

## Essential Question Preview

### In what ways has religion been a big influence on the development of Eastern Mediterranean nations?

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Ask students to name the three major religions that developed in the Eastern Mediterranean region. Lead a discussion comparing and contrasting the basic beliefs of these three religions. Explain to students that religious differences and limited resources have led to tension between the people of the Eastern Mediterranean. Tell the students that in some cases, these tensions have led to violence and even war.
- Explain to students that tensions in the region continue today. Tell them that groups and countries, including the United States, continue to work for peace in the region.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*How might the region's limited resources (water, land) lead to conflict and cooperation?*

*In what ways might religion be a dividing force? How might it unite people?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Module 21  
The Eastern Mediterranean

Essential Question

In what ways has religion been a big influence on the development of Eastern Mediterranean nations?

NATIONAL CAPITALS

OTHER CITIES

Some areas controlled by the Palestinian Authority

0 50 100 Miles  
0 50 100 Kilometers

Projection: Lambert Azimuthal Equal-Area

Explore ONLINE!

**HISTORY**

VIDEOS, including ...

- Exile of the Jews
- Israel: Birth of a Nation

Document-Based Investigations

Graphic Organizers

Interactive Games

Channel One News Video: The Holy Land

Image Carousel: Eastern Mediterranean Geography

Interactive Map: Turkey: Population

Interactive Graphs: Lebanon's People and Religions

696 Module 21

In this module, you will learn about the Eastern Mediterranean's climate and resources as well as its land disputes and religious diversity.

**What You Will Learn**

**Lesson 1: Physical Geography . . . . .** 699  
The Big Idea The Eastern Mediterranean, a region with a dry climate and valuable resources, sits in the middle of three continents.

**Lesson 2: Turkey . . . . .** 703  
The Big Idea Although Turkey has historically been more Asian than European, its leaders are seeking to develop closer economic ties to Europe.

**Lesson 3: Israel . . . . .** 707  
The Big Idea Israel and the Palestinian Territories are home to Jews and Arabs who continue to struggle over the region's land.

**Lesson 4: Syria, Lebanon, and Jordan . . . . .** 713  
The Big Idea Syria, Lebanon, and Jordan are Arab nations coping with religious diversity.

## Explore the Online Video

### ONLINE ANALYZE VIDEOS

#### The Holy Land

Invite students to watch the video to learn about the history and significance of the Holy Land.

**History** What led to the establishment of a Jewish nation in the Holy Land? *the murder of 6 million Jews during the Holocaust*



### Lesson 1 Big Idea

The Eastern Mediterranean, a region with a dry climate and valuable resources, sits in the middle of three continents.

#### Main Ideas

- The Eastern Mediterranean's physical features include the Bosphorus, the Dead Sea, rivers, mountains, deserts, and plains.
- The region's climate is mostly dry with little vegetation.
- Important natural resources in the Eastern Mediterranean include valuable minerals and the availability of water.

### Lesson 2 Big Idea

Although Turkey has historically been more Asian than European, its leaders are seeking to develop closer economic ties to Europe.

#### Main Ideas

- Turkey's history includes invasion by the Romans, rule by the Ottomans, and a 20th-century democracy.
- Turkey's people are mostly ethnic Turks, and its culture is a mixture of modern and traditional.
- Today, Turkey is a democratic nation seeking economic opportunities and considering European Union membership.



**Geography** The Jordan River valley in Israel provides fertile soil for farming.

**History** Carved completely out of a sandstone cliff in Jordan, the ancient city of Petra dates back more than 2,000 years.



**Culture** In Turkey, a Muslim dervish spins around in a circle during a ritual dance.

The Eastern Mediterranean 697

## Explore the Map and Images

**The Eastern Mediterranean: Political** The Eastern Mediterranean region is located at the crossroads between Europe and Asia.

**Geography** The Jordan River is an important source of water for countries such as Israel and Jordan. Ask students what they can tell about the Jordan River and farming from the image.

**History** Al Khaznah, or the Treasury, was originally a large tomb. Ask students how they think people using ancient technology created such a large monument.

**Culture** Dervishes are members of the mystical Islamic belief and practice called Sufism. Dervishes dance to attain an ecstatic trance.

### Analyze Visuals

What do these images show about the history and culture of the Eastern Mediterranean region? *Possible answer: that the region has a long history, and many different cultures share that history*

### ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

### ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



## Lesson 3 Big Idea

Israel and the Palestinian Territories are home to Jews and Arabs who continue to struggle over the region's land.

### Main Ideas

- Israel's history includes the ancient Israelites and the creation of the State of Israel.
- In Israel today, Jewish culture is a major part of daily life.
- The Palestinian Territories are areas next to Israel—Gaza and the West Bank—controlled partly by Palestinian Arabs.

## Lesson 4 Big Idea

Syria, Lebanon, and Jordan are Arab nations coping with religious diversity.

### Main Ideas

- Syria is an Arab country that has been ruled by a powerful family and recently torn by civil war.
- Lebanon is recovering from civil war, and its people are divided by religion.
- Jordan has few resources and is home to Bedouins and Palestinian refugees.

# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Set a Purpose

Explain to students that, like travelers finding their way to a new destination, active readers use different skills and strategies to arrive at an understanding of a text. Emphasize that setting a purpose for reading is one of these strategies.

Model for students how to set a purpose for reading. Remind them to first identify why they are reading a text. For example, are they reading to learn, to be entertained, or for another reason? Have students turn to the first two pages of Lesson 2. Guide students through steps for setting a purpose for reading. Have them examine the headings, pictures, and other page elements.

Write the headings *History*, *Invasion*, and *The Ottoman Empire* on the board. Work with students to set a purpose for reading and to write questions that will guide them as they read. *purpose—I will read to learn about the history of Turkey; guiding questions—Why are invasions important in Turkey's history? Why was the Ottoman Empire important?* Finally, have students read the text.

#### You Try It!

Possible answers: *I wonder how three religions all have the same holy land. I'll read to find out. What is important in Israel to Muslims? How does Israel factor into Jewish history? Is there conflict among the three religions over the Holy Land?*

#### Set a Purpose

### READING FOCUS

When you start on a trip, you have a purpose or a destination in mind. When you read, you should also have a purpose in mind before you start. This purpose keeps you focused and moving toward your goal. To decide on a purpose, look over the headings, pictures, and study tips before you read. Then pose questions that can guide your reading. See how a heading suggested a purpose for the passage below.

#### Teenagers for Peace

Peace between Israeli Jews and Palestinian Arabs has not been easy in the past. Moreover, some believe peace in the region might be impossible ever to accomplish. But don't tell that to a group of more than 2,000 Jewish and Arab teenagers who are making a difference in Israel. These teens belong to an organization called Seeds of Peace. To learn more about each other's culture and thus understand each other better, these teens meet regularly.

#### Notice Headings, Pictures, or Tips

Here's a heading about teenagers and a picture.

#### Set a Purpose

I wonder who these teenagers are and what they're doing for peace. I'll read to find out.

#### Pose Questions

Why are these teens working for peace?

#### YOU TRY IT!

Read the following introduction to the section on Israel. Pose questions that can set a purpose for your reading. Following the steps given above, develop a purpose for reading about Israel. State this purpose in one or two sentences.

Do you know that Israel is often referred to as the Holy Land? Some people call Israel the Holy Land because it is home to sacred sites for three of the world's major religions—Judaism, Christianity, and Islam. According to the Bible, many events in Jewish history and in the life of Jesus happened in Israel.

As you read this module, set a purpose for reading to add to your understanding of the text.



