

SOCIAL STUDIES

OUR UAE, OUR WORLD:
UNDERSTANDING OUR
PAST, PRESENT AND
FUTURE



Grade
08

Teacher Guide

Social Studies

Our UAE, Our World:
Understanding our Past, Present and Future

Teacher Guide

Grade 8

Term 3

(Pilot Version)

1441- 1442 A.H. /2020- 2021 A.D.





من أقوال المغفور له
الشيخ زايد بن سلطان آل نهيان

“

”من لا يعرف ماضيه لا يستطيع
أن يعيش حاضره ومستقبله“

He who does not know his past cannot
make the best of his present and future,
for it is from the past that we learn.

”

- Sheikh Zayed Bin Sultan Al Nahyan



H.H. Shaikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

“

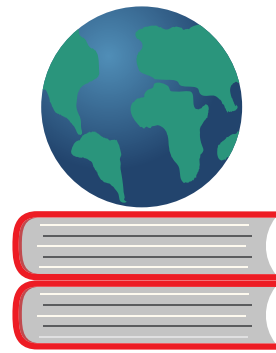
“Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan



INTRODUCTION



In this term students will examine the geography and modern history of the Middle East and North Africa. You will see how the region has been a major contributor to modern world history.

The following Learning Outcomes are part of the national curriculum for Grade 8 – In this term the following Learning Outcomes are directly incorporated or may be inferred through the material and content included herein. These learning outcomes are specified within the individual lessons where applicable.



**APPLICABLE
WIDS CODES**

G08 SOC.1.1.01.017	Uses primary and secondary sources to research about a historical event
G08 SOC.1.1.01.018	Distinguishes between historical fact and historical interpretation
G08 SOC.1.1.01.019	Studies quantitative data to answer questions about a historical event or development
G08 SOC.1.1.01.020	Describes how groups tries to maintain their traditional cultures, identities and distinctiveness in the context of increasing globalization
G08 SOC.1.1.02.019	Examines historical resources and identifies bias, point of view, context, distortion
G08 SOC.1.1.02.020	Analyzes multiple interpretations of the same historical or current event
G08 SOC.1.1.02.021	Creates historical timelines and interprets the data presented in it
G08 SOC.1.2.02.017	Explains the role played by leaders in nation development
G08 SOC.1.2.02.018	Identifies laws and rules intended to address public issues
G08 SOC.1.3.01.023	Uses appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places
G08 SOC.1.3.01.024	Explains the impact of advanced technology on geographical resources
G08 SOC.1.3.02.024	Creates and uses various kinds of maps, including overlaying thematic maps of places in the world; incorporates map basics, as well as points, lines and shaded areas to display spatial information
G08 SOC.1.3.02.025	Explains how geography influenced the





**APPLICABLE
WIDS CODES**

	economic development of the countries
G08 SOC.1.3.02.026	Applies geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future
G08 SOC.1.4.01.015	Examines the effects of various factors (e.g., disease, resources, industrialization, and technology) on people and the environment
G08 SOC.1.4.01.016	Examines how cultural and environmental characteristics make places similar and different from one another
G08 SOC.1.4.02.015	Explains and discusses the role played by natural environments in enhancing cultures
G08 SOC.1.4.02.016	Identifies and explains how changes people make in the physical environment may lead to changes in other places
G08 SOC.1.5.01.023	Compares and contrasts three forms of business ownership business organization—sole proprietorship, partnership, and corporation
G08 SOC.1.5.01.024	Investigates the relationship and economic impact of culture, government, social systems in different countries
G08 SOC.1.5.01.025	Compares and contrasts traditional versus contemporary economic activities
G08 SOC.1.5.01.026	Examines the relationship between supply and demand and the impact of prices on goods and services
G08 SOC.1.5.02.022	Describes economic values necessary for development (innovation-creativity)
G08 SOC.1.5.02.023	Compares and contrasts various economic activities among various societies





**APPLICABLE
WIDS CODES**

G08 SOC.1.5.02.024	Identifies specific areas of the GCC with important natural resource deposits
G08 SOC.1.5.02.025	Explains how technology has changed the way goods are produced
G08 SOC.2.1.01.021	Writes informative/explanatory texts on historical events or any social studies topic
G08 SOC.2.1.01.022	Distinguishes between facts from opinion, relevant from irrelevant information, essential from incidental information
G08 SOC.2.1.01.023	Provides accurate summary of a source, printed or digital
G08 SOC.2.1.01.024	Analyses how a text makes connections and distinctions between ideas, and among individuals
G08 SOC.2.1.01.025	Writes argumentative essays on various social studies topics citing references
G08 SOC.2.1.02.020	Frames questions that can be answered by historical study or research
G08 SOC.2.1.02.021	Orally presents information gathered to an intended audience using visuals to show findings and support evidence
G08 SOC.2.1.02.022	Assesses credibility of primary and secondary sources and draws conclusions
G08 SOC.2.1.02.023	Cites specific textual evidence to support analysis of primary and secondary sources, noting evidentiary limitations
G08 SOC.2.1.02.024	Interprets and analyses maps, charts, to support conclusions on social studies issues
G08 SOC.2.1.02.025	Creates various forms of written work to express a personal opinion on various social studies issues and supports it with evidence





**APPLICABLE
WIDS CODES**

- (e.g. artifact, brochure, video, cartoon, etc.)
- G08 SOC.2.2.01.017** Analyzes data related to a certain topic and its various interpretations
- G08 SOC.2.2.01.018** Works collaboratively to arrive at conclusions on social studies issues and explains the reasons of those conclusions
- G08 SOC.2.2.01.019** Implements a plan of action to solve a local/national issue
- G08 SOC.2.2.01.020** Gives explanations using reasoning, examples, and details with relevant information
- G08 SOC.2.2.01.047** Express his opinion regarding others' interpretations
- G08 SOC.2.2.01.048** Provides evidence when supporting or critiquing an author's interpretation of a historical/current event
- G08 SOC.2.2.01.049** Analyses several possible solutions to a contemporary issue citing relevant information
- G08 SOC.3.1.01.042** Explain in their own words what a community is and why being a member of at least one community or social group is important to most people
- G08 SOC.3.1.01.043** Explain (at a basic level) about the cycle of bias and discrimination and identify how these attitudes are destructive and how they can be overcome
- G08 SOC.3.1.01.046** Put forward a reasonably well-justified argument about the key characteristics of a good government
- G08 SOC.3.1.01.048** Define 'state' and 'government'
- G08 SOC.3.1.02.050** Demonstrate respect and empathy for, and sensitivity to, individuals who are different or





**APPLICABLE
WIDS CODES**

- G08 SOC.3.1.02.051** who come from different backgrounds and how they can be included in communities and societies
- G08 SOC.3.1.02.051** Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice
- G08 SOC.3.1.02.052** Articulate to others how they value the importance of tolerance and being empathetic to others who may face external conflict that affects their wellbeing (i.e. refugee crises)
- G08 SOC.3.1.02.053** Discuss with other students why it might be valuable to promote social cohesion both in the groups to which the students belong and more generally in the wider society of the UAE
- G08 SOC.3.1.02.054** Different, historical forms of government and main forms of government in contemporary states around the world
- G08 SOC.3.1.02.055** Give an account of (at least) one community or social group to which they, as individuals, belong and specify some of the shared values and duties of the participants in that community or group
- G08 SOC.3.1.02.056** Confidently use a range of strategies to deal with internal and external conflict, evidencing this through participation in a series of scenarios and role plays where they are asked to make decisions based on different levels of conflict that they may find themselves in
- G08 SOC.3.2.02.008** Engage in debate in ways which demonstrate an understanding of and willingness to participate in processes of consultation aimed at achieving consensus





NOTES:



A stack of books with various colored spines (yellow, red, blue, orange) is shown. A green silhouette of the United Kingdom is overlaid on the books. The word "CONTENTS" is written in yellow capital letters on the green map.

CONTENTS





content is defined on smart learning app

Introduction	6
Lesson 1:	
Geography of West Asia	16
Lesson 2:	
Geography of North Africa	28
Lesson 3:	
The Rise of the Ottoman Empire	40
Lesson 4:	
Suleyman I and Ottoman Istanbul	50
Lesson 5:	
Midterm Review	62
Lesson 6:	
The Later Ottoman Empire through World War I	68
Lesson 7:	
Modern States in Middle East after World War I	80
Lesson 8:	
Economy in the Middle East	90
Lesson 9:	
Term Project	104
Lesson 10:	
Final Review	110
Glossary	114





LESSON 1: GEOGRAPHY OF WEST ASIA





Student Learning Outcomes (SLOs)

- SOC.1.3.01.023** Uses appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places
- SOC.1.3.01.024** Explains the impact of advanced technology on geographical resources
- SOC.1.3.02.024** Creates and uses various kinds of maps, including overlaying thematic maps of places in the world; incorporates map basics, as well as points, lines and shaded areas to display spatial information
- SOC.1.3.02.025** Explains how geography influenced the economic development of the countries
- SOC.1.3.02.026** Applies geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future



Lesson Objective

By the end of the lesson, students will

- analysing geographical characteristics of a place
- gathering and analysing geographic information
- creating and using various kinds of maps
- using appropriate geographic tools



Key Vocabulary

- | | |
|-------------------|------------------|
| Arabian Peninsula | Tigris River |
| Iraq | Euphrates River |
| Syria | Orontes River |
| Turkey | Taurus Mountains |



Lesson 1 | Geography of West Asia

Resources from Student Book

- Equal Earth Maps – excerpts in book

Teacher-ONLY resources:



publishers.boclips.com



Materials/
Resources/
Technology

VOICED: From riches to rags in Iraq's former 'Fertile Crescent'

Duration: 00:01:25

Date: Jul 26, 2010 4:00 AM

Source: AFPTV

Type: News

GEOGRAPHY OF THE WEST ASIA



Lesson Text

The modern Middle East consists of West Asia and parts of North and East Africa. West Asia includes the modern day countries of Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syrian Arab Republic, United Arab Emirates and Yemen. The countries in West Asia have historical, cultural, physical, economic, and geographical characteristics that link them.

Arabic is a common language in each of West Asian countries. Much of the region has an arid or desert environment. The coastal areas are used for fishing and trade. In the past, caravan trade routes crossed over from the Arabian Peninsula.

T

Lesson Text

THE ARABIAN PENINSULA

The Arabian Peninsula is a large land area surrounded on three sides by bodies of water: the Red Sea, the Arabian Gulf and the Arabian Sea. Islam spread to other parts of the world from the Arabian Peninsula, which contains two of the holy cities in Islam: Mecca and Medina.

The Arabian Peninsula is divided into different areas. There is a the range of mountains in the western part made of volcanic rock that run from north to south and parallel to the Red Sea. The mountain ranges are the Tihama, Hijaz, Asir, and Yemen with the highest peaks rising to 4,000 metres. A coastal plain runs before the mountain ranges. The southern mountains extend towards the southeast with a large valley, called the Wadi Hadramoot.

Vast sandy deserts, the Nafud and the “Empty Quarter” and a rocky steppe, called the Najd, extend to the shores of the Gulf. The areas had limited arable lands and limited sources of water, so they were traditionally used for pastoral and seasonal migrations.

Oman is located in the south-eastern corner of the peninsula. It has a coastal plain and a mountain range rising up about 3,000 metres. Mountain spring waters feed traditional irrigation systems. Harbours run along the coast were fishing, pearl diving and trade were key features of the traditional economy of the past.

The United Arab Emirates is located in the northern part of the Arabian Peninsula. The port cities of the United Arab Emirates were linked by sea trade to the Indian Ocean and by land to the northern Middle East and Mediterranean countries.

The Fertile Crescent is a crescent-shaped land that runs around the Syrian desert. The map shows that in antiquity it included the fertile agricultural area of the Nile Valley in Egypt. In recent years, climate change has altered the arable areas of agricultural land. Less agricultural land has contributed to the recent problems of war and migration by Syrian people and other refugees.

Ancient civilizations, including the Assyrian, Greek and Roman Empires, occupied the Fertile Crescent in ancient times leaving ruins of cities and

Lesson 1 | Geography of West Asia

buildings behind as evidence. Islam first spread outward from the Arabian Peninsula to people in the Fertile Crescent.

The area known as Greater Syria is a historic area that includes the modern countries of Syria and Lebanon down toward Palestine. In the West is a range of mountains that border the agricultural coastal plains on the western slope and the valleys of the interior. The Orantes River is an important river that feeds agricultural lands. Damascus is the Syrian capital.

T

Lesson Text

IRAQ

Iraq is the long stretch of land that stretches between and alongside the valleys of the twin rivers, Euphrates and Tigris. The two rivers originate in the snow-capped mountains of Anatolia in Eastern Turkey and flow in a south-easterly direction, where they empty into the Arabian Gulf.

Southern Iraq is a rich agricultural area set between the two great rivers. Silt from the deposits of the rivers make up the great alluvial plain, called the Sawad, where irrigation makes agriculture possible. The modern and historical capital city of Baghdad is in this region, as well as other important cities, such as Najaf, and Basra in the South near the Gulf. The ancient cities of Babylon and Sumer were located in this region.

In northern Iraq, known as upper Mesopotamia, raised mountains and plateaus provide irrigation to farmland growing mostly grain. To the northeast of the rivers is a mountain range that extends to Anatolia. The country, Kurdistan, is named after the Kurds who live there and who have their own language. The pastoral lands of Kurdistan are used mostly for raising of sheep and herding animals.

MAJOR MONUMENTS OF WEST ASIA

West Asia has monumental buildings and landmarks of historical and architectural value.

TURKEY AND ANATOLIA

Anatolia, the large plateau of land in the north, now known as modern Turkey. It is bordered by mountain ranges in the Northeast where snow feeds rivers and valleys for agriculture and by the Taurus Mountains in the South.

T

Lesson Text

Lesson Description with SLO Tags and Notes

Selected Activity Answers

Turkey is bordered by several major bodies of water: the Mediterranean Sea, and Black Sea, and the Sea of Marmara. Ankara is the capital of modern Turkey. In the past the city of Istanbul was the capital city of the Ottoman Empire and the Byzantine Empire, when it was called Constantinople.

SOC.1.3.01.023 Activities 1-6

SOC.1.3.02.026 Activities 1-6

Warm up:

? How many seas or rivers can you name that border or flow through the Middle East? Write them down in the box below.

