



Teaching the Middle East: A Resource for High School Educators

The Geography of the Middle East

Geoff Emberling, Chief Curator, Oriental Institute Museum of the University of Chicago

Lesson Plan 2:

The Peoples of the Middle East

General Description of Lesson Plan: Students will examine the map of the Middle East and a series of visuals/images that illustrate the variations of the region.

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Subject Area(s): World History

For Grade Level(s): Grades 9 – 12

Time Needed: Three to four class days

Outcomes/Objectives:

- To discover the many groups that live in the Middle East
- To research one of these groups
- To share information with the class in an oral presentation

Materials:

From the Webliography associated with this module:

- PBS, “Global Connections”
<http://www.pbs.org/wgbh/globalconnections/mideast/themes/geography/>
- Wikipedia, “Middle East” http://en.wikipedia.org/wiki/Middle_East
- PBS, “Maps: The Middle East”
<http://www.pbs.org/wgbh/globalconnections/mideast/maps/index.html>

Suggested Procedure(s):

In examining the diversity of the Middle East, students will explore the peoples through a short research exercise.

Students, in trios, will visit the websites provided. Each trio will select a different group and briefly research the group of their choice. Depending on the size of the class, students might select from various ethnic groups, the various religious groups or even the various language groups.

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The research that students complete should include a brief description of the group they have selected, the location of these peoples (including a map that illustrates their place in the Middle East), and at least five important ideas/historic details about the group.

Student groups should prepare an oral presentation, no longer than five minutes in length, in which each member of the group plays a role/speaks, the group clarifies their oral presentation with a map, and the group presents some important, unique details about the people they have researched.

The trios should be prepared to answer the questions of the rest of the class.

After all groups have presented, students will use the rubric for evaluation to offer a peer review of the work of other groups and their own oral presentation.

Evaluation/Assessment Strategies:

- The quality of the presentations
- The accuracy of the peer reviews
- Maybe even a competition, for extra points, for the group that earns the best peer review

Develop two-three guiding questions specific to this lesson plan:

1. Given the geographic diversity of the region, what groups populate the Middle East? How are their history and culture reflective of the geography?
2. How does this short research project inform our understandings of the Middle East? What else do we need to know about this region of the world?

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Rubric:

Peoples of the Middle East: Oral Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	20	18	15	12
Description	Makes a complete and detailed description of the subject matter.	Makes a detailed description of most of the subject matter.	Makes a detailed description of some of the subject matter.	Descriptions are not detailed or complete.
Analysis	Accurately describes several dominant elements or principles and accurately relates how they are reinforced as to the theme.	Accurately describes a couple of dominant elements and principles and accurately relates how these are reinforced as to the theme.	Describes some dominant elements and principles but has difficulty describing how these relate to the theme.	Has trouble picking out the dominant elements.
Interpretation	Forms a somewhat reasonable hypothesis about the meaning of the issue and supports with evidence from the work.	Group identifies the meaning and significance of the work.	Relates how the work is significant.	Student finds it difficult to interpret the meaning of the work.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.