# Physical Geography

- Eastern Mediterranean Geography

Visuals

Videos

LESSON 1

## Big Idea

The Eastern Mediterranean, a region with a dry climate and valuable resources, sits in the middle of three continents.

- Eastern Mediterranean's Geographical Features
- The Dead Sea

Extend and Enrich

Maps,  
Graphs, and  
Charts

- Map: The Eastern Mediterranean: Physical
- Map: The Eastern Mediterranean: Climate

Sources

- Document-Based Investigation: Istanbul and the Bosphorus

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 1 Enrichment Activities

### Eastern Mediterranean's Geographical Features

**Display** Students research the geographical features of the Eastern Mediterranean using maps and other resources to collect images. Then they create a digital museum display of the region's geographical features.

### The Dead Sea

**Article** Students read an article about the Dead Sea and how it has become one of the saltiest bodies of water on Earth's surface. Then they perform an experiment to recreate the salinity of the Dead Sea.



# Physical Geography

## The Big Idea

The Eastern Mediterranean, a region with a dry climate and valuable resources, sits in the middle of three continents.

## Main Ideas

- The Eastern Mediterranean's physical features include the Bosphorus, the Dead Sea, rivers, mountains, deserts, and plains.
- The region's climate is mostly dry with little vegetation.
- Important natural resources in the Eastern Mediterranean include valuable minerals and the availability of water.

## Key Terms and Places

Dardanelles  
Bosphorus  
Sea of Marmara  
Jordan River  
Dead Sea  
Syrian Desert

Mount Ararat's snowcapped peak rises about 17,000 feet (5,182 m) in eastern Turkey.



The Eastern Mediterranean 699

## Teach the Main Idea

The Eastern Mediterranean's physical features include the Bosphorus, the Dead Sea, rivers, mountains, deserts, and plains.

**Identify** Name the three bodies of water found in the narrow waterway that separates Europe from Asia. *the Dardanelles, the Bosphorus, and the Sea of Marmara*

**Explain** What makes the Dead Sea so unique?

*It is the lowest point on any continent—1,312 feet (400 m) below sea level, and it is one of the world's saltiest bodies of water. The salt content makes the water so dense that swimmers cannot sink in it.*

**Summarize** Describe the main physical features of the Eastern Mediterranean. *The main features include plateaus, highlands, rivers, mountains, and coastal plains.*

## More About . . .

**How Salty Is It?** The Dead Sea is actually a lake. It contains about 35 percent salt. Because of its high salt content, no fish or other animals can live in it.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

**How does geography affect climate in these two places?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider effects on IZMIR'S climate:

- Warm waters of sea keep temperatures warm
- Sea's currents bring along warm air
- Sea also means winters are mild

#### Consider effects on EASTERN ANATOLIA'S climate:

- Higher elevations mean colder temperatures
- Precipitation in higher elevations is often snow
- Mountains create rain shadow effect

**2. Direct Teach** Introduce the Big Idea: *The Eastern Mediterranean, a region with a dry climate and valuable resources, sits in the middle of three continents.* Have students examine the map of the Eastern Mediterranean. Ask them to predict what the climate of the region is like. Tell students that the region's climate has some important variations, which they will learn about in this lesson.

**3. Practice/Assess/Inquire** Ask students to choose one physical feature found in the Eastern Mediterranean that is different from any features in the region they live in. Have students look up information about this feature and how it might affect the daily lives of people living there. For example, people living in the Jordan River valley mainly make a living through farming.

**4. Explore (Collaborative Exploration)** Call on students to describe the feature they chose and how they think it might influence daily living.

**5. Whole Group Close/Reflect** Have students write a paragraph further describing the significance of the physical feature they chose.

\*Alternative Assessment Handbook, Rubrics 30: Research; and 42: Writing to Inform

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Eastern Mediterranean

Istanbul and the Bosphorus is the first of four document-based investigations that students will analyze in The Eastern Mediterranean. Students will explore the visual and caption to discover the significance of the Bosphorus.

## ► ONLINE GRAPHIC ORGANIZER

### Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze** How are the bodies of water important to the Eastern Mediterranean region? *They connect different continents or countries, which allows people to travel and trade.*

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Dardanelles, Bosphorus, Sea of Marmara, Jordan River, Dead Sea, Syrian Desert.**

## ► ONLINE INTERACTIVE MAPS

### The Eastern Mediterranean: Physical

Have students explore the map using the interactive features and answer the associated questions.

**Location** Where is the Dead Sea partially located?  
*Jordan*

In print edition, see map of same title.

- Location** Where is the Dead Sea located?  
*between Israel and Jordan*
- Place** Note the physical features in Jordan and Israel. What do you think the climate is like here? *mostly desert climate*

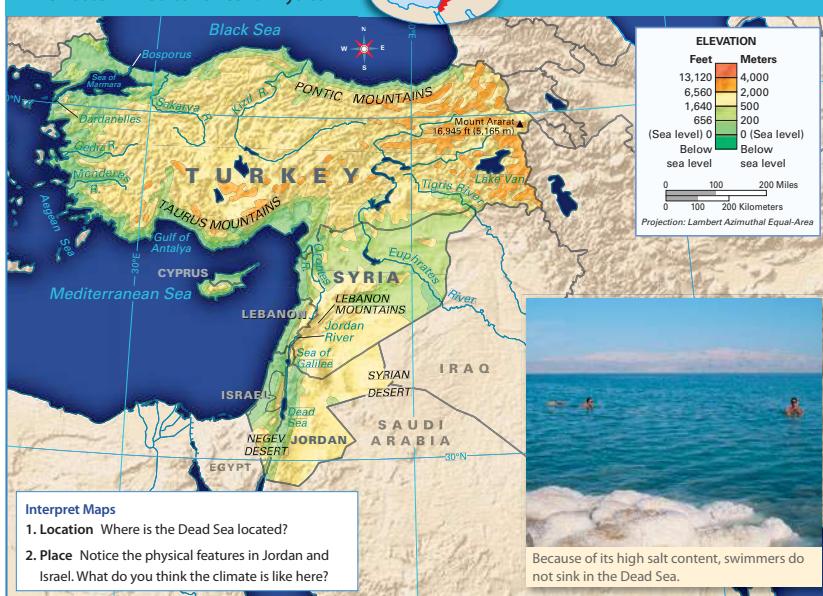


### READING CHECK

**Summarize** What are the region's main physical features? *plateaus, highlands, rivers, and mountains*

► Explore ONLINE!

### The Eastern Mediterranean: Physical



**Rivers and Lakes** The **Jordan River** begins in Syria and flows south through Israel and Jordan. The river finally empties into a large lake called the **Dead Sea**. As its name suggests, the Dead Sea contains little life. Only bacteria live in the lake's extremely salty water. One of the world's saltiest lakes, its surface is about 1,350 feet (411 m) below sea level—the lowest point on any continent.

**Mountains and Plains** As you can see on the map, two mountain systems stretch across Turkey. The Pontic Mountains run east–west along the northern edge. The Taurus Mountains run east–west along the southern edge.

Heading south from Turkey and into Syria lies a narrow plain. The Euphrates River flows southeast from Turkey through the plains to Syria and beyond.

Farther inland lies plateaus, hills, and valleys. A rift valley that begins in Africa extends northward into Syria. Hills rise on both sides of the rift. Two main mountain ridges run north–south. One runs from southwestern Syria through western Jordan. The other, closer to the coast, runs through Lebanon and Israel.

700 Module 21

**Reading Check**  
Summarize What are the region's main physical features?

## ► ONLINE DOCUMENT-BASED INVESTIGATION

### Istanbul and the Bosphorus

Have students study the image and read the text to answer the associated question.