- ▶ Students may list any of the following major rivers: Tigris, Euphrates, Orontes, Nile,
- ▶ For seas – they may list Red Sea, Arabian Sea, Mediterranean Sea, Arabian Gulf, Caspian Sea, Black Sea



Physical Geography of the Middle East

Lesson 1 | Geography of West Asia

Activity 1:



Study the map below and identify the three major seas or gulfs that surround the Arabian Peninsula

1. Arabian Sea

2. Gulf of Aden

3. Arabian Gulf



Selected
Activity
Answers

Activity 2: Reflection



Read the description of these sites or buildings. Which one would you most like to visit first? Write 3 sentences to describe your choice and give a reason for it.

- ▶ Students may select and describe unique features from the different sites and buildings presented. Encourage a description of the design, history or importance of the building.



Activity 3: Map review

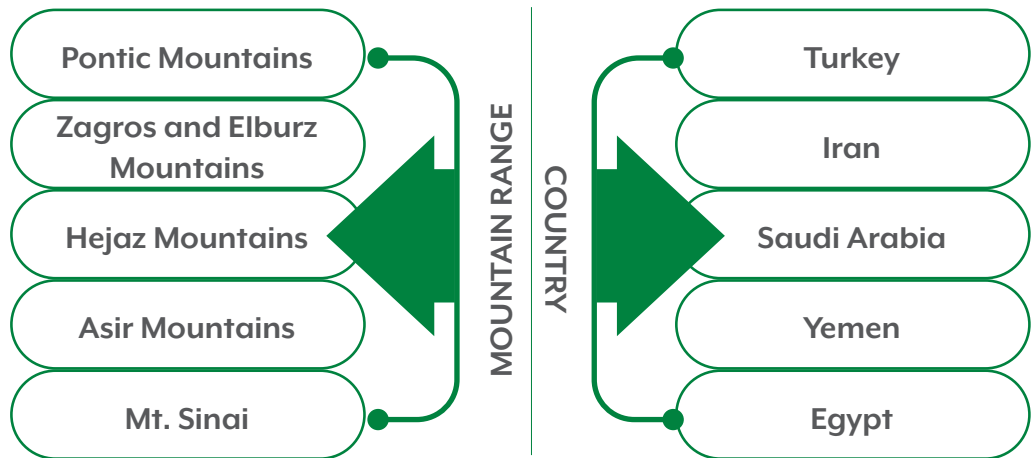


With a partner, take turns studying the map by looking for



Selected Activity Answers

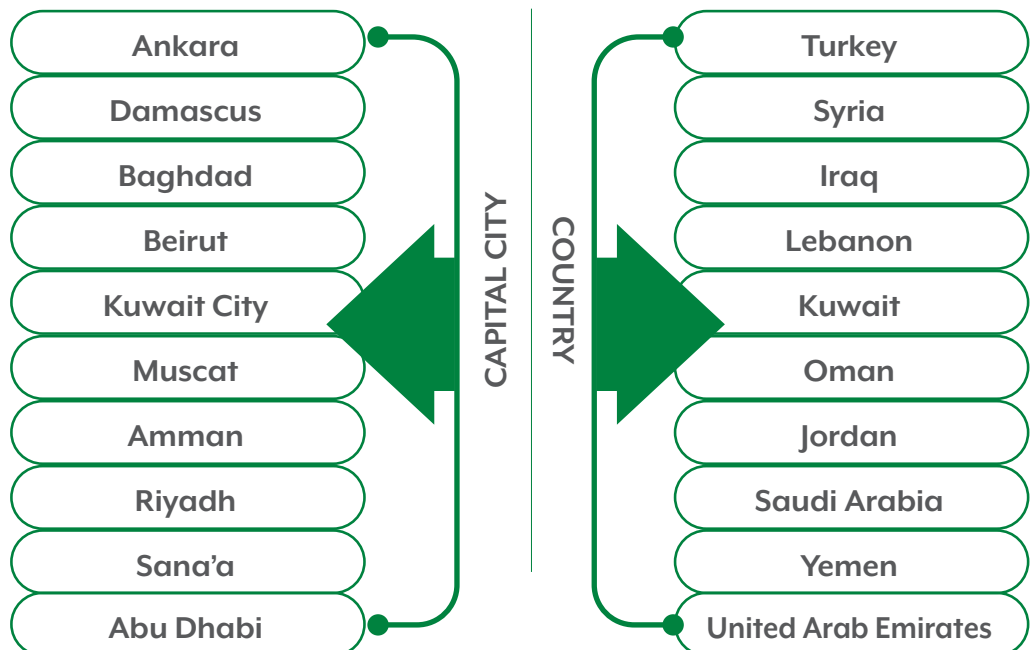
mountains. Then say the name of the mountain out loud and see if they can name the country it is in. Take turns and continue until you have found and placed 5 different mountain ranges below. If you are alone, just fill in the names yourself.



Activity 4: Map Review – Find the capitals



Look at the map below and fill in the capital cities of the countries listed in the table.



Lesson 1 | Geography of West Asia

Activity 5: Middle East or Western Asia?



There is a debate about whether the term Middle East is appropriate to name the area known as the Arab World. Many now propose that the term Western Asia is more accurate. After studying the maps above, reflect and write a response with 3 reasons for which of the two terms you believe is better. Or, can you think of another term or description to name the shared geography of the land of the Eastern Arab World, and Turkey?

- ▶ Other recently proposed names include Western Asia. Students may propose a variety of possible choices

Activity 6:



On the blank map below, colour in and label the country names and the year the modern nation-state was founded for the following countries:

1. Yemen (1967)

2. Oman (1970)

3. United Arab Emirates (1971)

4. Saudi Arabia (1932)

5. Kuwait (1961)

6. Jordan (1946)

7. Syria (1946)

8. Lebanon (1946)

9. Iraq (1931)

10. Turkey (1923)





Formative Assessment Opportunities

Activity 2 allows some reflection on historical landmarks that distinguish the geography of the region.



Remedial Opportunities

Students may review names of capitals and countries
– See Activity 4 and 6



Extension Opportunities

Students may explore the Equal Earth Physical and Political Maps in more detail



Lesson 1 | Geography of West Asia



NOTES:



The background of the page features a blue-toned image of a globe with white latitude and longitude lines. A large, solid green silhouette of the African continent is overlaid on the right side of the globe. In the bottom right corner, a person's hand is visible, wearing a white sleeve and pointing towards the map of Africa. The title text is centered within the green silhouette of the continent.

LESSON 2: GEOGRAPHY OF NORTH AFRICA







Student Learning Outcomes (SLOs)

- SOC.1.3.01.023** Uses appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places
- SOC.1.3.01.024** Explains the impact of advanced technology on geographical resources
- SOC.1.3.02.024** Creates and uses various kinds of maps, including overlaying thematic maps of places in the world; incorporates map basics, as well as points, lines and shaded areas to display spatial information
- SOC.1.3.02.025** Explains how geography influenced the economic development of the countries
- SOC.1.3.02.026** Applies geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future



Lesson Objective

By the end of the lesson, students will

- Identify locations in North Africa



Key Vocabulary

- | | |
|-----------------|------------|
| Atlas Mountains | Algeria |
| Sahara Desert | Tunisia |
| the Sahel | Libya |
| the Maghrib | Mauretania |
| Morocco | Mali |



Materials/ Resources/ Technology

Resources from Student Book

See below



Lesson 2 | Geography of North Africa

Teacher-ONLY resources:

Equal Earth Maps – physical and political maps.

SCAN
HERE



Equal Earth Physical Map



Materials/
Resources/
Technology

MOROCCO AND THE MAGHRIB

Western North Africa and the country of Morocco are referred to as the Maghrib. Maghrib means “the sunset,” so it is the place where the sun sets as one looks west from the eastern lands of the Arab World. It is a term used by the French to describe Morocco, Algeria and Tunisia, during

T

Lesson Text



Physical Geography Map of Northern Africa

T

Lesson Text

The ports on North Africa's Mediterranean and Atlantic coasts link it with the Iberian Peninsula, Italy and Egypt. In the past, overland camel caravan routes ran from south to north, carrying valuable salt and gold from Mali and Western Africa to the northern ports.

The Atlas Mountains stretch from the Southwest up into Algeria to the Northwest near the Mediterranean Sea. The High Atlas Mountains feature snow-capped mountains that feed valleys for Morocco's agricultural lands. The middle area of the Atlas Mountains is also called the Moyen Atlas. To the northeast, the Tellian Atlas stretches into Algeria.

Tunisia includes the lands of the ancient city of Carthage and features agricultural areas in its north. The vast area of Libya includes the large Libyan Desert, but also has the coastal hills and valleys of Cyrenaica, along the Mediterranean coast. Agriculture and settlements were established in this region during both the Greek expansion and Roman Empire.

In the upper part of the Nile Valley, the Nile River flows through the Sudan, an area that has very limited rainfall. On the east bank of the Nile there are narrow strips of land with arable or cultivable land for growing crops. The western side of the Nile is flat, and agriculture is only possible by the use of irrigation. Khartoum is the capital, positioned in Nile River Valley where the two rivers known as the Blue Nile from Ethiopia and the White Nile from Uganda join then flow upward into Egypt.

In 2011 Southern Sudan became an independent state. Southern Sudan is land of mixed agriculture and pasturing animals with villages, nomadic encampments, and small market towns.

The Nile Valley and its fan-shaped delta region in Egypt are rich agricultural areas dependent upon the Nile. In the 1960s, a major dam was built at Aswan that created Lake Nasser. A new dam is now being constructed further up the Nile River in Ethiopia.

The cities of Fez and Marrakesh in Morocco have mosques and colleges which are examples of elegance and design. Another important early city was Kairouan, (also spelled as Qayrawan) in Tunisia. It was the first administrative capital of the region as Islam expanded westward along the coasts and mountains of Algeria and eventually reached Morocco

Lesson 2 | Geography of North Africa


and Andalusia in Spain. Libya has two major regions that border the Mediterranean Sea: western Libya (Tripolitania) and eastern Libya, known as Cyrenaica, located above the Libyan plateau.

T Lesson Text

All the cities of North Africa are located on or near the coasts that connect it to the Mediterranean Sea or Atlantic Ocean. The reason is the vast Sahara, the largest desert in the world, stretches all the way across from the Atlantic Ocean to Nile Valley in the east.




Although the desert is vast and inhospitable, nomads and traders used caravan routes to trade. These trade routes connected the important lands and Muslim settled areas of Mali and the important cities of Djenné, and Timbuktu. These cities were famous centres of learning and commercial trade in salt, gold and other commodities with the North African coastal cities. The cities to the south of the Sahara were built on the great Niger River in an area called the Sahel, a seasonal grasslands area that allows grazing of animals and agriculture along the shores of the river.

North Africa has buildings and monuments that reflect its history and geography.

Monument or Landmark	Description
	<p>Kairouan, Tunisia: The Great Mosque of Kairouan was built in the early 8th century. Kairouan was the capital city of the new Islamic empire as it expanded across North Africa toward Andalusia.</p>

T





Lesson Text

Monument or Landmark	Description
	Fez, Morocco: The Mosque of al-Qarawiyyin, near the Suq al-'Attarin, or Spice Market, is one of the world's oldest universities, and the largest mosque in Africa. It was first established in 847 CE, as a private mosque, with funds by a wealthy woman named Fatima al-Fahri.
	Algiers, Algeria: A major port city and capital city of Algeria.
	Tunis, capital city of Tunisia: The Al-Zaytuna Mosque and university is another of the oldest universities in the world. The great Muslim scholar and historian, Ibn Khaldun, attended this university.

Lesson 2 | Geography of North Africa

T

Lesson Text

Monument or Landmark	Description
	<p>Tripoli, capital city of Libya:</p> <p>Tripoli has a blend of architectural styles and ancient civilizations.</p>
	<p>Leptis Magna, Libya:</p> <p>There are ruins of the ancient Roman city.</p>
	<p>Khartoum, capital city of Sudan:</p> <p>Khartoum is located on the convergence point of the White Nile and Blue Nile Rivers.</p>
	<p>Timbuktu, Capital city of Mali:</p> <p>Mali was once a wealthy kingdom.</p>

T

Lesson Text

COLONIALISM AND INDEPENDENCE IN NORTH AFRICA

After a long and distinguished history of Islamic dynasties and civilization that led to the building of the cities we looked at above, North Africa was invaded and occupied by French and Italian colonization in various periods from the 19th century up until 1962. In 1830, the French invaded and colonised Algeria, and then Tunisia in 1888, and Morocco in 1911. Italy also invaded and colonised Libya until the end of World War II in 1945.

French and British colonization of Northern and Western Africa led to the delayed independence of other states shown on the map below, including Mali, Niger, Chad, the Sudan and Egypt. The last country to receive its full independence was Algeria. Algerian people resisted and fought against the first invasion of the 1830s and fought a long war for independence that lasted from around 1956 to 1962.



All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.



Lesson Description with SLO Tags and Notes

SOC.1.3.01.023	Activities 1-6
SOC.1.3.02.026	Activities 1-6
SOC.1.3.02.024	Activity 2

Lesson 2 | Geography of North Africa

Warm up: Brainstorm

Name three places you are familiar with when you think of North Africa.

	Place	What is distinctive about it? What made you think of it first?
1	Sahara Desert	
2	Atlas Mountains	
3	Mediterranean Sea	



Selected
Activity
Answers

Activity 2: Use Your Creativity



The caravan routes across the Sahara were difficult and risky passages that required the help and guidance of nomads who knew the safest routes and where to find oases and water along the way. Plan a route through the Sahara from Timbukutu on the Niger River to the Moroccan shores and another route to Cairo

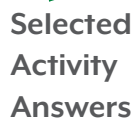
- ▶ Draw them on the map and explain why you may think that route is best. Hint: look out for mountain passes and difficult areas of transit.

Activity 3: Reflection



Read the description of famous sites or buildings. Which one would you most like to visit first? Explain.

- ▶ Students may reflect on the historic features and describe the qualities of design or historic importance of these landmarks.



Instructions: Fill-in in the capital city in the left column below and the name of its country on the right.

