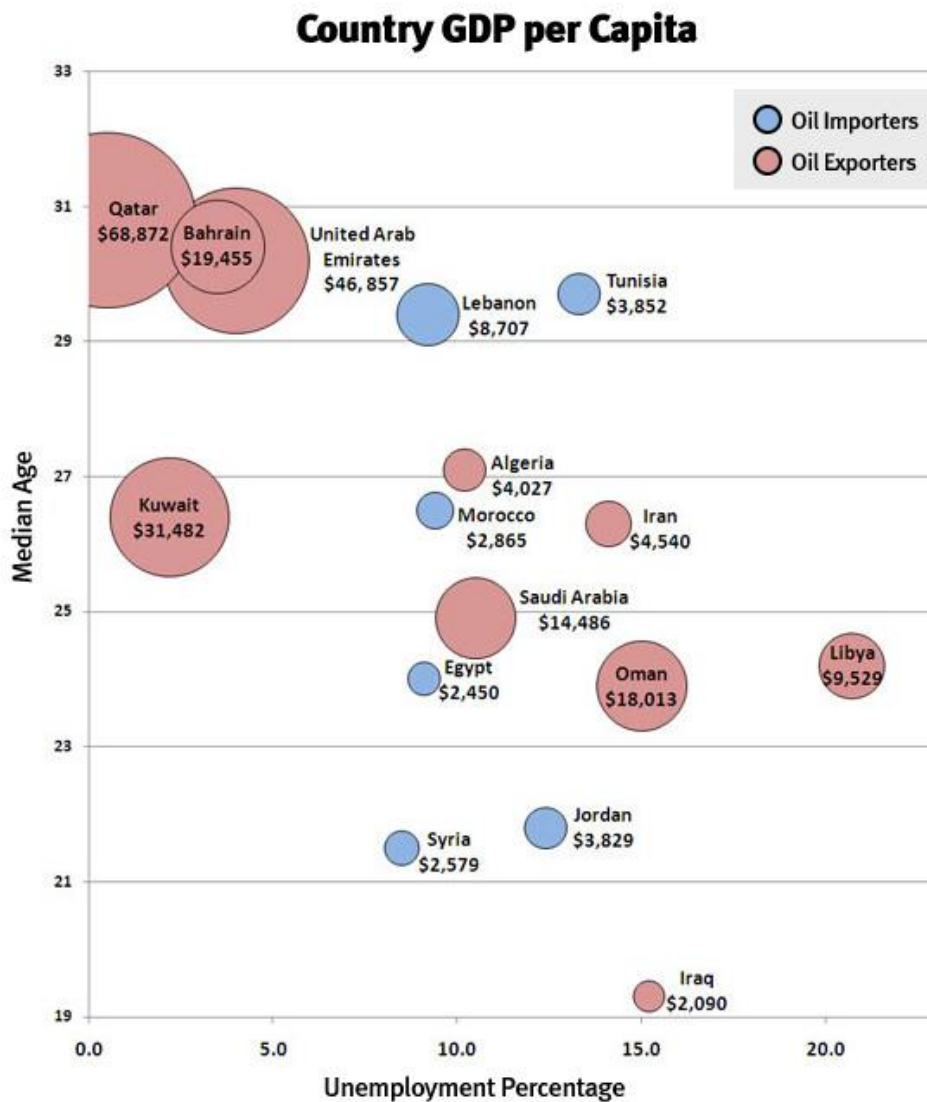
"Turkey's well-regulated financial markets and banking system helped the country weather the global financial crisis, and GDP growth rebounded to around 9% in 2010 and 2011, as exports and investment recovered following the crisis...Turkey's low domestic savings and large current account deficit means it must rely on external investment inflows to finance growth, leaving the economy vulnerable to destabilizing shifts in investor confidence." <https://www.cia.gov/library/publications/the-world-factbook/geos/tu.html>



**SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

**d. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).**

Gulf States (nations that border the Persian Gulf) like Saudi Arabia have large valuable oil reserves. Because of this, the Gulf States, like Saudi Arabia, have devoted many of their productive resources to oil extraction rather than making the investments in human capital and capital goods necessary to build a diversified economy. This means the economies of the Gulf States are tied very closely to the price of oil. Other Southwest Asian countries, like Israel and Turkey, because they lack large oil reserves, instead invested in human capital and capital goods and have more diversified economies because they lack large oil reserves.



Sources: World Economic Forum, IMF, World Bank, national governments, UNDP, RGE  
[http://www.slate.com/articles/business/roubini\\_data\\_view/2011/03/young\\_poor\\_and\\_jobless.html](http://www.slate.com/articles/business/roubini_data_view/2011/03/young_poor_and_jobless.html)

**SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

**e. Describe the role of entrepreneurship.**

Entrepreneurship is not one of the three productive resources, but rather someone who takes a risk with their own money to start a business. These new businesses combine the three productive resources in a new way to bring a new, better, or cheaper good to the market. Entrepreneurs allow the market to innovate, creating new goods that better satisfy peoples wants or allowing the market to become more efficient. Countries with entrepreneurial cultures will be more able to efficiently satisfy the wants of its people.

**Resources:**

“Revealed: Top 10 entrepreneurs in the Middle East” <http://gulfbusiness.com/revealed-top-10-entrepreneurs-middle-east/>

Entrepreneur Middle East (ME) is a regional business magazine based in Dubai, United Arab Emirates. It is the guide for the region's entrepreneurs and business leaders. Issues are available electronically here <https://issuu.com/entmagazineme>