**Analyze Sources** Why do you think the Bosphorus has been seen as a strategic location? *because it connects the Black Sea with the Sea of Marmara and the Mediterranean Sea, which would make it ideal for trading and transportation*

In print edition, see visual feature of same title.

## ► ONLINE INTERACTIVE VISUALS

### Carousel: Eastern Mediterranean Geography

Have students navigate through the carousel and note the geographical features of the Eastern Mediterranean. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How would you describe the geography of the Eastern Mediterranean? *Possible answer: The geography is diverse, with mountains, plains, rivers, and lakes.*

### Istanbul and the Bosphorus

Throughout history, geography has almost always determined the location of a city. Istanbul, Turkey, which sits between Europe and Asia, is no exception. In this satellite image, the city of Istanbul appears light brown and white. The body of water that cuts through the city is a strait called the Bosphorus. It separates the Sea of Marmara in the south with the Black Sea in the north. Historically, the Bosphorus has served as a prized area for empires that have controlled the city. Today, the strait is a major shipping route.

#### Draw Conclusions

Why do you think the Bosphorus has been seen as a strategic location?



### Climate and Vegetation

The Eastern Mediterranean is a mostly dry region. However, there are important variations. As you can see on the map on the next page, Turkey's Black Sea coast and the Mediterranean coast all the way to northern Israel have a Mediterranean climate. Much of interior Turkey experiences a steppe climate. Central Syria and lands farther south have a desert climate. A small area of northeastern Turkey has a humid subtropical climate.

The region's driest areas are its deserts. Much of Syria and Jordan is covered by the **Syrian Desert**. This desert of rock and gravel usually receives less than five inches (12.7 cm) of rainfall a year. Another desert, the Negev (NE-gév), lies in southern Israel. Here the temperatures can reach as high as 114°F (46°C), and annual rainfall totals barely two inches.

In such dry conditions, only shrubs grow scattered throughout the region's deserts. However, in other areas, vegetation is plentiful. In Israel, more than 2,800 species of plants thrive throughout the country's various environments.

### Natural Resources

Because the Eastern Mediterranean is so dry, water is a valuable resource. The people of this region are mostly farmers. The region lacks oil resources but does have valuable minerals.

**Land and Water** In this dry region, the limited availability of water limits how land is used. Commercial farms can only grow crops where rain or irrigation provides enough water.

In drier areas, subsistence farming and livestock herding are common. In the desert areas, available water supports a few nomadic herders but no farming.

**Reading Check**  
Form Generalizations  
What are climates like in the Eastern Mediterranean?

The Eastern Mediterranean 701

### Teach the Main Idea

Important natural resources in the Eastern Mediterranean include valuable minerals and the availability of water.

**Describe** What are the main natural resources of the Eastern Mediterranean? *water; minerals such as sulfur, mercury, and copper; phosphates; asphalt*

**Define** What are phosphates? *mineral salts containing the element phosphorus*

More About . . .

**Lebanese Wines** Despite the dry climate of the region, Lebanon's Bekaa Valley has just the right conditions for growing high-quality wine grapes. The valley's inland plateau cools the temperatures significantly, yielding many excellent red wines. The country has a long history of winemaking, some sources suggest as far back as 7000 BC.

*For additional instruction, go to end of lesson.*

### Teach the Main Idea

The region's climate is mostly dry with little vegetation.

**Recall** Which areas have a Mediterranean climate?

*Turkey's Black Sea coast and the Mediterranean coast all the way to northern Israel* Which areas have a desert climate? *much of Syria and Jordan, as well as southern Israel*

**Identify** Name two deserts found in this region.

*Syrian Desert and Negev Desert*

**Compare** How are the Syrian Desert and the Negev Desert alike? *They are both the region's driest areas; only scattered shrubs grow there.*

More About . . .

**The Syrian Desert** Like all deserts, the temperature in the Syrian Desert varies considerably. In the winter, daytime temperatures can fall to as low as 7°C (45°F). During June and July, however, daytime temperatures can reach as high as 40°C (104°F) during the hottest months of June and July. At night, though, the desert can become quite cool and comfortable.

### ONLINE INTERACTIVE MAPS

#### The Eastern Mediterranean: Climate

Have students explore the map and answer the associated questions.

**Location** Which country experiences a mostly steppe climate? *Turkey*

In print edition, see map of same title.

**1. Location** What countries experience a desert climate? *Syria, Israel, and Jordan*

**2. Region** How does Turkey's climate differ from the rest of the region? *Most of Turkey has a steppe climate.*



### READING CHECK

**Form Generalizations** What are climates like in the Eastern Mediterranean? *dry, mostly desert, Mediterranean, and steppe climates*

## READING CHECK

**Draw Conclusions** How do people use the region's mineral resources? *Phosphates are used to make fertilizers; asphalt is used to pave streets.*

## Print Assessment

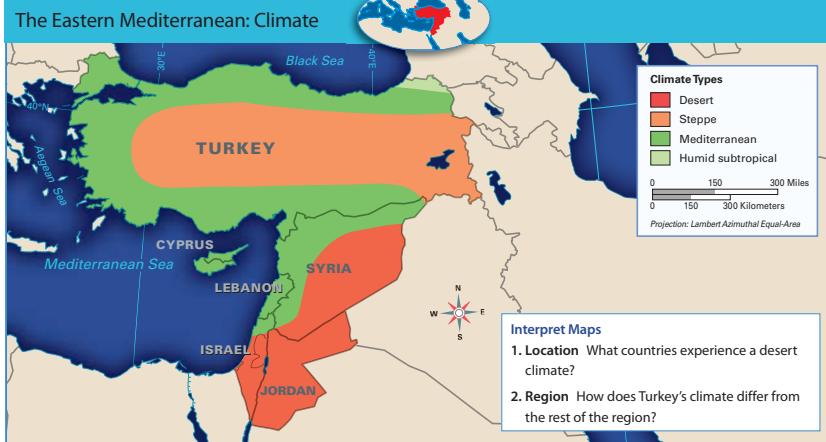
### Review Ideas, Terms, and Places

1. a. **Describe** What makes the Dead Sea unusual? *It is the lowest point on any continent and is one of the world's saltiest bodies of water.*
- b. **Explain** What physical features separate Europe and Asia? *The Dardanelles, the Bosphorus, and the Sea of Marmara*
2. a. **Recall** What desert covers much of Syria and Jordan? *Syrian Desert*
- b. **Form Generalizations** What is the climate of the Eastern Mediterranean like? *mostly dry but with variations, including a steppe climate, a Mediterranean climate, a desert climate, and a humid subtropical climate*
3. a. **Identify** What mineral resource is produced by Syria, Jordan, and Israel? *mineral salts containing the element phosphorus (phosphates)*
- b. **Draw Conclusions** Why must farmers in the region rely on irrigation? *because it is the main way for their crops to get water*
- c. **Elaborate** Look at the map on this page. Pose and answer a question about climate patterns in the Eastern Mediterranean. *Student responses will vary but should show an understanding of climate patterns in the Eastern Mediterranean.*

### Critical Thinking

4. **Compare** Use a chart to summarize the physical geography of Israel and Turkey. *Turkey—Pontic Mountains, Taurus Mountains, plains, rivers, Black Sea, Mediterranean Sea, Dardanelles, Bosphorus, Sea of Marmara; Israel—Dead Sea, Mediterranean Sea, Jordan River, Negev Desert*

Explore ONLINE!



### Reading Check

Draw Conclusions  
How do people use  
the region's mineral  
resources?