Rabat	Cairo	Algiers	Benghazi	Tunis
Khartoum	Niamey	N'Djamena	Nouakchott	Niger
Libya	Sudan	Egypt	Tunisia	Algeria
Morocco			Mauritania	

The graphic organizer consists of two main sections separated by a vertical line. On the left, under the heading 'COUNTRY', there are eight empty, rounded rectangular boxes stacked vertically. On the right, under the heading 'CAPITAL CITY', there are also eight empty, rounded rectangular boxes stacked vertically. A large green arrow points from the 'COUNTRY' column towards the 'CAPITAL CITY' column, indicating a relationship or flow between the two categories.

All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.

Instructions: Write a reflection of about 25 words on how or why French, British or Italian colonialism in North Africa changed the political map of North Africa.

Lesson 2: History and Geography of North Africa

Activity 5: Reflection

Instructions: Label the countries of Northern Africa.



Selected
Activity
Answers



The countries or areas to label are the following:

- | | | |
|-------------------|-----------------------------|----------------------|
| 1. Morocco (1956) | 5. Egypt (1922) | 8. Mauretania (1960) |
| 2. Algeria (1962) | 6. Sudan (1956) | 9. Mali (1960) |
| 3. Tunisia (1956) | 7. Western Sahara (Morocco) | 10. Niger (1960) |
| 4. Libya (1951) | | 11. Chad (1960) |

Activity 2 allows some reflection on historical landmarks that distinguish the geography of the region.

Students may review names of capitals and countries
– See Activity 4 and 6.

Students may explore the Equal Earth Physical and Political Maps in more detail




Formative
Assessment
Opportunities



Remedial
Opportunities



Extension
Opportunities

The background of the slide is a photograph of the Hagia Sophia in Istanbul, Turkey, taken from a high vantage point. The large central dome and several minarets are visible. In the foreground, there are red-tiled roofs of buildings. To the left, the Bosphorus strait is visible with a small red and white boat. A large, semi-transparent green map of Turkey is overlaid on the right side of the image. The title text is centered within the green map area.

LESSON 3: THE RISE OF THE OTTOMAN EMPIRE







Student Learning Outcomes (SLOs)

- SOC.1.1.01.017** Uses primary and secondary sources to research about a historical event
- SOC.1.1.01.018** Distinguishes between historical fact and historical interpretation
- SOC.1.1.01.019** Studies quantitative data to answer questions about a historical event or development
- SOC.1.1.01.020** Describes how groups tries to maintain their traditional cultures, identities and distinctiveness in the context of increasing globalization
- SOC.1.1.02.019** Examines historical resources and identifies bias, point of view, context, distortion
- SOC.1.1.02.020** Analyzes multiple interpretations of the same historical or current event
- SOC.1.1.02.021** Creates historical timelines and interprets the data presented in it



Lesson Objective

- By the end of the lesson, students will
- explain the creation of the Ottoman Empire



Key Vocabulary

- Suleyman the Magnificent
- Sinan the Architect
- Suleymaniye Mosque and Complex, Constantinople
- Istanbul
- Ottoman Empire
- architecture
- bureaucracy



Lesson 3 | The Rise of the Ottoman Empire

The website Ottomans.org is a useful reference



theottomans.org



Materials/
Resources/
Technology

On Islamic architecture, Archnet has a valuable visual database of Islamic architecture of the Ottoman period.



archnet.org

THE RISE AND EXPANSION OF THE OTTOMAN EMPIRE INTO ARAB LANDS



Lesson Text

The Ottoman Empire was among the modern world's most powerful empires. The Ottomans ruled much of the Middle East and large parts of North Africa from around 1453 to 1918. The Ottomans became rich from cultivation of cotton, a valuable commodity that allowed it to trade textiles and other goods to European and Mediterranean markets.

The Ottomans arose from a group of Central Asian Turkish speaking tribes. In the late 11th century they began moving westward toward Anatolia in eastern Turkey. By 1071, they were strong enough to defeat the Greek Christian army of the Byzantine Empire at the Battle of Manzikert near Lake Van. The defeat of the Byzantine army allowed the Turkomans to settle into Anatolia for the next three centuries. They expanded into




Lesson Text

the Balkan region of Eastern Europe and launched attacks against the Byzantine Empire.

The Battle of Manzikert led to the domination of the Ottoman Turks in Anatolia and throughout what is today Turkey and parts of Eastern Europe. In 1299, the Turkomans were organised as a new state with the name 'Uthman' from which the name Ottomans is derived.

In 1453, the Ottomans led a major assault against the city of Constantinople, overran its defences, and brought the Byzantine Empire to an end. After their conquest, the Ottomans renamed the city Istanbul, by which it is known today.

By 1516, during the reign of **Suleyman the Magnificent**, the Ottomans began extending their armies into Syria, the Balkans, Iraq, and later into Egypt. The conquests required the new Ottoman Empire to create an administration that could manage the Arab lands and Arabic speaking territories to their south and west, as well as the South eastern European territories of the Balkans.

MANAGING THE OTTOMAN EMPIRE

The Ottomans sent their armies into Syria, the Balkans, Iraq and later into Egypt. These conquests required an administration that could manage the Arab lands to their south and west, and the south-eastern European territories of the Balkans.

The Ottomans settled troops from their armies in these new provinces where many became administrators. They were encouraged to marry local women. This created family ties and an administrative bureaucracy that linked these new regions into the centralised rule from the capital of Istanbul.

The Ottomans managed the new territories as distant provinces with local officials called Beys. They created an elite military corps known as the Janissaries, made up of young men who were forced to serve in the military. Janissaries were allowed to use muskets and new firearms. This is often referred to as the era of Gunpowder Empires.

The expansion required military organization of an army and a navy. The



Lesson 3: The Rise of the Ottoman Empire

Ottoman Empire soon engaged in battles and campaigns against the Europeans and other Empires. When the Portuguese fleets arrived in the Indian Ocean they attacked and raided the coasts of the Arabian Gulf and Arabian Peninsula. The Ottomans later counterattacked in the 1550s.

T Lesson Text

THE OTTOMAN EMPIRE AND RIVALRY WITH EUROPE IN THE 16TH CENTURY

By 1529, less than a century after the conquest of Constantinople in 1453, the Ottoman army reached the outskirts of Vienna. They began a long military siege to try to take over the city. Although the Ottomans abandoned the siege, their presence in Austria demonstrated their power and determination to expand.

The map shows the large territorial expansion of the Ottomans in the 16th century along with the major European explorations of around the same time. The Ottoman Empire occupied lands that were all joined over land. This differed from the Western European countries for instance, the British Empire, the Portuguese, Dutch and Spanish Empires, who founded their empires as using the sea.

Geographical Discoveries and Ottomans



Map of Ottoman Empire (in green) and European sea-based exploration

T

Lesson Text



Lesson Description with SLO Tags and Notes

Activity 5: Draw Conclusions

Instructions: Answer the question.

What is different about the way the Europeans expanded and the way the Ottomans expanded?

SOC.1.1.01.017 Lessons 1 – 5 feature reflection on historical facts and sources

SOC.1.1.01.018 Lessons 1 – 5 feature reflection on historical facts and sources

SOC.1.1.01.019 Lessons 1 – 5 feature reflection on historical facts and sources

SOC.1.1.01.020 Lessons 1 – 5 feature reflection on historical facts and sources

SOC.1.1.02.019 Lessons 1 – 5 feature reflection on historical facts and sources

SOC.1.1.02.020 Lessons 1 – 5 feature reflection on historical facts and sources

SOC.1.1.02.021 Lessons 1 – 5 feature reflection on historical facts and sources



Selected Activity Answers

Warm up:



What words or images come to mind when you think of the word empire? List a few in the table.

Name of the Empire	What do you recall about the empire?
Ottoman Empire	Ruled from 15th century to about 1922
British Empire	Global maritime based empire

Lesson 3 | The Rise of the Ottoman Empire

Name of the Empire	What do you recall about the empire?
Roman Empire	Ancient empire that ruled the Mediterranean regions and much of Europe, large parts of Western Asia and North Africa

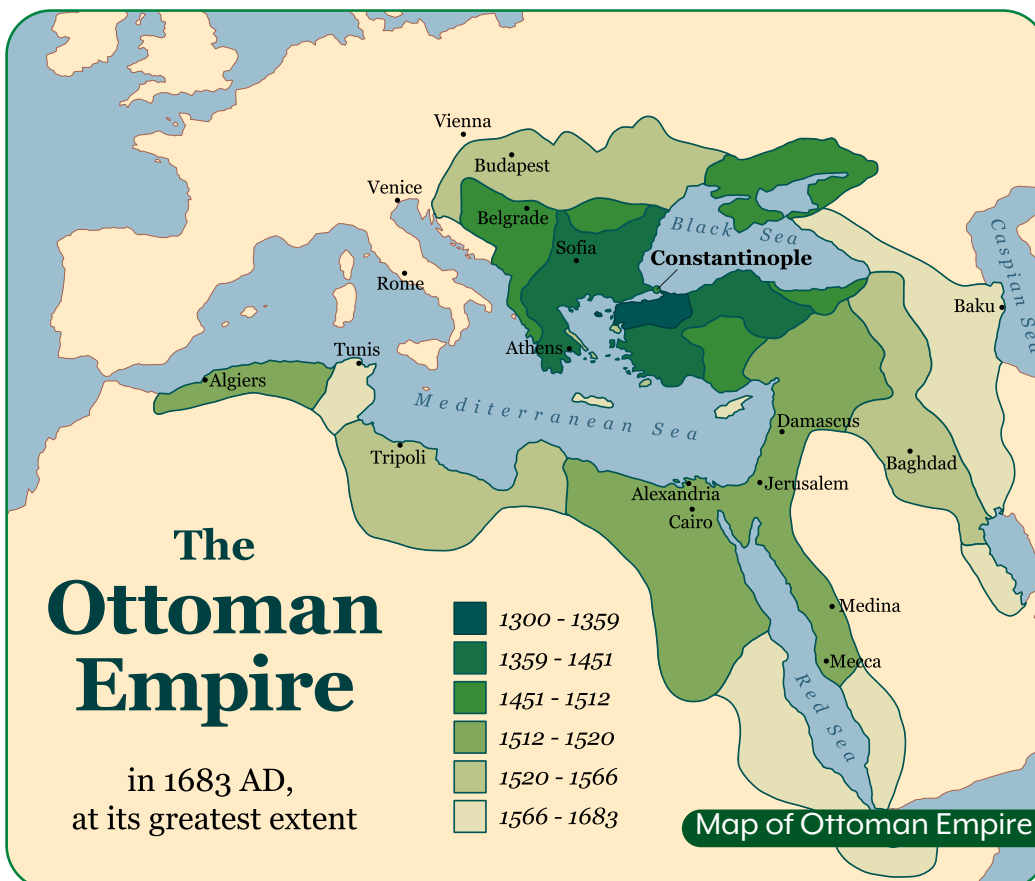


Selected Activity Answers

Activity 1: Interpret



Instructions: Identify the darkest green areas that show where the Ottomans first established their power. Then look at the lighter green areas to see where they extended their power and empire over time. The map shows several centuries of the growth of the empire from the area Anatolia or what is known as Turkey today. Discuss with a classmate.





Selected Activity Answers

Activity 2: Multiple Choice

Instructions: Based on the text and the map answer the multiple choice questions. Circle the correct letter.

1. The Ottomans arose from the land areas surrounding which of the following major seas?

- ☐ a. Caspian Sea
 ☒ b. Black Sea
 ☐ c. Red Sea

2. In which year did the Ottomans defeat the Byzantine Empire and conquer Constantinople?

- ☐ a. 1066
 ☒ b. 1453
 ☐ c. 1516

3. After the conquest of Constantinople, what was the new name given to their capital city?

- ☐ a. Manzikert
 ☐ b. Damascus
 ☒ c. Istanbul

Activity 3: Interpret an Image

Examine the artist's painting of how the Siege and Conquest of Constantinople by the Ottomans might have taken place in 1453. Answer the questions about what the painting illustrates. (Circle the correct letter.)

1. What were the main tactics used in 1453 by the Ottomans in attacking Constantinople's defensive walls?

- ☐ a. ladders
 ☐ b. cannons
 ☒ c. cannons and ladders

Question 2: Why did the Ottomans attack Constantinople?

- ☐ a. to free Ottoman prisoners
 ☐ b. to plunder the city and then leave
 ☒ c. to capture the Byzantine Empire's capital and to make it their own

Lesson 3 | The Rise of the Ottoman Empire

Activity 4: Multiple Choice

Instructions: Answer the multiple choice questions based on text and map. (Circle your choice.)

1. What were Janissaries?

- a. a police force
- b. local town judges
- c. soldiers in the Ottoman Army

2. What kind of administrative areas did the Ottomans divide the new

- a. provinces
- b. counties
- c. new countries

Activity 5: Draw Conclusions

Instructions: Answer the question.



What is different about the way the Europeans expanded and the way the Ottomans expanded?

▶ There are variable answers possible.

Lesson 5 offer reflective interpretations of the problem of empires

Lessons 2,3 and 4 offer review of facts and maps

Students may explore the website
<http://www.theottomans.org/english/index.asp>



Selected
Activity
Answers



Formative
Assessment
Opportunities



Remedial
Opportunities



Extension
Opportunities



LESSON 4: SULEYMAN I AND OTTOMAN ISTANBUL






Student Learning Outcomes (SLOs)

- SOC.1.1.01.017** Uses primary and secondary sources to research about a historical event
- SOC.1.1.01.018** Distinguishes between historical fact and historical interpretation
- SOC.1.1.01.019** Studies quantitative data to answer questions about a historical event or development
- SOC.1.1.01.020** Describes how groups tries to maintain their traditional cultures, identities and distinctiveness in the context of increasing globalization
- SOC.1.1.02.019** Examines historical resources and identifies bias, point of view, context, distortion
- SOC.1.1.02.020** Analyzes multiple interpretations of the same historical or current event
- SOC.1.1.02.021** Creates historical timelines and interprets the data presented in it



Lesson Objective

By the end of the lesson, students will

-  learn about the era of the Ottoman Sultan Suleyman I, also called Suleyman the Magnificent



Key Vocabulary

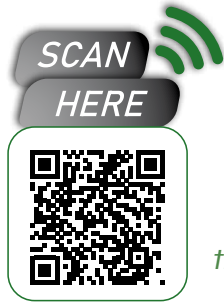
-  Suleyman
-  Sinan the Architect
-  Suleymaniye Mosque and Complex, Istanbul
-  Ottoman Empire
-  architecture
-  bureaucracy



Lesson 4 | Suleyman I and Ottoman Istanbul

The website [Ottomans.org](http://www.theottomans.org) is a useful reference

<http://www.theottomans.org/english/index.asp>



[theottomans.org](http://www.theottomans.org)

On Islamic architecture, Archnet has a valuable visual database of Islamic architecture of the Ottoman period.