**Mineral Resources** The region's resources include many minerals, including sulfur, mercury, and copper. Syria, Jordan, and Israel all produce phosphates—mineral salts that contain the element phosphorus. Phosphates are used to make fertilizers. This region also produces asphalt—the dark tarlike material used to pave streets.

**Summary and Preview** In this lesson you learned about the physical geography of the Eastern Mediterranean. Next you will learn about Turkey.

### Lesson 1 Assessment

#### Review Ideas, Terms, and Places

1. a. **Describe** What makes the Dead Sea unusual?
- b. **Explain** What physical features separate Europe and Asia?
2. a. **Recall** What desert covers much of Syria and Jordan?
- b. **Form Generalizations** What is the climate of the Eastern Mediterranean like?
3. a. **Identify** What mineral resource is produced by Syria, Jordan, and Israel?
- b. **Draw Conclusions** Why must farmers in the region rely on irrigation?
- c. **Elaborate** Look at the map on this page. Pose and answer a question about climate patterns in the Eastern Mediterranean.

#### Critical Thinking

4. **Compare** Using your notes, summarize the physical geography of Israel and Turkey. Use this chart to organize your notes.

Physical Features	
Turkey	Israel

## ► Online Assessment

1. Which physical feature splits the country of Turkey into two parts, with one part in Europe and the rest in Asia?

- the Bosphorus
- the Dead Sea
- the Jordan River
- the Taurus Mountains

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Bosphorus splits the country of **Turkey** into two parts, with one part in Europe and the rest in Asia.

2. Which climate is found in much of Syria and Jordan, as well as in southern Israel?

- desert
- steppe
- Mediterranean
- humid subtropical

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Much of Syria and Jordan, as well as southern **Israel**, has a desert climate.

3. Which resource has the greatest influence over land use in the Eastern Mediterranean?

- copper
- oil
- phosphates
- water

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

In the Eastern Mediterranean, the **limited availability of water** greatly influences how land is used.

4. **Summarize** Why is the lake that is formed by the Jordan River called the Dead Sea? Explain your answer.

*This lake is called the Dead Sea because it contains little life. Because its water is extremely salty, only bacteria are able to live in it.*

5. **Make Inferences** Where in the Eastern Mediterranean would you expect to find the most productive farms? Explain your answer.

*I would expect they would be found along Turkey's Black Sea coast and along the Mediterranean coast. This is because these large areas receive more rainfall than most other areas in the Eastern Mediterranean.*

6. **Cause and Effect** How do climate and technology affect agriculture in the Eastern Mediterranean?

*In areas of the Eastern Mediterranean where rainfall or irrigation provides enough water, commercial farms can be found. In drier areas, people tend to engage in subsistence farming.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 700*

### ENGLISH LANGUAGE LEARNERS

#### "Where Am I?"

1. To help students practice asking questions, draw their attention to the physical map of the Eastern Mediterranean.
2. Organize the class into pairs. Have each pair write the names of the geographical features located on the map onto small strips of paper.
3. Have one student draw a strip of paper from a container and ask, "Where am I?" The other student must ask questions until they discover the location written on the paper. For example, "Are you on the land or in the water?" "In which country are you?" "What is your elevation?"
4. When the location has been identified, have the students switch roles.

\*Alternative Assessment Handbook, Rubrics 18: Listening; and 21: Map Reading

### SPECIAL NEEDS STUDENTS

#### Eastern Mediterranean Countries

1. Read aloud the name of each label on the map. As you do, have students locate the label on the map.
2. Then ask students to find instances of each country's name used in sources around them, such as in newspaper or newsmagazine headlines.

\*Alternative Assessment Handbook, Rubric 21: Map Reading

### ADVANCED/GIFTED

#### Broadcast News

1. Have students use the library or the Internet to learn more about a current event in the Eastern Mediterranean region. Have students use at least three sources.
2. Based on the event, have students write brief oral news reports to read, or "broadcast," to the class. Have students include the Eastern Mediterranean physical map in the textbook in their presentations.

\*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research

*continued from page 701*

### COLLABORATIVE LEARNING

#### Climate Maps

1. Have students work in pairs to create their own maps of the region, using a key to show the climates of each country. Students can use the map on the next page as a guide.
2. Have teams discuss where they think the best areas on the map are for farming, business, and trade. Remind students to consider climate, the location of rivers, lakes, and oceans, and the location of major cities when deciding where to put things. Have them make a map key to show the locations of their farms, businesses, and centers of trade.
3. Ask for student volunteers to present their maps to the class.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 20: Map Creation

*continued from page 702*

### STRUGGLING READERS

#### Eastern Mediterranean Physical Features

1. Have students take turns locating physical features of the Eastern Mediterranean.
2. Then have students work in pairs to design a poster. Ask each pair to draw a physical feature from the Eastern Mediterranean. Then have students write a paragraph identifying the feature and describing where it is located in the region.
3. Invite volunteers to present their posters to the class.

\*Alternative Assessment Handbook, Rubrics 28: Posters; and 40: Writing to Describe



# Turkey

- Çatal Hüyük: An Early Farming Village

Visuals

Videos

LESSON 2

## Big Idea

Although Turkey has historically been more Asian than European, its leaders are seeking to develop closer economic ties to Europe.

Maps,  
Graphs, and  
Charts

- Map: Ottoman Empire, 1451–1566
- Map: Turkey: Population

- Biography: Mehmed II (1432–1481)
- Biography: Kemal Atatürk (1881–1938)
- The Phrygian Kingdom
- The Kurds
- Suleyman the Magnificent

Extend  
and Enrich

Sources

- Document-Based Investigation: Ottoman Architecture and the Hagia Sophia
- Ceremonies of State

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 2 Enrichment Activities

### The Phrygian Kingdom

**Article** Students read about the Phrygian Kingdom and its legends. Students then use the Internet to find images of Phrygian structures and artifacts and use these as inspiration to create storyboards for their own Phrygian legend. The storyboards can include sketches of Phrygian structures and artifacts students found during their research.



### Suleyman the Magnificent

**Article** Students read about the life and accomplishments of Suleyman the Magnificent. Students then write a speech from the perspective of a member of the Ottoman ruling class praising Suleyman.

### The Kurds

**Article** Students read about the Kurdish people and the issues they face today. Students then write a persuasive letter to the United Nations asking for Kurdistan to be established as an independent country.

# Turkey

## The Big Idea

Although Turkey has historically been more Asian than European, its leaders are seeking to develop closer economic ties to Europe.

## Main Ideas

- Turkey's history includes invasion by the Romans, rule by the Ottomans, and a 20th-century democracy.
- Turkey's people are mostly ethnic Turks, and its culture is a mixture of modern and traditional.
- Today, Turkey is a democratic nation seeking economic opportunities and considering European Union membership.

## Key Terms and Places

Istanbul  
janissaries  
Ankara  
secular

## If YOU lived there ...

Your cousins from central Turkey are coming to visit your hometown, Istanbul. You think your city is both beautiful and interesting. You like to stroll in the Grand Bazaar and smell the spices for sale. You admire the architecture of the Blue Mosque, whose walls are lined with thousands of tiny tiles. You also like to visit the elegant Topkapi Palace, where sultans once lived.

## What sights will you show your cousins?

## History

Around 8,000 years ago, the area that is now Turkey was home to one of the world's earliest farming villages. For centuries, invasions from powerful empires shaped the region. By the 1920s Turkey was a democratic nation.

**Invasions** Byzantium was an ancient Greek city located on the site of present-day **Istanbul**. When the Romans invaded the area, they captured the city of Byzantium and later renamed it Constantinople. Recall how this site is at the crossroads between Europe and Asia. This made Constantinople an important trading port. After the fall of Rome, Constantinople became the capital of the Byzantine Empire.