[http://archnet.org/
timelines/48/period/
Ottoman/year/1339](http://archnet.org/timelines/48/period/Ottoman/year/1339)



Materials/
Resources/
Technology



Lesson Text

SULTAN SULEYMAN I (RULED 1520-1566)

Suleyman I ruled for nearly half a century and left a legacy as the Ottoman Empire's greatest ruler. During his reign, the empire expanded its territories and established many new institutions, courts, colleges, and hospitals. He expanded his territory through his naval and army conquests across the Mediterranean. He was called the "lawgiver" (kanuni) because of the many laws that he decreed.

His conquests included various islands in the Mediterranean and the seizure of lands in Eastern Europe and the Balkans. His troops nearly conquered Vienna when the Austrian city on the Danube River was besieged unsuccessfully in 1529. During the 1530s and 1540s, he expanded his territories into the areas of Tripoli (Libya) and Algiers (Algeria). In 1534, Iraq was taken back from the Safavid Empire. This gave the Ottomans access into the Arabian Gulf where they established trade routes and engaged in naval battles with the Portuguese along the Indian coast.

T

Lesson Text

At his death in 1566, the Ottoman Empire was transformed into a major world power. His territories included Syria, Egypt and parts of Arabia.

THE SULEYMANIYE MOSQUE COMPLEX

The Süleymaniye Complex, also called the Süleymaniye Külliyesi, is a multi-functional complex founded by Sultan Süleyman I in Istanbul. It is considered as one of the greatest architectural designs by the architect Sinan.

The building was built between 1550 and 1559. It is a complex of multiple buildings that give insight into the Ottoman way of creating institutions for the public to gather for prayer, education, and medical care. It was a kind of community centre that included four different schools of law, a medical school, public baths, a public kitchen, and a hospice or informal hotel for visitors and travellers.

The building is located in Istanbul at a prominent central place on one of the highest points of the city. The space had open areas for a park-like layout with trees and places to gather outside under shade.

The large central dome is supported by flying buttresses that support its great height. The mosque's many domes can be seen from the courtyard. The design is similar to the designs and building of St. Peter's Basilica in Rome, constructed at around the same time.



Süleymaniye Mosque Complex

Lesson 4 | Suleyman I and Ottoman Istanbul

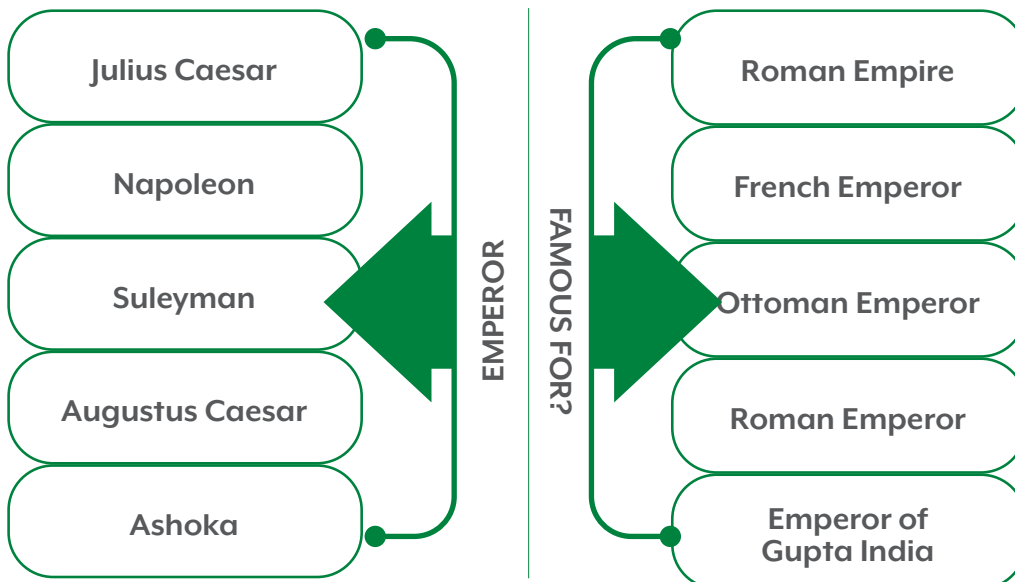
- SOC.1.1.01.017** Lessons 1 – 5 feature reflection on historical facts and sources
- SOC.1.1.01.018** Lessons 1 – 5 feature reflection on historical facts and sources
- SOC.1.1.01.019** Lessons 1 – 5 feature reflection on historical facts and sources
- SOC.1.1.01.020** Lessons 1 – 5 feature reflection on historical facts and sources
- SOC.1.1.02.019** Lessons 1 – 5 feature reflection on historical facts and sources
- SOC.1.1.02.020** Lessons 1 – 5 feature reflection on historical facts and sources
- SOC.1.1.02.021** Lessons 1 – 5 feature reflection on historical facts and sources



**Lesson
Description
with SLO
Tags and
Notes**

Warm up: Discuss

Instructions: List emperors or sultans you have learned about. Write a few words to tell what they were known for.



**Selected
Activity
Answers**



Selected Activity Answers

Activity 1: Concept Check

Instructions: Answer the questions about the life of Sultan Suleyman I

1. What was the nickname given to Sultan Suleyman I during his reign from 1520 to 1566?

- a. the lawgiver ➤ b. the conquerer ➤ c. the Fantastic

2. The Acquisitions of the Ottoman Empire included which of the following lands?

- a. India ➤ b. Portugal ➤ c. Iraq

Activity 2: Map Review

Instructions: Use the map to answer the questions.



1. What happened in the years 1520 to 1566?

- a. the Ottoman Empire became smaller ➤ b. Portuguese invaded Ottoman land ➤ c. land was acquired during reign of Suleyman I



Lesson 4 | Suleyman I and Ottoman Istanbul

2. The Acquisitions of the Ottoman Empire reached very close to which major city in Europe?

- a. Vienna ➤ b. Tabriz ➤ c. Algiers



Selected
Activity
Answers

Activity 3: Compare Images

Instructions: Compare two buildings of the 16th century: Suleymaniye Mosque in Istanbul and St. Peter's Basilica in Rome. Write notes about how these two structures are similar and different.



Suleymaniye Mosque and Kulliyye Complex in Istanbul. Built in 1550-1559 and designed by the Ottoman Architect Mimar Sinan.

- ▶ Large building complex indicates large institutional organization with multiple functions, including religious, instruction, community functions



Selected Activity Answers



St. Peter's Basilica and Vatican City Complex, Rome. Built from 1506 – 1626 and designed by the European architects Michelangelo, Bramante, Bernini and others.

- Large building complex indicates large institutional organization with multiple functions, including religious, instruction, community functions

Activity 4: Learning from Images

Instructions: Examine other structures designed by Mimar Sinan and his student, Mehmed Agha. What were they used for? What features can you see?



Lesson 4 | Suleyman and the Ottoman Empire



Selected
Activity
Answers

- ▶ There are variable answers possible.

Activity 5:



Compare the Ottoman structures with buildings from the European Renaissance. Did the Ottoman Empire have structures similar to the structures of the European Renaissance? Should the term Renaissance be expanded to include non-European Countries? Give your answer and reasons in about 50 to 75 words.

- ▶ Students should be able to see comparative achievements of the Ottoman Empire
- ▶ in the scale and sophistication of these large mosques and institutions that were the
- ▶ the equal of any European Renaissance building

Activity 6: Fill the Gaps

Instructions: Fill in the blanks with the words from the box

Istanbul	Constantinople	Sinan
Suleyman I	Empire	provinces
Suleymaniye Complex	Black Sea	



Selected Activity Answers

The Ottoman _____ *Empire* _____ arose in the 14th century and consolidated power around the _____ *Empire Sea* _____. In 1453 the Ottomans conquered _____ *Constantinople* _____, the capital city of the Byzantine Empire. The Ottomans renamed it _____ *Istanbul* _____. One of its longest ruling sultans was _____ *Suleymane I* _____, who was known as the lawgiver. During his rule the Ottomans acquired new territories of land called _____ *provinces* _____. One of the new institutions built was the _____ *Suleymaniye Complex* _____ designed by the famous Ottoman architect _____ *Sinan* _____.

Moral Education Activity: Public Health and Planning

Instructions: Discuss and write a reflection of 25 to 50 words on the importance of providing good public health care. Choose an example from the lesson: for example, public baths, hospitals, community services, or another.

► The importance of public health policy may be noted in the coordinated construction of hospitals, public baths and centers for public or community gathering and for education



Formative Assessment Opportunities

Lesson 5 and the Moral Education Activity offer reflective interpretations of the problem of empires and of public health policy and planning



Remedial Opportunities

Lessons 2,3 and 4 offer review of facts and maps



Extension Opportunities

Students may explore the website <http://www.theottomans.org/english/index.asp>



Lesson 4 | Suleyman I and Ottoman Istanbul



NOTES:





LESSON 5: MIDTERM REVIEW



Activity 1:



Map Activity

Instructions: On the blank map, fill in the names of the countries shown with white border outlines.



All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.



Activity 2:



Identify Countries

Instructions: Label the countries of Northern Africa



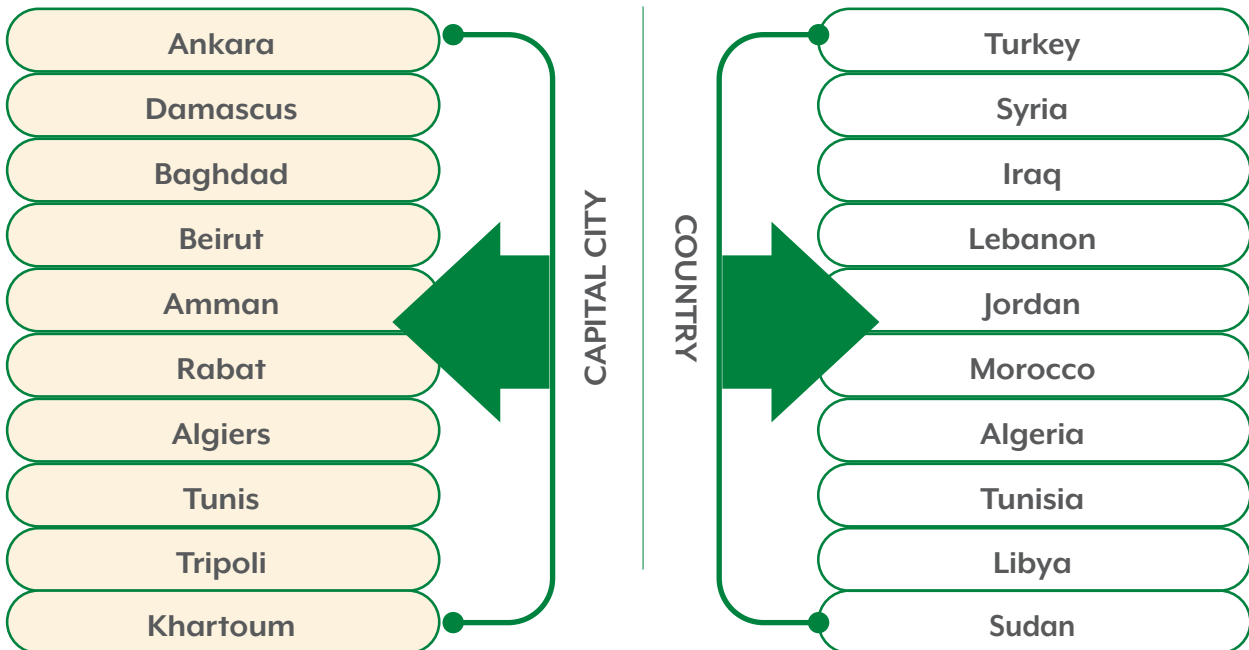
Activity 3:



Matching

Instructions: Fill in blanks with the name of capital cities for the countries of Northern Africa or the Middle East.

Beirut	Baghdad	Algiers	Khartoum	Damascus
Ankara	Tripoli	Tunis	Rabat	Algiers



Activity 4:



Review Questions – Multiple Choice

Instructions: Chose the best answer.

1. What was the nickname given to Suleyman during his reign from 1520 to 1566?

- ☐ a. the lawgiver
 ☐ b. the conquerer
 ☒ c. the Fantastic

2. The Acquisitions of the Ottoman Empire included which of the following lands?

- ☐ a. India
 ☐ b. Portugal
 ☒ c. Iraq

3. The Acquisitions of the Ottoman Empire reached very close to which major city in Europe?

- ☒ a. Vienna
 ☐ b. Tabriz
 ☐ c. Algiers



Lesson 5 | Mid-term Review

Activity 5:



Reflection

Instructions: Write a short answer on whether you think the Ottoman Empire contributed to a Renaissance culture that was found in Europe at the same time. Write 40 to 50 words.

- ▶ Students should be able to see comparative achievements of the Ottoman Empire
- ▶ in the scale and sophistication of these large mosques and institutions that were the
- ▶ the equal of any European Renaissance building

Activity 6:



Gap Fill

Instructions: Fill in the blanks with the words from the box

Istanbul Empire	Constantinople provinces	Sinan Black Sea	Suleyman I Suleymaniye Complex
--------------------	-----------------------------	--------------------	-----------------------------------

The Ottoman ____ *Empire* ____ arose in the 14th century and consolidated power around the ____ *Black Sea* _____. In 1453 the Ottomans conquered ____ *Constantinople* ____, the capital city of the Byzantine Empire. The Ottomans renamed it ____ *Istanbul* _____. One of its longest ruling sultans was ____ *Suleymane I* ____, who was known as the lawgiver. During his rule the Ottomans acquired new territories of land called ____ *provinces* _____. One of the new institutions built was the ____ *Suleymaniye Complex* ____ designed by the famous Ottoman architect ____ *Sinan* _____.