In the AD 1000s a nomadic people from central Asia called the Seljuk Turks invaded the area. In the mid-1200s Muslim Turkish warriors known as Ottomans began to take territory from the Christian Byzantine Empire. They eventually ruled land from eastern Europe to North Africa and Arabia.

The key to the empire's expansion was the Ottoman army. The Ottomans trained Christian boys from conquered towns to be soldiers. These slave soldiers, called **janissaries**, converted to Islam and became fiercely loyal warriors. The Ottomans also benefited from their use of new weapons, especially gunpowder.

In 1453 Ottomans led by Mehmed II used huge cannons to conquer the city of Constantinople. With the city's capture, Mehmed defeated the Byzantine Empire. He became known as the Conqueror. Mehmed made Constantinople, which he

The Eastern Mediterranean 703

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

#### What sights will you show your cousins?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider TRADITIONAL sights:

- Blue Mosque and Christian churches
- Topkapi Palace and other palaces
- Grand Bazaar

#### Consider MODERN sights:

- modern office buildings
- European-style shops and restaurants
- scenic spots along the strait to watch the shipping

**2. Direct Teach** Introduce the Big Idea: *Although Turkey has historically been more Asian than European, its leaders are seeking to develop closer economic ties to Europe.* Tell students that many different groups have ruled Turkey over the centuries. Ask them to speculate on how this might impact modern Turkey's attempts to become a democracy.

**3. Practice/Assess/Inquire** Turkey has gone through several invasions throughout history. Have students create a chart using dates and names of empires and/or invaders to keep track of major takeovers.

**4. Explore (Collaborative Exploration)** Call on students to share their charts with the class. Encourage students to fill in any important dates they missed.

**5. Whole Group Close/Reflect** Have students use the information in their charts to make a quiz with five true-or-false questions. Have pairs of students take each other's quizzes and review the answers together.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 7: Charts

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Eastern Mediterranean

Ottoman Architecture and the Hagia Sophia is the second of four document-based investigations that students will analyze in The Eastern Mediterranean. Students will investigate the history and significance of the Hagia Sophia.

## Teach the Main Idea

Turkey's history includes invasion by the Romans, rule by the Ottomans, and a 20th-century democracy.

**Recall** What was the first empire to invade the area? *Roman* Which city did the invaders capture first? *Byzantium (Constantinople)*

**Identify** What other two groups also invaded the area, and when? *Seljuk Turks in the AD 1000s and Ottoman Turks in 1453*

**Describe** How powerful was the Ottoman Empire? *During the 1500s and 1600s the Ottomans controlled territory in North Africa, southwestern Asia, and southeastern Europe; after World War I, they lost much of their territory.*

For additional instruction, go to end of lesson.

**Recall** Atatürk moved the capital of Turkey from Constantinople to what city? *Ankara*

#### More About ...

**The Many Names of Istanbul** According to several ancient Greek historians, the city of Byzantium was founded around 658 BC by the leader Byzas from the Megara region of Greece. The city was renamed Constantinople around AD 330 by the emperor Constantine when he established the eastern half of the Roman Empire. Under the Ottoman Empire, the city was often called "Kostantiniyye," which means "of Constantine," but was also called Stamboul, which means "to the city." Ancient Viking traders called the city a name meaning "The Big City." It became known by its modern name, Istanbul, in 1930 when Turkey adopted the English alphabetic spelling.

## BIOGRAPHY

### Mehmed II (1432–1481)

Have students read the biography of Mehmed II and then answer the associated question.

**Summarize** How did Mehmed II improve Istanbul? *He repaired war damage to the city.*

## BIOGRAPHY

### Mehmed II (1432–1481)

Mehmed II ruled the Ottoman Empire from 1451 to 1481. During this time, he greatly improved the new capital, Istanbul. He repaired damage caused by fighting and built palaces, mosques, and a huge, covered bazaar. He encouraged people from all over the empire to move to the city.

#### Summarize

How did Mehmed II improve Istanbul?



Ottomans called Istanbul, his capital. He also turned the Byzantines' great church, Hagia Sophia, into a mosque.

After Mehmed's death, another ruler, or sultan, continued his conquests. This sultan expanded the empire to the east through the rest of Anatolia, another name for Asia Minor. His armies also conquered Syria and Egypt. The holy cities of Mecca and Medina then accepted Ottoman rule.

The Ottoman Empire reached its height under Suleyman I (soo-lay-MAHN), "the Magnificent." During his rule from 1520 to 1566, the Ottomans took control of the eastern Mediterranean and pushed farther into Europe, areas they would control until the early 1800s.

**The Ottoman Empire** During the 1500s and 1600s the Ottoman Empire continued to be very powerful. The empire controlled territory in northern Africa, southwestern Asia, and southeastern Europe through the 1800s.

During the early 1900s the Ottomans fought on the losing side of World War I. When the war ended, they lost most of their territory. Military officers then took over the government, led by a war hero, Mustafa Kemal.

Kemal later adopted the name Atatürk, which means "Father of Turks." He created the democratic nation of Turkey and moved the capital to **Ankara** from Constantinople, which he officially renamed Istanbul.

**Modern Turkey** Atatürk believed Turkey needed to modernize and adopt Western **methods** in order to be a strong nation. To achieve this, he focused on making cultural changes. For example, he banned the fez, the traditional hat of Turkish men, and required that they wear

## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: Çatal Hüyük: An Early Farming Village

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How are houses in Çatal Hüyük different from modern American homes? *Possible answer: People enter through their rooftops in homes from Çatal Hüyük instead of entrance doors; people in Çatal Hüyük buried their ancestors within their homes; there do not seem to be individual bedrooms in homes from Çatal Hüyük.*

Academic Vocabulary  
method a way of doing something

## ONLINE HISTORICAL SOURCE

### Ceremonies of State

Have students read the excerpt and answer the associated question.

**Analyze Sources** What did this writer find surprising about Ottoman sultans? *Possible answer: The writer was surprised because the sultan blended in with the common people. There was no way to distinguish him from everyone else.*

## BIOGRAPHY

### Kemal Atatürk (1881–1938)

Known as the Father of the Turks, Kemal Atatürk was Turkey's first president. As president, he modernized Turkey, which dramatically changed the Turkish way of life. Atatürk separated all aspects of Islam from Turkey's government. He even closed Islamic schools. Turkey's people were also encouraged to wear Western dress and adopt surnames.

#### Form Generalizations

How did Atatürk change Turkey's government?



704 Module 21

## ONLINE DOCUMENT-BASED INVESTIGATION

### Ottoman Architecture and the Hagia Sophia

Have students explore the text and caption and answer the associated question.

**Analyze Sources** Why do you think the Hagia Sophia inspired Ottoman architecture? *Possible answer: The large size of the building, the arches, and the large domes may have created a sense of awe that the Ottomans wanted for their own architecture.*

## ONLINE GRAPHIC ORGANIZER

### Turkey

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Causes** What led to Turkey becoming a secular state? *Kemal Atatürk modernized Turkey and made it a democratic nation.*

## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Istanbul, janissaries, Ankara, secular.**

**Reading Check**  
Find Main Ideas How did Atatürk modernize Turkey?

European-style hats. Reforms urged women to stop wearing traditional veils. Women were also encouraged to vote, work, and hold office. Other ways Atatürk modernized Turkey included replacing the Arabic alphabet with the Latin alphabet and adopting the metric system.