LESSON 6: THE LATTER OTTOMAN EMPIRE THROUGH WORLD WAR I

All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.







**Student
Learning
Outcomes
(SLOs)**

- SOC.1.1.01.017** Uses primary and secondary sources to research about a historical event
- SOC.1.1.01.018** Distinguishes between historical fact and historical interpretation
- SOC.1.1.01.019** Studies quantitative data to answer questions about a historical event or development
- SOC.1.1.01.020** Describes how groups tries to maintain their traditional cultures, identities and distinctiveness in the context of increasing globalization
- SOC.1.1.02.019** Examines historical resources and identifies bias, point of view, context, distortion
- SOC.1.1.02.020** Analyzes multiple interpretations of the same historical or current event
- SOC.1.1.02.021** Creates historical timelines and interprets the data presented in it
- SOC.2.1.01.025** Writes argumentative essays on various social studies topics citing references
- SOC.2.1.02.020** Frames questions that can be answered by historical study or research
- SOC.2.1.02.022** Assesses credibility of primary and secondary sources and draws conclusions
- SOC.2.1.02.023** Cites specific textual evidence to support analysis of primary and secondary sources, noting evidentiary limitations
- SOC.2.1.02.024** Interprets and analyses maps, charts, to support conclusions on social studies issues





Lesson 6 | The Later Ottoman Empire through World War I









Lesson Objective

By the end of the lesson, students will

-  understand the development of the later Ottoman Empire
-  explain the impact of World War I on the Middle East



Key Vocabulary

-  Ottoman Empire
-  Tanzimat Reforms
-  the Nahda or Renaissance Movement in the Arab 19th Century
-  World War I
-  Gallipoli
-  French and British Mandates



Materials/ Resources/ Technology

The Fordham University Sourcebook on World War I is recommended

<https://sourcebooks.fordham.edu/mod/modsbook38.asp>



Lesson Text

MAPPING THE AREA OF WORLD WAR I

World War I also known as the First World War lasted from 1914 to 1918. As many as 15 million soldiers and civilians died during the war or in its immediate aftermath. The powers were divided into two different alliances (the Triple Alliance shown in green, and the Triple Entente (shown in yellow). The Ottoman Empire shown in blue was another major area of conflict and was attacked by the forces of the British Empire and the Triple Entente.



T

Lesson Text

World War I Countries

- Austro-Hungarian Empire (Triple Alliance)
- Prussia (Triple Alliance)
- Italy (Triple Alliance)
- France Triple (Triple Entente)
- United Kingdom (Triple Entente)
- Russia (Triple Entente)

Created with historicalmapchart.net



THE OTTOMAN EMPIRE FROM 1800 TO 1914

By the 19th century, the Ottoman Empire had gone through five hundred years of administrative and bureaucratic development of its various provinces. Following the industrial revolution in the late 18th century, the Ottomans sought to compete and adapt to new systems of technological power, education and military organization. One of the ways to modernise was to issue a plan of reorganisation.

In 1839, the Edict of Gulhane was pronounced to introduce the Tanzimat, a governmental plan for reorganisation of the empire. A series of new technical colleges were created to teach industrial skills, mathematics, science and military skills. These reform lasted until 1876. These reforms came into conflict with large groups of organised artisans who made various wares and goods in guilds. The guilds were often family-led businesses that passed on traditional ways of manufacturing clothes or the making of other products from generation to generation.

Many of the outstanding scholars and reformers to emerge during the

Lesson 6 | The Later Ottoman Empire through World War I

Tanzimat period, were Arab scholars. Principal among these was the Egyptian scholar Rifa'at at-Tahtawi, who had been sent to Paris in the 1820 to lead a group of Egyptian students in their studies at France's best schools, including the Sorbonne University in Paris. When at-Tahtawi returned to Egypt, he was appointed by Egypt's ruler, Muhammad Ali, the Ottoman Empire's local ruler, to reform education. At-Tahtawi promoted the creation of a national system of free public education in Egypt and Sudan, including schools for girls. This idea was introduced into Syria.

T Lesson Text

THE NAHDA OR RENAISSANCE OF THE 19TH AND EARLY 20TH CENTURY

The 19th century was a period of literary and scholarly advancement in the Arab world. The rise of the publishing industry and press in Beirut, Lebanon and in Cairo, Egypt and in Tunis, Tunisia made these centres of print culture, as newspapers and literary journals arose. Among the more famous was the Lebanese dramatist and poet, Khalil Gibran (1883–1931), and Ya'qub Sannu' (1839–1912). In Egypt, 'Ali Mubarak (c. 1823–93) produced a 20-volume survey of the towns, villages and streets of its major cities, in which he wrote a cultural history of modern Egypt. There are examples of women writers, singers and actresses who rose to prominence and popularity in this period.

In Turkey, the movement toward reform was encouraged by the Constitutional Movement of 1886. Later by a rebellion of prominent Turkish military officers and other leaders, in what was called the Young Turks Rebellion that lasted from 1908 – 1913. This is known as the second constitutional movement, and led to the abdication of the last Ottoman Sultan in 1913.

World War I broke out in Europe as a rivalry between the German and Austrian-Habsburg alliance known as the Central Powers, and the French, British and Russians, who formed an alliance against the Central Powers. The war lasted from 1914 to 1918 and caused millions of deaths and destruction of whole towns. However, the effect on the Middle East was immediate, as Germany, Britain and France had interests in obtaining access to oil discoveries in Iraq.

Because Ottoman Turkey decided to support Germany and the Central

T

Lesson Text

Powers, this made them the target of attacks on their territory by British and allied forces. These forces included troops from the British Empire, including India, Australia and New Zealand. The Ottomans lost their control of the Hejaz in Arabia and Palestine to British attacks. However, the Ottoman Turkish forces won a major victory on its shores at Gallipoli when it defeated a major invasion force of British and allied forces.

Another consequence of World War I was the cost of the war on the populations of the Arab regions of Syria, Lebanon and Iraq. Their men were forced into conscription to serve in the Ottoman Turkish forces to fight at Gallipoli and other places. The war also caused major food shortages and famine in Syria and Lebanon, where many civilians died. Similarly, in North Africa, the French conscripted Moroccan and other North African troops to fight in the front lines in Europe against the Germans.

During World War I, the Ottoman forces were reorganised as a Turkish army that controlled the territories of the Ottoman Empire. Its most prominent military figure was Ataturk, who led the defeat of the British at Gallipoli on the Turkish coast, and who created the new Republic of Turkey in 1922. Ataturk decided to move the capital away from Istanbul to the city of Ankara, where it is today. Ataturk made a controversial decision to replace Arabic script with Latin letters with letter markings to distinguish vowel sounds.



Lesson Description with SLO Tags and Notes

Activities 1 through 6 are incorporated in the following Learning Outcomes

- | | |
|------------------|------------------|
| ▶ SOC.1.1.01.017 | ▶ SOC.1.1.02.021 |
| ▶ SOC.1.1.01.018 | ▶ SOC.2.1.01.025 |
| ▶ SOC.1.1.01.019 | ▶ SOC.2.1.02.020 |
| ▶ SOC.1.1.01.020 | ▶ SOC.2.1.02.022 |
| ▶ SOC.1.1.02.019 | ▶ SOC.2.1.02.023 |
| ▶ SOC.1.1.02.020 | ▶ SOC.2.1.02.024 |

Lesson 6 | The Later Ottoman Empire through World War I

Warm up: Discussion



The map shows areas affected in Europe and the Middle East by World War I. Discuss and fill in the names of three countries or areas of conflict shown on the map. Label the countries

- ▶ Variable Answers possible including: Russia, Ottoman Turkey, Austrian-Hungarian Empire, Germany, Italy, France, United Kingdom



Selected
Activity
Answers

Activity 1: Concept Check

Instructions: Choose the best answer.

1. The Tanzimat Reforms of the 19th century refer to which of the following?

- a. An Ottoman administrative department that designed a system of railroads around the Empire.
- b. A series of Ottoman laws to limit migration between the Ottoman provinces
- c. A vast system of Ottoman administrative reforms to modernise the Empire

2. The Egyptian scholar and reformer, Rifa'at at-Tahtawi is best known for which of the following?

- a. He was a physician who studied medicine and science in Paris, France.
- b. He was the military commander who led an attack of Egyptian forces against the Ottoman forces in the Arabian peninsula.
- c. A graduate of the Sorbonne University in Paris, he became an advocate for free public education for boys and girls






Selected
Activity
Answers

Activity 2: Interpret Historical Photos



Instructions: Describe life shown in the photographs taken during the First World War 1914-1918.

Photographic Evidence	Description
	<i>Occupation by foreign troops, horses used for transport, military</i>
	<i>Military organization, standard uniforms</i>
	<i>Railway transport</i>



Lesson 6 | The Later Ottoman Empire through World War I

Activity 3: Map Review



Instructions: The map shows the division of the Ottoman-held territories of the Eastern Arab World after World War I. With the defeat of the Turkish forces at the end of the war, the Arab region was divided into the new countries. Answer the questions.



**Selected
Activity
Answers**



Middle East 1919-1946

- Republic of Turkey [1922]
- Kingdom of Saudi Arabia [1932]
- Syria [French Mandate until 1943]
- Lebanon [French Mandate until 1943]
- Transjordan [British Mandate until 1946 when it became the Hashemite Kingdom of Jordan]
- Iraq [British Mandate until 1930]
- Palestine [British Mandate until 1948]

1. The French created a Mandate and took control of which two future Arab countries after 1919 and the conclusion of World War I?

➤ Iraq and Transjordan

➤ Syria and Lebanon

➤ Iraq and Syria



Selected Activity Answers

2. The British created a Mandate and took control of which the following future Arab countries after 1919 and the conclusion of World War I?

- Iraq and Transjordan (Jordan)
- Syria and Lebanon
- Iraq and Syria

Activity 4: Concept Check



Instructions: Answer these questions about reforms and cultural renaissance in modern Turkey and the Arab world

1. The term Nahda most nearly means which of the following?

- revision
- renaissance or rebirth
- a name for

2. One of the advances of the 19th century was the development of free public schools in Egypt, Syria and Sudan.

- true
- false

Activity 5: Reflection

Instructions: Why is free public education important as a promise of good civil societies? What do you think would happen if public education was expanded? How many years of public education should be provided and why? Write 50 to 75 words.

- ▶ Variable answers possible that should acknowledge the value of expanding education and free public schools for boys and girls – students may propose different solutions for how many years of education should be free or mandatory



Lesson 6 | The Later Ottoman Empire through World War I

Activity 6: Multiple Choice

Instructions: Chose the best answer.

1. World War I led to the end of which empire and the creation of which new country in its place?

- The end of the Ottoman Empire and creation of the Turkish Republic
- The end of the Ottoman Empire and the creation of Iraq.
- The end of the British Empire and the creation of the Kingdom of Saudi Arabia

2. After World War I, which two European countries created Mandates or territories over which they retained political control?

- revision
- renaissance or rebirth
- a name for

Activity 5 provides a reflective exercise on the advances in public education

Activity 6 provides a review of the impact of World War I and its aftermath

Students may be encouraged to study online resources and watch documentaries on the history of this period.



**Selected
Activity
Answers**



**Formative
Assessment
Opportunities**



**Remedial
Opportunities**



**Extension
Opportunities**



The background of the slide is a photograph of a light-colored stone wall. On the wall, there is a satellite dish and some wooden scaffolding. A large, dark green map of the Middle East is overlaid on the right side of the image. The title text is centered within the green map area.

LESSON 7: MODERN STATES IN MIDDLE EAST AFTER WORLD WAR I





**Student
Learning
Outcomes
(SLOs)**









- SOC.1.1.01.017** Uses primary and secondary sources to research about a historical event
- SOC.1.1.01.018** Distinguishes between historical fact and historical interpretation
- SOC.1.1.01.019** Studies quantitative data to answer questions about a historical event or development
- SOC.1.1.01.020** Describes how groups tries to maintain their traditional cultures, identities and distinctiveness in the context of increasing globalization
- SOC.1.1.02.019** Examines historical resources and identifies bias, point of view, context, distortion
- SOC.1.1.02.020** Analyzes multiple interpretations of the same historical or current event
- SOC.1.1.02.021** Creates historical timelines and interprets the data presented in it
- SOC.1.2.01.018** Describes ways of preserving heritage in a country, and analyzes the importance of the constitution for people in a society
- SOC.1.2.02.017** Explains the role played by leaders in nation development
- SOC.1.3.01.023** Uses appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places
- SOC.2.1.02.022** Assesses credibility of primary and secondary sources and draws conclusions
- SOC.2.1.02.023** Cites specific textual evidence to support analysis of primary and secondary sources, noting evidentiary limitations
- SOC.2.1.02.024** Interprets and analyses maps, charts, to support conclusions on social studies issues



Lesson 7 | Modern States in Middle East after World War I

By the end of the lesson, students will

-  understand how new Arab States were created after World War I

-
-  Ataturk
 -  Republic of Turkey
 -  French and British Mandates,
 -  Syria
 -  Jordan
 -  Iraq
 -  Lebanon
 -  Saudi Arabia
-

The Fordham University Internet Modern History Sourcebook is recommended

<https://sourcebooks.fordham.edu/mod/modsbook.asp>

FROM THE MANDATES TO ARAB INDEPENDENT COUNTRIES

The end of the war resulted in the breakup of the Ottoman Empire. At the Paris Peace Talks of 1919, the Ottoman lands of Syria, Palestine, Lebanon and Iraq were divided into mandates that were ruled by the French and British.

The French Mandate included Syria and Lebanon, while the British created mandates in Iraq, Palestine, Lebanon, and a new area called Transjordan. The system of French and British Mandates led to demands



Lesson
Objective



Key
Vocabulary



Materials/
Resources/
Technology



Lesson Text

T

Lesson Text

by Arabs for nationalist control and independence of their own countries. Only the British Mandate territory of Palestine was left unresolved after 1946. Transjordan became the new Hashemite Kingdom of Jordan, and Syria and Lebanon became fully independent in the same year. Palestine was not granted full independence by the British, and most Palestinian Arabs were forced from their homeland into exile in Jordan, Lebanon and elsewhere. Wars in 1948 and 1967 forced more Palestinians into refugee status, on the West Bank and in Gaza. The status of Palestine remains today one of the last unresolved international political issues.

The first rulers of the new Arab states faced great challenges and opportunities. King Faisal I was the son of Sherif Hussein of Mecca and of the Hashemite Dynasty that relocated from the Hejaz after World War I. He briefly became the first King of Syria in 1920 until the French seized control of Syria under the French Mandate. He was then transferred by the British to become the first King and ruler of an independent Iraq in 1922. He ruled Iraq alongside the presence of British mandate rule until 1930, when Iraq received full independent rule. He presided over modernisation and reforms in Iraq until his death in 1933.

In Transjordan, King Abdulla, another son of Sherif Hussein, was made the first King of the new Hashemite Kingdom of Jordan in 1946. He was assassinated in 1951 while attending prayers at the Al-Aqsa Mosque in Jerusalem. His grandson, King Hussein, succeeded him and ruled from 1951 to 1999.

The Hashemite Dynasty moved from the Hejaz after World War I, when Abdulaziz Ibn Saud led a series of raids to take control of the Hejaz and the holy cities. After a decade of tribal rivalry, battles and claims to power, he consolidated his rule in 1932 over the Kingdoms of the Hejaz and the Nejd and created the Kingdom of Saudi Arabia.

In Lebanon, Bechara Khoury became the first effective President in 1943 and served until 1952. Lebanon splits the powers of the government along religious sectarian lines. Its constitution since 1943 has specified which religion the person for each major post should be, i.e. President, Vice-President, and Speaker of the House. This division led to a number of crises in Lebanon's modern history, and contributed to a civil war that lasted from 1975 to 1990.

Lesson 7 | Modern States in Middle East after World War I



Lesson
Description
with SLO
Tags and
Notes

Activities 1 through 6 are incorporated in the following Learning Outcomes

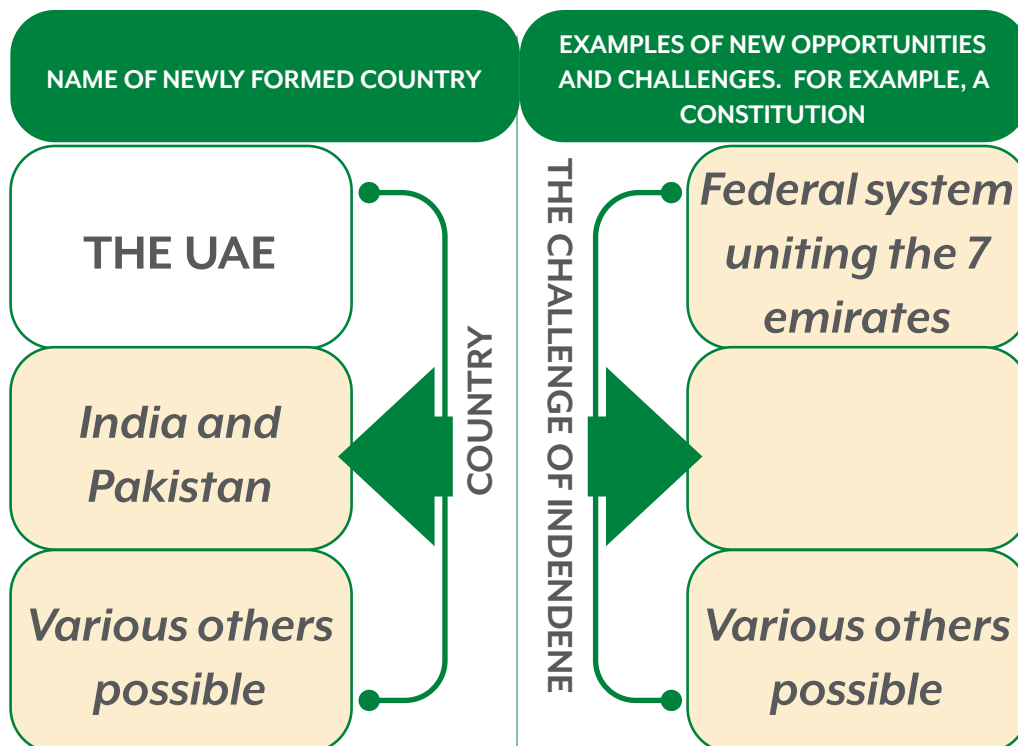
- | | |
|------------------|------------------|
| ▶ SOC.1.1.01.017 | ▶ SOC.1.2.02.017 |
| ▶ SOC.1.1.01.018 | ▶ SOC.1.3.01.023 |
| ▶ SOC.1.1.01.019 | ▶ SOC.2.1.02.020 |
| ▶ SOC.1.1.01.020 | ▶ SOC.2.1.02.022 |
| ▶ SOC.1.1.02.019 | ▶ SOC.2.1.02.023 |
| ▶ SOC.1.1.02.020 | ▶ SOC.2.1.02.024 |
| ▶ SOC.1.1.02.021 | ▶ SOC.2.1.01.025 |

Warm up:

Instructions: What happens with a new country is formed?



Selected
Activity
Answers





Selected Activity Answers

Activity 1: Concept Check

Instructions: Chose the best answer.

1. Which Arab land has not achieved full international status as an independent country?

➤ Iraq

➤ Palestine

➤ Sudan

2. Which two countries did King Faisal briefly rule for different periods in the 1920s?

➤ Iraq and Transjordan (Jordan)

➤ Syria and Lebanon

➤ Iraq and Syria

3. Lebanon is a country in which political power is shared between which population groups?

➤ People speaking different languages

➤ men and women

➤ people who have different religions

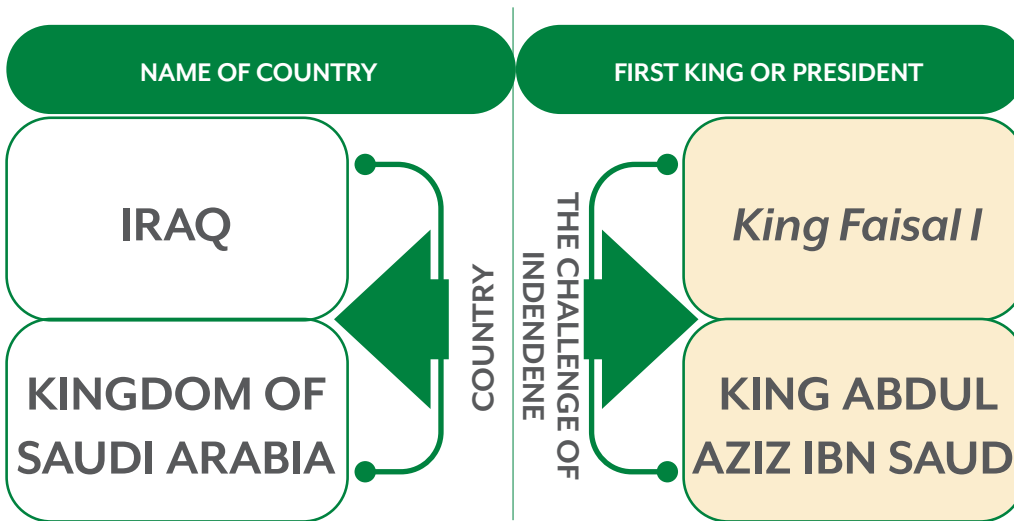
Activity 2: Gap Fill

Instructions: Use the words in the box to complete the table.

NAME OF COUNTRY		FIRST KING OR PRESIDENT	
IRAQ	COUNTRY THE CHALLENGE OF INDEPENDENCE	King Faisal I	
KINGDOM OF SAUDI ARABIA		KING ABDUL AZIZ IBN SAUD	



Lesson 7 | Modern States in Middle East after World War I



Selected
Activity
Answers

Activity 3: Understanding Maps

Instructions: The map shows the division of the Ottoman held territories of the Eastern Arab World after World War I. With the defeat of the Turkish forces at the end of the war, the Arab region was divided into the new countries. Answer the questions below after looking at the map.



Middle East 1919-1946

- Republic of Turkey [1922]
- Kingdom of Saudi Arabia [1932]
- Syria [French Mandate until 1943]
- Lebanon [French Mandate until 1943]
- Transjordan [British Mandate until 1946 when it became the Hashemite Kingdom of Jordan]
- Iraq [British Mandate until 1930]
- Palestine [British Mandate until 1948]



Selected Activity Answers

1. The French created a Mandate and took control of which two future Arab countries after 1919 and the conclusion of World War I?

- ☒ Iraq and Transjordan
 ☒ Syria and Lebanon
 ☐ Iraq and Syria

2. The British created a Mandate and took control of which the following future Arab countries after 1919 and the conclusion of World War I?

- ☐ Iraq and Transjordan
 ☐ Syria and Lebanon
 ☒ Iraq and Syria

Activity 4: Review the Facts

Instructions: Choose the best answer.

1. World War I led to the end of which empire?

- ☐ British Empire
 ☒ Ottoman Empire
 ☐ Roman Empire

2. Ataturk was the first ruler to succeed the Ottoman sultans. What major changes did he make in Turkey? Check all that apply.

- ☐ He replaced the Arabic alphabet with Latin based alphabet
☐ He moved the capital from Ankara to Istanbul.
☐ He developed a new transport system.
☐ He changed the currency.

Activity 5:

Why did the End of World War I lead to the breakup of the Ottoman Empire and the creation of newly independent Arab states between 1930 and 1946? Write 50 to 75 words.

- ☒ Britain and France competed to seek control over the Ottoman Empire lands of Iraq, Syria, Lebanon, Transjordan and Palestine



Lesson 7 | Modern States in Middle East after World War I

Activity 6:

On the blank map, colour in and label the country names and the year the modern nation-state was founded for the following countries:

- | | | |
|------------------------------------|------------------------|-------------------|
| 1. Yemen (1967) | 4. Saudi Arabia (1932) | 8. Lebanon (1943) |
| 2. Oman (1970) | 5. Kuwait (1961) | 9. Iraq (1921) |
| 3. The United Arab Emirates (1971) | 6. Jordan (1946) | 10. Turkey (1923) |
| | 7. Syria (1946) | |



Activity 5 provides a reflective writing on the impact and aftermath of World War I on our region

Activity 6 allows students to practice locating country names on the map with the year that modern nation-state was formally founded.

Students may visit our local museums for history and research online documentaries and website resources



**Selected
Activity
Answers**



**Formative
Assessment
Opportunities**



**Remedial
Opportunities**



**Extension
Opportunities**



LESSON 8: ECONOMY IN THE MIDDLE EAST





Student Learning Outcomes (SLOs)

- SOC.1.4.01.015** Examines the effects of various factors (e.g., disease, resources, industrialization, and technology) on people and the environment
- SOC.1.5.01.024** Investigates the relationship and economic impact of culture, government, social systems in different countries
- SOC.1.5.01.025** Compares and contrasts traditional versus contemporary economic activities
- SOC.1.5.01.026** Examines the relationship between supply and demand and the impact of prices on goods and services
- SOC.1.5.02.022** Describes economic values necessary for development (innovation-creativity)
- SOC.1.5.02.023** Compares and contrasts various economic activities among various societies
- SOC.1.5.02.024** Identifies specific areas of the GCC with important natural resource deposits
- SOC.1.5.02.025** Explains how technology has changed the way goods are produced
- SOC.2.1.01.021** Writes informative/explanatory texts on historical events or any social studies topic



Lesson Objective

By the end of the lesson, students will

- understand the national economy of country in our region
- explore the economy of a local economy or city.



Key Vocabulary

- Arab League
- common market
- world trade
- exports



Lesson 8 | Economy in the Middle East

-  imports
-  balance of trade
-  mixed economy
-  free trade
-  tariffs



Key
Vocabulary

INSERT QR CODE TO Observatory of Economic Complexity has excellent charts of international trade that can be researched, formatted and displayed. Individual trade of all countries can be located, including the UAE

<https://oec.world/en/profile/country/egy/>



Materials/
Resources/
Technology

TOWARD AN ARAB COMMON MARKET

The Arab League was established with six countries in 1945. Today, the Arab League has 22 in West Asia, North Africa and East Africa. The Arab is primarily as a political organization, formed to negotiate and settle conflicts, however, it has participated in negotiating and coordinating agreements for the construction of complex oil and gas pipelines across the borders of member nation.

A number of regions around the world have developed regional trade agreements or associations that eliminate tariffs or taxes on imports from neighbour countries. This has been achieved in a limited scale among the Gulf Cooperation Council (GCC) countries of the United Arab Emirates, Saudi Arabia, Kuwait, Bahrain, Qatar and Oman.

The idea of a common market is based on previous and continuing trading leagues, such as the European Coal and Steel Community, the predecessor to the European Common Market and its political affiliate, the European Union. Similar regional trade associations exist among the three North American countries, Canada, the United States and Mexico. These three countries have agreed through the North American



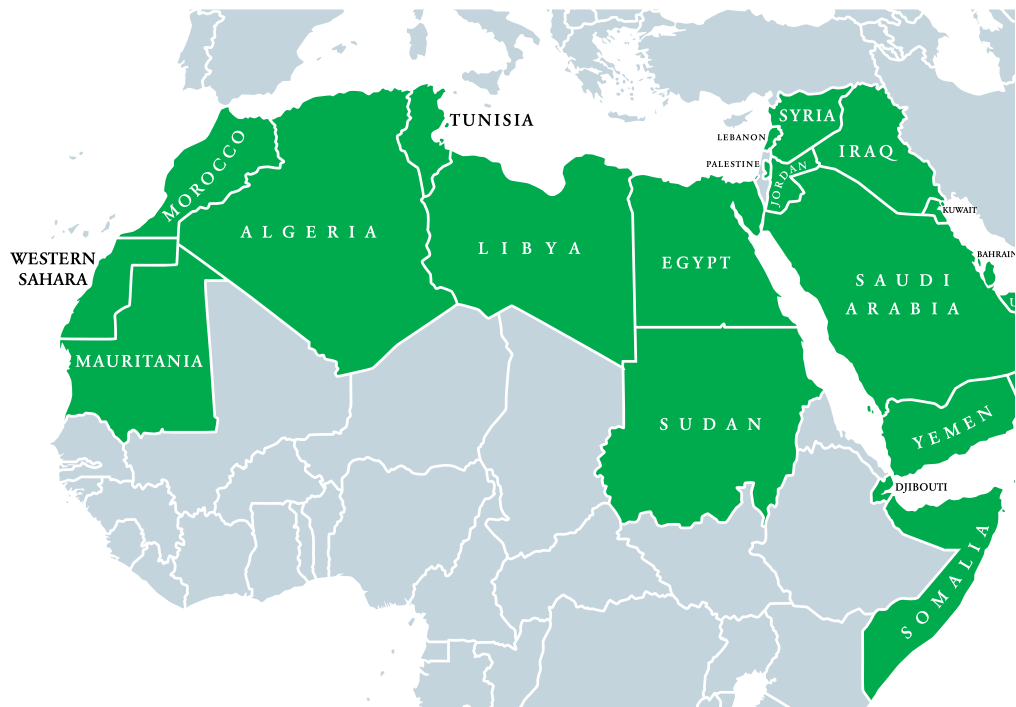
Lesson Text

T

Lesson Text

Free Trade Association (NAFTA). Trade agreements allow most goods, agricultural products, and manufactured products to be exchanged, shipped and sold across the member countries' borders without extra tariffs or charges imposed by local or national governments.