## People and Culture

Most of Turkey's people are ethnic Turks. Kurds are the largest minority and make up about 20 percent of the population.

Turkey's culture today is a reflection of some of Kemal Atatürk's changes. He created a cultural split between Turkey's urban middle class and rural villagers. The lifestyle and attitudes of middle-class Turks have much in common with those of the European middle class. In contrast, most rural Turks are more traditional. Islam strongly influences their attitudes on matters such as the role of women.

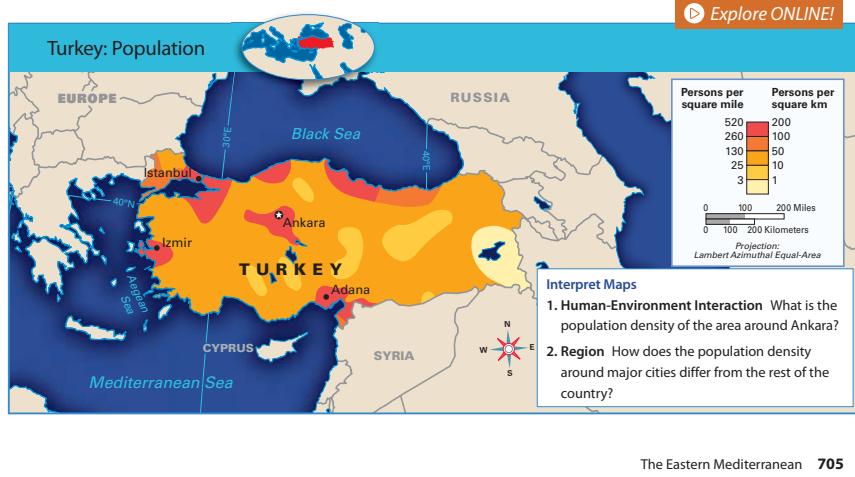
Turkish cooking features olives, vegetables, cheese, yogurt, and bread. Kebabs—grilled meats on a skewer—are a favorite Turkish dish.

## Turkey Today

Turkey's government meets in the capital of Ankara, but Istanbul is Turkey's largest city. Istanbul's location will serve as an economic bridge to Europe as Turkey plans to join the European Union.

**Government** Turkey is a parliamentary republic. Its legislature is called the National Assembly. A president and a prime minister share executive power.

Although most of its people are Muslim, Turkey is a secular state. **Secular** means that religion is kept separate from government. For example, the religion of Islam allows a man to have up to four wives. However, by Turkish law, a man is permitted to have just one wife. In recent years, Islamic political parties have attempted to increase Islam's role in Turkish society.



## BIOGRAPHY

### Kemal Atatürk (1881–1938)

Have students read the biography of Kemal Atatürk and then answer the associated question.

**Form Generalizations** How did Atatürk change Turkey's government? *He separated all aspects of Islam from Turkey's government.*

## ONLINE INTERACTIVE MAPS

### Ottoman Empire, 1451–1566

Have students explore the map using the interactive features and answer the associated question.

**Movement** In which time period did the Ottoman Turks gain the most land? *between 1521 and 1566*

## Teach the Main Idea

Turkey's people are mostly ethnic Turks, and its culture is a mixture of modern and traditional.

**Recall** Which group makes up the largest ethnic minority in Turkey? *Kurds*

**Identify** What are some common foods in Turkey? *olives, vegetables, cheese, yogurt, bread, shish kebab*

**Describe** Which religion strongly influences the attitudes of rural Turks? *Islam*

## More About . . .

**Connect to Today: Atatürk's Legacy** Many Turks have embraced Atatürk's laws to modernize Turkey, but others—particularly in rural areas—have resented some of them, such as banning traditional dress.

## ONLINE INTERACTIVE MAPS

### Turkey: Population

Have students explore the map using the interactive features and answer the associated questions.

**Human-Environment Interaction** What is the population density of the area around Ankara? *260–520 persons per square mile (100–200 per square km)*

In print edition, see map of same title.

**1. Human-Environment Interaction** What is the population density of the area around Ankara? *260–520 persons per square mile*

**2. Region** How does the population density around major cities differ from the rest of the country? *The population is much denser around major cities.*



## READING CHECK

**Find Main Ideas** How did Atatürk modernize Turkey? *banned certain types of dress, made new laws allowing women to vote and hold office, replaced the Arabic alphabet with the Latin alphabet, adopted the metric system*

## READING CHECK

**Contrast** How are urban Turks different from rural Turks? *Most rural Turks are more traditional.*

For additional instruction, go to end of lesson.

## Teach the Main Idea

Today, Turkey is a democratic nation seeking economic opportunities and considering European Union membership.

**Identify** What is Turkey's largest city? *Istanbul*

**Define** What does *secular* mean? *Religion is kept separate from government.*

**Describe** What is Turkey's economy like? *includes factories, farming, craft making, and industries such as clothing, cement, and electronics; grains, cotton, sugar beets, and hazelnuts are major agricultural products*

### More About . . .

**Agriculture in Turkey** Turkey is among the world's leading producers of agricultural products. Turkey is the world's largest producer of hazelnuts, cherries, figs, apricots, and raisins. The country also ranks among the top ten producers of cucumbers, watermelons, eggplants, green peppers, tomatoes, onions, olives, beets, tobacco, tea, barley, grapefruit, lemons, wheat, and cotton.

#### READING CHECK

**Find Main Ideas** What kind of government does Turkey have? *a parliamentary republic*



With more than 14 million people, Istanbul is Turkey's largest city.

#### Reading Check

Find Main Ideas What kind of government does Turkey have?

**Economy and Resources** Turkey has long sought membership into the European Union. As a member of the European Union, Turkey's economy and people would benefit by increased trade with Europe. Turkey's economy includes modern factories as well as subsistence farming and craft making.

Among the most important industries are textiles and clothing, cement, and electronics. About 25 percent of Turkey's labor force works in agriculture. Grains, cotton, sugar beets, and hazelnuts are major crops.

Turkey is rich in natural resources, which include oil, coal, and iron ore. Water is also a valuable resource in the region. Turkey has spent billions of dollars building dams to increase its water supply. On one hand, these dams provide hydroelectricity. On the other hand, some of these dams have restricted the flow of river water into neighboring countries.

**Summary and Preview** In this lesson you learned about Turkey's history, people, government, and economy. Next you will learn about Israel.

#### Lesson 2 Assessment

##### Review Ideas, Terms, and Places

1. a. **Recall** What city did both the Romans and Ottoman Turks capture? *Byzantium (Constantinople)*
- b. **Identify** Who were the janissaries? *slave soldiers who converted to Islam and became warriors fiercely loyal to the Ottomans*
- c. **Explain** How was the character of Turkey influenced by the Ottomans? *In 1453 the Ottomans captured Constantinople and made it their capital. The Ottomans influenced the architecture, religion, culture, and government of Turkey.*

2. a. **Recall** What ethnic group makes up 20 percent of Turkey's population? *Kurds*

##### Critical Thinking

3. **Summarize** Using the information in your notes, summarize Turkey's history and Turkey today in a chart. *History—invaded by Romans, Seljuk Turks, and Ottoman Turks; Atatürk modernized Turkey; Kurds fought for independence but lost; Today—secular democracy run by the National Assembly, president, and prime minister; economy has modern factories, but 40 percent of Turkey's labor force works in agriculture*

Turkey	
History	Today

706 Module 21

#### Critical Thinking

3. **Summarize** Using the information in your notes, summarize Turkey's history and Turkey today in a chart. *History—invaded by Romans, Seljuk Turks, and Ottoman Turks; Atatürk modernized Turkey; Kurds fought for independence but lost; Today—secular democracy run by the National Assembly, president, and prime minister; economy has modern factories, but 40 percent of Turkey's labor force works in agriculture*

## ► Online Assessment

### 1. How did Kemal Atatürk change Turkey?

- He modernized it.
- He made it an empire.
- He placed it under Ottoman rule.
- He moved the capital to Istanbul.