The 22 member nations of the Arab League are pictured on the map. The countries of the Arab league are often referred to as the Arab World.



As the map demonstrates, the countries have differing environments, economies, and histories. That means that there is a great diversity and range of products that these countries make and exchange for trade. The population of the Arab League countries totalled around 420 million in 2018, making it larger in population than the United States, which had around 330 million people in 2020.

This section examines goods produced in the Arab World by looking in more detail at the economies of four of the member nations using 2017 economic data. As a reminder, imports are goods brought from other countries and sold in the country. Exports are goods or products that are produced by a country and sold to people outside the country. A country has a trade surplus if it exports more than it imports. A country has a trade deficit if it imports more goods than it exports.

Lesson 8 | Economy in the Middle East

SOC.1.4.01.015 Examines the effects of various factors (e.g., disease, resources, industrialization, and technology) on people and the environment

All of the activities in this lesson contribute to student knowledge and proficiency in areas of economic activity as specified in the following learning outcomes

- ▶ SOC.1.5.01.024
- ▶ SOC.1.5.01.025
- ▶ SOC.1.5.01.026
- ▶ SOC.1.5.02.022
- ▶ SOC.1.5.02.023
- ▶ SOC.1.5.02.024
- ▶ SOC.1.5.02.025
- ▶ SOC.2.1.01.021



**Lesson
Description
with SLO
Tags and
Notes**

Warm up: Brainstorm

List some major products from the Middle

- ▶ Oil, petroleum, agriculture, minerals, cotton and fabrics



**Selected
Activity
Answers**

Activity 1: Concept Check

Instructions: In your own words describe the difference between exports and imports

Imports are:

*Products bought by a
country from another
country*

Exports are:

*Products made in one
country and sold to
another*



Selected Activity Answers

Activity 2: Analyze Charts

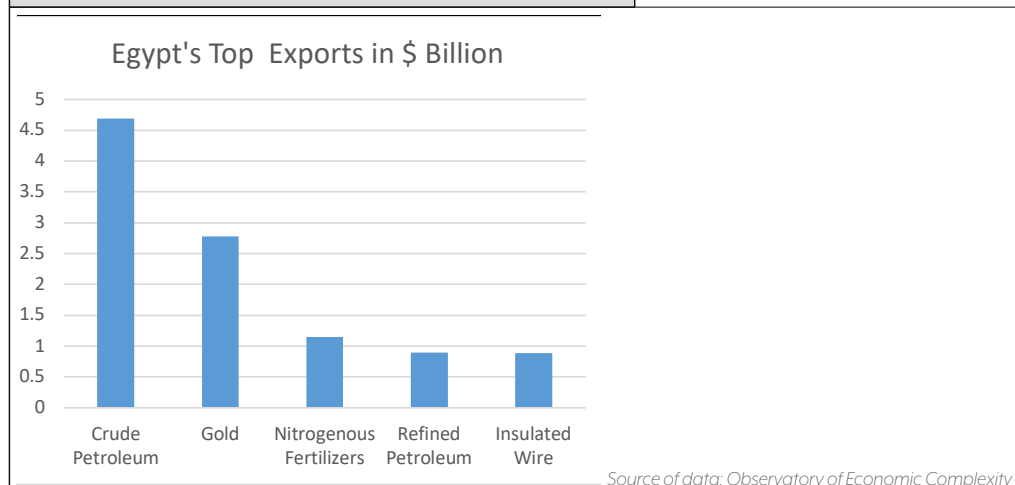
Instructions: Compute the Trade Surplus or Trade Deficit of four countries. (All values are shown in US \$. One US dollar equals 3.67 UAE Dirhams):
Fill in your answers in the far right column

Country	Estimated Population (2017)	Total value of Imports (Billions of \$)	Total Value of Exports (Billions of \$)	Trade Surplus Fill in with + (if surplus) - (if deficit) (Billions of \$)
Egypt	97.5 million	64.1	30.1	33.3
Algeria	41 million	46.9	37.4	9.5
Sudan	40.5 million	9.9	4.6	5.4
Iraq	38.2 million	29.7	60.8	-31.1

Source of import / export data: Observatory of Economic Complexity

Egypt's Imports and Exports

The top exports of Egypt are:	\$ Billion
Crude Petroleum	4.69
Gold	2.78
Nitrogenous Fertilizers	1.15
Refined Petroleum	0.90
Insulated Wire	0.89



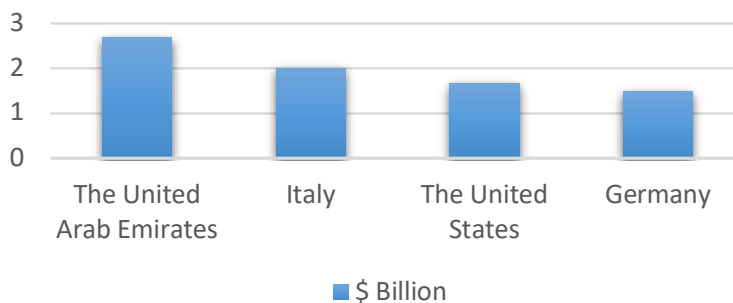
Lesson 8 | Economy in the Middle East



Selected Activity Answers

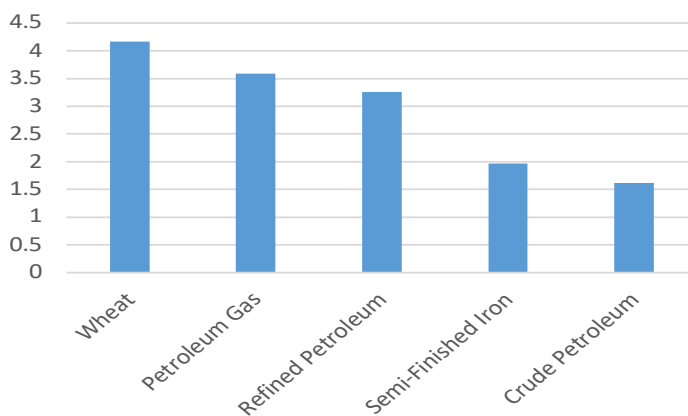
The top destinations of Egypt's Exports	\$ Billion
United Arab Emirates	2.69
Italy	2.02
United States	1.69
Germany	1.51

Top Destinations of Egypt's Exports in \$ Billion



The top exports of Egypt are:	\$ Billion
Wheat	4.17
Petroleum Gas	3.59
Refined Petroleum	3.26
Semi-Finished Iron	1.97
Crude Petroleum	1.62

Egypt's Top Imports in \$ Billion



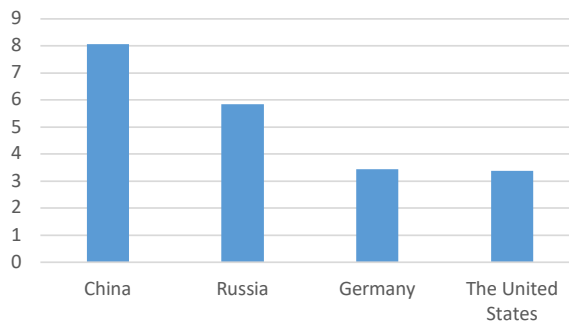


Selected Activity Answers

Its top imports are Wheat (\$4.17B), Petroleum Gas (\$3.59B), Refined Petroleum (\$3.26B), Semi-Finished Iron (\$1.97B) and Crude Petroleum (\$1.62B).

The top Import origins of Egypt's Imports are:	\$ Billion
China	8.07
Russia	5.84
Germany	3.45
United States	3.38

Top Import Origins of Egypt's Imports in \$ Billion



Why do you think Egypt imports more food than it exports? List at least three facts as evidence.

- ▶ Production of cotton and cash crops diverts away from agricultural land use

Activity 3: Make a Chart

Instructions: Make a bar chart of Algeria's top imports (You may use Excel or make a table). Use the chart for Egypt as an example.

Algeria's top exports are:		Algeria's top imports are:	
Petroleum Gas	(\$15.6B)	Cars	(\$1.76B)

Lesson 8 | Economy in the Middle East



Selected Activity Answers

Algeria's top exports are:		Algeria's top imports are	
Crude Petroleum	(\$12.8B)	Wheat	(\$1.7B)
Refined Petroleum	(\$6.89B)	Refined Petroleum	(\$1.56B)
Coal Tar Oil	(\$427M)	Concentrated Milk	(\$1.2B)
Ammonia	(\$425M)		

The top export destinations of Algeria are:		The top export destinations of Algeria are:	
Italy	(\$5.36B)	Italy	(\$5.36B)
Spain	(\$4.72B)	Spain	(\$4.72B)
France	(\$4.23B)	France	(\$4.23B)
United States	(\$3.7B)	the United States	(\$3.7B)
Turkey	(\$2.27B)	Turkey	(\$2.27B)



Draw or paste your chart.

▶ Variable design and displays





Selected Activity Answers

Activity 4: Analyse Data and Facts

Instructions: Use the data to answer the questions about Iraq.

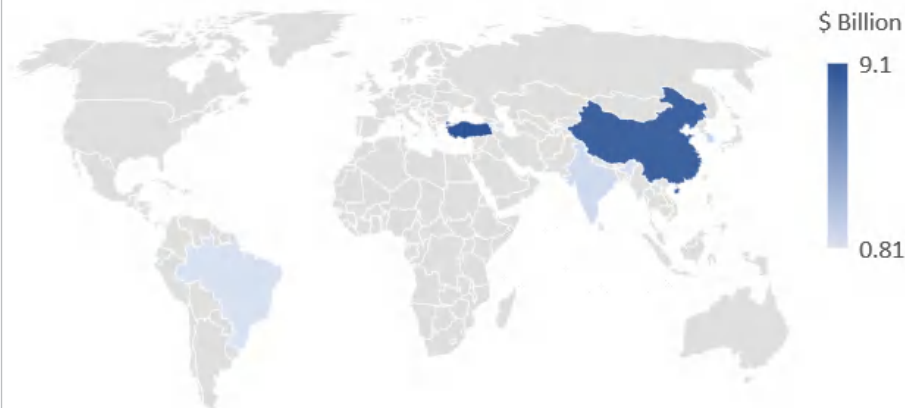
The Top Export Destinations of Iraq's Exports	\$ Billion
India	14
China	12.5
\United States	10
South Korea	5.74
Greece	3.25

The Top Import Origins of Iraq's Imports	\$ Billion
Turkey	9.1
China	8.31
South Korea	1.46
India	1.19
Brazil	0.81



Lesson 8 | Economy in the Middle East

Iraq's Top Sources for its Imports



Selected Activity Answers

According to the table and charts, which three countries are among the top importers and exporters of products with Iraq? Check the correct answer.

▶ Turkey, Greece and Brazil

▶ China, South Korea and India

▶ The United States, Greece and Brazil

▶ Variable answers possible – potential for new transportation and open borders

▶ Will allow more free flow of trade and cooperation

Students may review the text and images. Students may discuss the text concepts to gather a more contextual meaning of the information.

Activity 5: Reflection

Do you think trade among Arab nations will increase or decrease in the future? Give examples and write a reflection of 50 to 75 words.

▶ Variable answers



Selected Activity Answers

Activity 6: Review of key concepts

Instructions: Answer the questions.

1. What are exports?

- Products made in one country and sold to another country
- Products bought by one country that are made in another country

2. What are imports?

- Products made in one country and sold to another country
- Products bought by one country that are made in another country



Formative Assessment Opportunities

Activities 2, 4 and 5 provides a reflective writing on trends in international trade



Remedial Opportunities

Activity 6 allows students to practice review several key concepts



Extension Opportunities

Students may use online newspapers and web resources to research trends in international trade



Lesson 8 | Economy in the Middle East



NOTES:





LESSON 9: TERM PROJECT









Student Learning Outcomes (SLOs)

- SOC.2.1.01.022** Distinguishes between facts from opinion, relevant from irrelevant information, essential from incidental information
- SOC.2.1.01.023** Provides accurate summary of a source, printed or digital
- SOC.2.1.02.025** Creates various forms of written work to express a personal opinion on various social studies issues and supports it with evidence (e.g. artefact, brochure, video, cartoon, etc.)
- SOC.2.2.01.017** Analyses data related to a certain topic and its various interpretations
- SOC.2.2.01.018** Works collaboratively to arrive at conclusions on social studies issues and explains the reasons of those conclusions
- SOC.2.2.01.019** Implements a plan of action to solve a local/national issue
- SOC.2.2.01.020** Gives explanations using reasoning, examples, and details with relevant information
- SOC.2.2.01.047** Express his opinion regarding others' interpretations








Lesson Objective

By the end of the lesson, students will

-  present a report or poster on a city in the Modern Middle East or North Africa
-  gather information about the history or modern development of a city.



Key Vocabulary

-  ancient cities
-  modern cities
-  city planning
-  transportation
-  ports

Lesson 9 | Term Project

-  public spaces
-  commercial areas
-  residential neighbourhoods
-  infrastructure

Students may choose to go to their local Emirate government portal for information or for various local newspaper and web resources



**Materials/
Resources/
Technology**

Project Description:

Select a city from our region to study and make a poster or similar presentation about its interesting features.

Project Steps:



- Research your city
- Find some useful photographs or images
- Look up some demographic information (population size; ethnic makeup; languages spoken)
- List out the five most interesting places in the city to visit
- Gather your materials and assemble them



Lesson Text



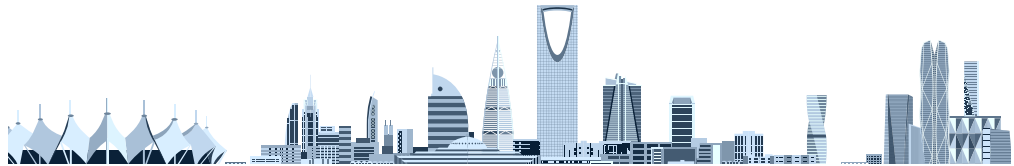
Present your City

As you present your city, remember to use good presentation skills like being confident, maintaining eye contact, and using appropriate body language.



Lesson Description with SLO Tags and Notes

- ▶ SOC.2.1.01.022
- ▶ SOC.2.1.01.023
- ▶ SOC.2.1.02.025
- ▶ SOC.2.2.01.017
- ▶ SOC.2.2.01.018
- ▶ SOC.2.2.01.019
- ▶ SOC.2.2.01.020
- ▶ SOC.2.2.01.047



Present your City

As you present your city, remember to use good presentation skills like being confident, maintaining eye contact, and using appropriate body language.



Selected Activity Answers

Being a Good Listener

Listen well to the speakers and prepare questions to ask about the city, the subtheme, or the information presented. **Write some notes here while you listen and watch.**

- ▶ Show respect and understanding by listening and asking good questions or offering discussion



Lesson 9 | Term Project

Reflection

What did you learn from the presentations? List at least one thing you learned from each group. For example, can you compare it to another city you know about?

- ▶ Variable answers possible. Respect for their fellow student's work and appreciation for the new knowledge acquired

The process of working in teams on their local towns and cities will help students to compare the important landmarks and features of their communities

Students may visit museums and other landmarks in their local towns and cities to help with this project



**Selected
Activity
Answers**



**Formative
Assessment
Opportunities**



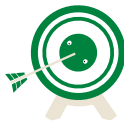
**Extension
Opportunities**



NOTES: _____



LESSON 10: FINAL REVIEW



Lesson Objective:

By the end of the lesson, students will

- 👁️ check their understanding of lessons six through eight
- 👁️ reflect on areas for improvement



Key Vocabulary:

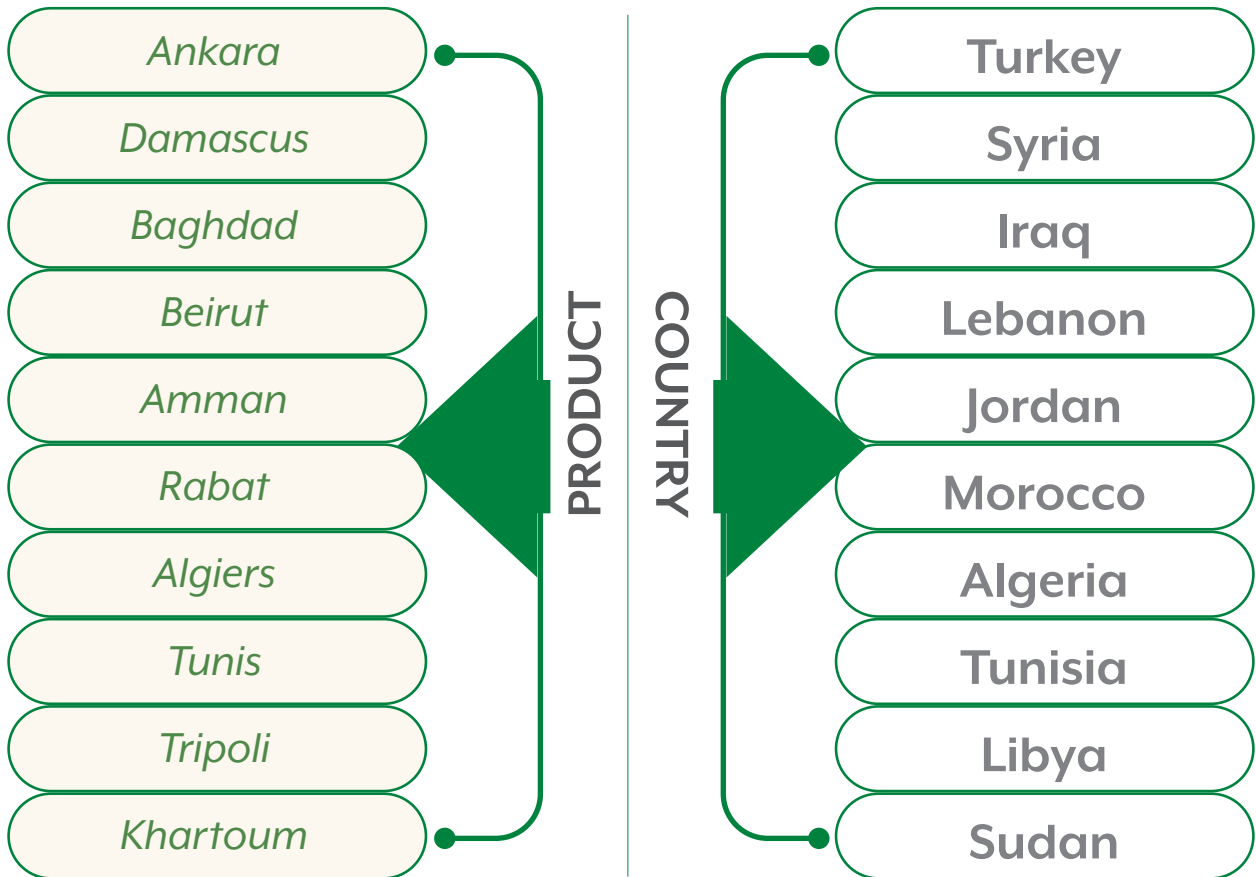
- ✎ Review keywords for lessons six through eight.

Review Activity 1:



Economic Products

Instructions: For each of the following countries, fill in a major economic good that it produces. For example, find something in the area of agriculture, manufacturing, energy. Be specific.



Question A: What does the term Tanizmat refer to in 19th century Ottoman history?

- It was a policy of modernisation and reorganisation of the Ottoman state, economy and society
- It was policy of free trade between countries

Question B: The term Nahda refers to which of the following in modern Arab history?

- It refers to a cultural and literary renaissance in the 19th and early 20th centuries
- It refers to a bureaucratic system of taxation

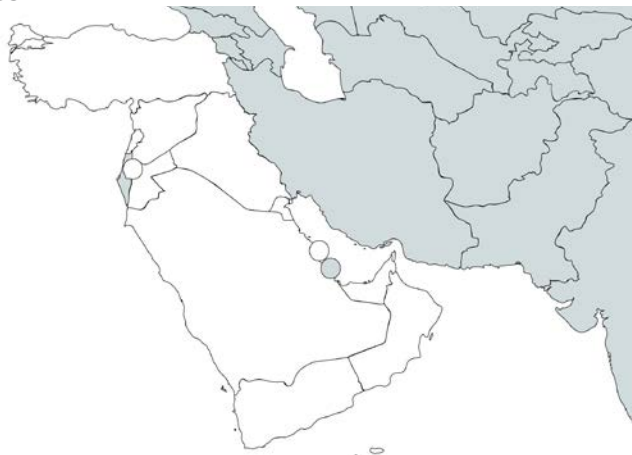
Review Activity 2:



Political Map

On the blank map, colour in and label the country names and the year the modern nation-state was founded for the following countries:

1. Yemen (1967)
2. Oman (1970)
3. United Arab Emirates (1971)
4. Saudi Arabia (1932)
5. Kuwait (1961)
6. Jordan (1946)
7. Syria (1946)
8. Lebanon (1943)
9. Iraq (1921)
10. Turkey (1923)



Instructions: Answer the questions.

Question 1: The French created a Mandate and took control of which two future Arab countries after 1919 and the conclusion of World War I?

- Iraq and Transjordan
- Syria and Lebanon
- Iraq and Syria

Question 2: The British created a Mandate and took control of which the following future Arab countries after 1919 and the conclusion of World War I?

- Iraq and Transjordan (Jordan)
- Syria and Lebanon
- Iraq and Syria

Question 3: World War I led to the end of which empire and the creation of which new country in its home capital region?

- The British Empire and Egypt was created as a new country
- The Ottoman Empire and the creation of Libya as a new country
- The Ottoman Empire ended and the Republic of Turkey was created

Question 4: What are exports?

- products made in one country and sold to another country
- products bought by one country that are made in another country

Question 5: What are imports?

- products made in one country and sold to another country
- products bought by one country that are made in another country



GLOSSARY



KEYWORD

Arab League

Arabian Gulf

Arabian Sea

Asir Mountains

Ataturk

Atlas Mountains

Blue Nile

British Mandates



MEANING

a political association of 22 Arab countries for cooperation between its member nations

the major gulf or inlet sea that stretches from the United Arab Emirates up to Iraq

the large sea that stretches from Yemen, Oman and to the shores of Pakistan. It is the northern sea that merges into the Indian Ocean to its south

a stretch of mountains in the southwestern area of Saudi Arabia alongside the Red Sea, part of the Hijaz Mountain range

a military leader of the Turkish army during World War I and the first president of the new Republic of Turkey created in 1922

the great mountain chain that stretches from Morocco into Algeria

the stretch of the Nile River that flows from Ethiopia to Khartoum, where it joins with the White Nile as it flows northward to Egypt

a system of colonial administration by the British imposed on Iraq, Syria, Transjordan and Palestine and that lasted from the end of World War I and lasted as late as 1948



KEYWORD

Caucases Mountains

Constantinople

Euphrates River

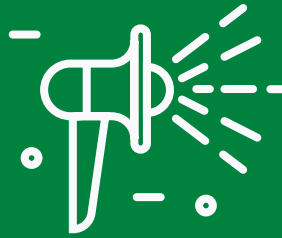
exports

Fez, Morocco

French Mandates

Gallipoli

Hadhramaut



MEANING

a great mountain chain that marks the eastern border regions between Turkey and the Caspian Sea

capital city in Turkey of the Byzantine Empire until the Ottoman conquest in 1453, when it was renamed Istanbul

one of the twin rivers that flow parallel to each other through Iraq

goods or products produced by one country and sold to other countries

a traditional centre and base of power for various Muslim dynasties; it features the Qarawiyyin Mosque and University complex, one of the world's oldest universities

a system of colonial administration by the French imposed on Syria and Lebanon after World War and that lasted until about 1946

site of a major battle during World War in which Turkish forces led by Ataturk defeated an invasion force of British and British allied troops and navy

a mountain and valley region of Yemen





KEYWORD

Hijaz or Hejaz

imports

Istanbul

Kairouan, Tunisia

King Abdulaziz Ibn Saud

King Abdulla

King Faisal I

Nahda



MEANING

the western mountain and valley region of Western Saudi Arabia, where the holy cities of Mecca and Medina are located

goods or products bought from another country

capital city of the Ottoman Empire and the Republic of Turkey from 1453 until 1923, when the capital moved to Ankara

the first capital of Islamic empire as it moved westward across North Africa in the 8th century; it is famous for the Great Mosque of Kairouan

the first King of Saudi Arabia who established the kingdom in 1932 after a series of civil wars between the regions of the Hejaz and Nefd

the first King of the Hashemite Kingdom of Jordan who reigned from 1946 to 1951

the first king of Syria and of Iraq who ruled from about 1922 to 1993

Arab literary and cultural renaissance in the 19th and early 20th centuries



KEYWORD

Niger River

Nile Valley

Ottoman Empire

Red Sea

Rifa'at at-Tahtawi

Sahara Desert



MEANING

the important river of West Africa that allows for cities and towns to be built along its shores in the Sahel region

the major agricultural and desert valleys that border the Nile River

an empire that arose in Anatolia in Eastern Turkey, which seized Constantinople the capital of the Byzantine Empire and expanded and ruled over much of Southeast Europe, North Africa, the Middle East (also called Western Asia) until 1913

the body of water that separates the eastern desert coasts of Egypt and the Sudan from Saudi Arabia

the great 19th century Egyptian scholar and reformer of education who promoted public education for boys and girls

the largest desert in the world that stretches across North Africa from the Atlantic Ocean in the West to the Nile Valley in Egypt and Sudan





KEYWORD



MEANING

Sahel

a large seasonal grasslands area and fragile ecological zone that borders the Saharan desert and provides pastorage and grazing for herding animals in the countries of Mali, Niger, Chad; It is prone to severe droughts

Sinan

Mimar Sinan was the great Ottoman architect of the 16th century who designed the Suleymaniye mosque and complex in Istanbul and many other buildings around the Ottoman Empire

Suleymane I or Suleiman I

the great sultan of the Ottoman Empire who ruled from 1522 – 1560; he was nicknamed and called the magnificent and the law giver

Taurus Mountains

a mountain range in southern Turkey proximate to the border of Syria

Tigris River

one of the twin rivers that flow parallel to each other through Iraq

Tihama Mountains

a stretch of mountains of the Hijaz Mountain range that stretches along the Red Sea in Yemen

Timbukutu

capital city of Mali in West Africa on the Niger River; an important cultural centre of Islamic history in the region



KEYWORD

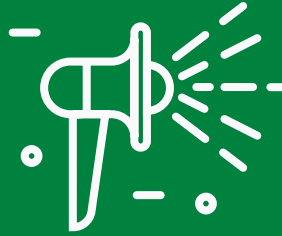
trade balance

trade deficit

trade surplus

White Nile

World War I



MEANING

the difference between the total value of all exports and the total value of all imports

this occurs if a country imports more than it exports

this occurs if a country exports more than it imports

a term used for the section of the Nile River that flows from Uganda to Khartoum in the Sudan where it joins the Blue Nile to flow northward to Egypt.

A major war that affected all of Europe, and much of North Africa and the Middle East



Notes



Lined area for taking notes, consisting of 20 horizontal lines.

Notes



Notes



Lined area for taking notes, consisting of 20 horizontal lines.



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