**Alternate Question** Drag the answer choice into the box to complete the sentence correctly.

Kemal Atatürk  modernized Turkey by making cultural changes, such as adopting the Latin alphabet.

### 2. How are the lives of rural Turks different from those of Turks who live in cities?

- Rural dwellers eat more meat.
- Rural dwellers are less traditional.
- Rural dwellers are strongly influenced by Islam.
- Rural dwellers are strongly influenced by Kurdish culture.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The changes made by Kemal Atatürk had the least effect on  rural dwellers.

### 3. Which of the following is a negative effect of Turkey's use of its water resources?

- The production of textiles is restricted.
- The amount of cement exported is limited.
- The production of crops by rural farmers is limited.
- The flow of water into neighboring countries is restricted.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Turkey's use of its  water resources has a negative effect on neighboring countries.

### 4. Cause and Effect How did World War I affect Turkey?

Prior to World War I, Turkey was the political center of the Ottoman Empire, which controlled territory in northern Africa, southwestern Asia, and southeastern Europe. As a result of being on the losing side of World War I, the Ottomans lost most of their territory and their government was taken over by military officers.

### 5. Cause and Effect How did Kemal Atatürk's rule affect Turkish culture? Explain your answer.

Atatürk's rule created a cultural division between those who live in cities and those who live in rural areas. While city dwellers tended to accept the cultural changes made by Atatürk, such as granting women more rights, those who live in rural areas have kept more traditional views of the role of women.

### 6. Make Inferences Why have Islamic political parties in Turkey attempted to gain more influence in recent years?

Turkish secular law prohibits some things that are allowed by Muslim law. Because most Turkish people are Muslim, many want the government to follow the laws of their religion. This has led to Islamic parties attempting to gain more influence in recent years.

# ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 703

## ADVANCED/GIFTED

### Ottoman Conquest of Constantinople

1. Point out that the Ottoman conquest of Constantinople is one of the key events in world history.
2. Organize the class into small groups. Have the members of each group discuss the conquest and predict how it might have affected the region, the people living in the city, and the Ottoman Empire.
3. If students have difficulty, suggest that they consider the importance of trade routes and the city's central location. Students should also consider the differences between Byzantine and Ottoman rule and cultures.
4. Ask for volunteers to share some of their predictions with the class.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

continued from page 704

## STRUGGLING READERS

### Lesson Preview

1. Pair struggling readers with more proficient readers, and ask students to preview the lesson. Have each pair read the headings, look for bold and highlighted text, and examine the visuals used in the lesson.
2. Invite volunteers to share one thing they think they will learn in this lesson. Discuss the features that helped them draw these conclusions.

\*Alternative Assessment Handbook, Rubric 1: Acquiring Information

continued from page 705

## SPECIAL NEEDS STUDENTS

### Population Density of Turkey

1. Read aloud the name of each label on the map showing Turkey's population density. As you do, have students locate the label on the map and say it aloud. If necessary, repeat any names students have difficulty pronouncing.
2. Then have students create sentences about the map, such as "There are about 520 people per square mile in Adana" or "The southeastern part of Turkey has a very low population density."

\*Alternative Assessment Handbook, Rubric 21: Map Reading

## LANGUAGE ARTS

### Write a Biography

1. Review with students the information in this lesson regarding Kemal Atatürk.
2. Ask students to imagine that they were alive during Kemal Atatürk's rule. Ask them to imagine how they would have felt when Atatürk made rules to ban traditional clothing and make changes to familiar ways of life.
3. Have students write an autobiography of their life in the time of Kemal Atatürk. Be sure to have them describe whether they were happy or unhappy with the changes he made and why. For example, many women may have been happy to be given the right to vote or hold office.
4. Ask students to share their autobiographies with the class.

\*Alternative Assessment Handbook, Rubric 41: Writing to Express

continued from page 706

## ENGLISH LANGUAGE LEARNERS

### Oral Biography Jigsaw

1. To help students demonstrate their understanding of important Turkish leaders, organize them into three groups of equal number.
2. Assign each group to research one of the following Turkish leaders: Mehmed II, Suleyman I, and Kemal Atatürk. Have students work within their groups to create oral biographies of their assigned leader. They may choose to use visual aids or other media to help communicate their messages.
3. Once students have created their presentations and have practiced delivering them within their groups (possibly in pairs), organize smaller groups of three that include one student from each of the larger groups. In this way, every group should include an "expert" on each of the three Turkish leaders.
4. Have the students deliver their oral presentations to the smaller groups.

\*Alternative Assessment Handbook, Rubrics 4: Biographies; 14: Group Activity; and 24: Oral Presentations

## COLLABORATIVE LEARNING

### More about Turkey

1. Organize the class into small groups. Ask each group to select a common cultural practice, tradition, or religion in Turkey to learn more about. Have students research the details about their choice. Next, have each group work collaboratively to write one paragraph describing their subject.
2. Have each group work together to make a poster. Have students write their paragraph on the poster and then decorate the poster with drawings and words that illustrate their paragraph. For example, if students choose a popular dish served in Turkey, they could include the recipe, drawings of the ingredients, and a drawing of a Turkish family eating the meal.
3. Have each group present their poster to the class.

\*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 28: Posters

## Lesson 3 Planner



# Israel



## ► Online Lesson 3 Enrichment Activities

### The Dead Sea Scrolls

**Article** Students read a brief article about the Dead Sea Scrolls along with two accompanying passages, then answer a question about the passages.



### Israel's Government and Citizenship

**Article** Students read about Israel's government and the rights and responsibilities of its citizens. They then research the governments and roles of citizens in Saudi Arabia and Iran to write a compare-and-contrast essay.

### Hanan Ashrawi (1946– )

**Biography** Students read about the contributions of Palestinian leader Hanan Ashrawi to the Middle East peace process, then answer questions about what they have learned.

### Water Crisis in Gaza

**Article** Students read about the causes of Gaza's water crisis. They then research more about the crisis to prepare a digital slideshow. Their slideshows should include facts and opinions that are correctly cited.



# Israel

**The Big Idea**

Israel and the Palestinian Territories are home to Jews and Arabs who continue to struggle over the region's land.

**Main Ideas**

- Israel's history includes the ancient Israelites and the creation of the State of Israel.
- In Israel today, Jewish culture is a major part of daily life.
- The Palestinian Territories are areas next to Israel—Gaza and the West Bank—controlled partly by Palestinian Arabs.

**Key Terms and Places**

Judaism  
Diaspora  
Jerusalem  
Zionism  
kosher  
kibbutz  
Gaza  
West Bank

**If YOU lived there ...**

When you were only six years old, your family moved to Israel from Russia. You are learning Hebrew in school, but your parents and grandparents still speak Russian at home. When you first moved here, your parents worked in an office building, but you now live on a farm where you grow oranges and tomatoes.

**What do you like about living in Israel?****History**

Israel is often referred to as the Holy Land because it is home to sacred sites for three major religions—Judaism, Christianity, and Islam. **Judaism** is the religion of the Jewish people. It is the world's oldest monotheistic religion. Many events in Jewish history and in the life of Jesus happened in Israel.

**The Holy Land** The Israelites, the descendants of the Hebrews and ancestors of the Jews, first established the kingdom of Israel about 1000 BC. It covered roughly the same area as the modern State of Israel. In the 60s BC the Roman Empire conquered the region, which was called Judea. After several Jewish revolts, the Romans forced many Jews to leave the region and renamed it Palestine in AD 135. This dispersal of the Jewish population is known as the **Diaspora**.

Muslims conquered Palestine in the mid-600s. However, from the late 1000s to the late 1200s, Christians from Europe launched a series of invasions of Palestine called the Crusades. The Crusaders captured the city of **Jerusalem** in 1099. In time, the Crusaders were pushed out of the area. Palestine then became part of the Ottoman Empire. After World War I, it came under British control.

The Eastern Mediterranean 707

**Teach the Big Idea****1. Whole Class Open/Introduction**

If **YOU** lived there ...

**What do you like about living in Israel?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider CLIMATE AND GEOGRAPHY:**

- The warm, dry climate is a welcome change from Russia's long winters.
- A day trip to a Mediterranean beach is fun.
- The desert landscapes are beautiful.

**Consider DAILY LIFE:**

- Living on a farm feels healthier than living in a crowded city.
- We can enjoy more fresh fruits and vegetables.
- We feel a greater sense of community and family than in Russia.

**2. Direct Teach** Introduce the Big Idea: *Israel and the Palestinian Territories are home to Jews and Arabs who continue to struggle over the region's land.* Ask students to tell some things they know about or have heard on the news about Israel and the Palestinian Territories. Record their responses on the board. Use their responses to begin to point out the similarities and differences between the two regions. Tell students that they will further compare and contrast the areas in this lesson.

**3. Practice/Assess/Inquire** Have students work in small groups to create a chart and fill it in with facts about Israel and the Palestinian Territories.

**4. Explore (Collaborative Exploration)** Have groups review their lists and draw lines to connect things that are similar about the two areas.

**5. Whole Group Close/Reflect** Have students use their charts to write two paragraphs comparing and contrasting Israel and the Palestinian Territories.

\*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting


**ONLINE DOCUMENT-BASED INVESTIGATION**
**The Eastern Mediterranean**

Teenagers for Peace is the third of four document-based investigations that students will analyze in The Eastern Mediterranean module. Students will explore the text and visual to find out about 2,000 teenagers who are seeking mutual understanding in order to bring peace out of conflict.

**Teach the Main Idea**

Israel's history includes the ancient Israelites and the creation of the State of Israel.

**Define** What is the Diaspora? dispersal of the Jewish population What is Zionism? a nationalist movement that called for Jews to reestablish a Jewish state in their ancient homeland

**Explain** Why is Israel often referred to as the Holy Land? because it is home to sacred sites for three of the world's major religions—Judaism, Christianity, and Islam

**Summarize** How was Israel created? In the late 1800s the Zionist movement called for Jews to reestablish a Jewish state in their ancient homeland. Tens of thousands of Jews from around the world moved to the

region. After World War II, the UN voted to divide Palestine into Jewish and Arab states, and the State of Israel was established.

**More About ...**

**The Dead Sea Scrolls** A young Bedouin shepherd named Muhammed edh-Dhib discovered the scrolls while he was looking for a stray goat. He threw a stone into the cave to persuade the goat to come out. The stone struck one of the pieces of pottery that held the scrolls.

## ► ONLINE GRAPHIC ORGANIZER

### Israel

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Causes** What events initially caused the ongoing tension between Israeli and Palestinian territories? *Romans forced many Jews out of the kingdom of Israel and renamed it Palestine. Palestine came under Muslim control then British control before being divided into a Jewish and Israeli state.*

The city of Jerusalem is sacred to three world religions—Judaism, Christianity, and Islam.



## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Judaism, Diaspora, Jerusalem, Zionism, kosher, kibbutz, Gaza, West Bank.**

## ► ONLINE ANALYZE VIDEOS

### Exile of the Jews

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



**Analyze Videos** How did Jewish worship change because of the Babylonian Captivity? *They could no longer worship at the Temple, where they believed God dwelled. Instead, they began to depend on scripture as they worshiped.*

**Reading Check**  
Summarize What two groups played a large role in Israel's history?

**Creation of Israel** **Zionism**, a nationalist movement calling for Jews to reestablish a Jewish state in their ancient homeland, began in Europe in the late 1800s. Tens of thousands of Jews and Arabs began moving to the region. Arabs also moved there to counterbalance the number of Jews moving into the region.

In 1947 the United Nations voted to divide the Palestine Mandate, then under British control, into Jewish and Arab states. While Arab countries rejected this plan, the Jews accepted it and a year later created the State of Israel. Five armies from surrounding countries then invaded Israel. Against the odds, the Israelis defeated the Arabs.

After Israel's victory, many Palestinians fled to neighboring Arab countries. Israel and Arab countries have fought each other in several wars since then. Disputes between the two sides continue today.

### Historical Source

#### The Dead Sea Scrolls

Written by Jews about 2,000 years ago, the Dead Sea Scrolls include prayers, commentaries, letters, and passages from the Hebrew Bible. Hidden in caves near the Dead Sea, these scrolls were not found until 1947. Here are two passages from a prayer written on one of the scrolls.

**Analyze Sources**  
What does this prayer from the Dead Sea Scrolls reveal about the people who wrote it?

*"With knowledge shall I sing out my music, only for the glory of God, my harp, my lyre for His holiness established; the flute of my lips will I lift, His law its tuning fork."*

*"When first I begin campaign or journey, His name shall I bless; when first I set out or turn to come back; when I sit down or rise up, when I spread my bed, then shall I rejoice in Him."*

—the Dead Sea Scrolls

708 Module 21

### HISTORICAL SOURCE

#### The Dead Sea Scrolls

Have students examine the information about and passages from the Dead Sea Scrolls. You may wish to use the associated question as a discussion prompt.

**Analyze Sources** What does this prayer from the Dead Sea Scrolls reveal about the people who wrote it? *They were religious and very dedicated to their God.*

## ► ONLINE ANALYZE VIDEOS

#### Israel: Birth of a Nation

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



**Analyze Videos** How did Tel Aviv compare to Jerusalem in the first months after the war? *Tel Aviv was recovering but bustling with people, whereas Jerusalem was more war torn and somber.*

### READING CHECK

**Summarize** What two groups played a large role in Israel's history? *Jews and Arabs*

For additional instruction, go to end of lesson.

## Israel Today

Jews from all over the world, including many who fled from Arab lands, have migrated to Israel hoping to find peace and stability. Yet, they have faced continual conflicts with neighboring countries. Despite these problems, Israelis have built a modern, democratic country.

**Government and Economy** Israel has a prime minister and a parliament—the Knesset. There are several major political parties and many smaller ones.

Israel's government has built a strong military. At age 18, most Israeli men and women must serve at least one year.

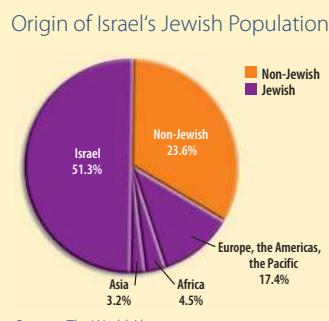
Israel's economy is modern and diverse. Important exports include high-tech equipment and cut diamonds. Israel has increased food production by irrigating farmland. Israel's economy also benefits from the millions of visitors who come to Israel to see the country's historic sites.

**Cities, Diversity, and Languages** Most of Israel's population live in cities. Jerusalem, the capital, and Tel Aviv are Israel's largest cities.

About 75 percent of Israel's population is Jewish. The rest of the country's people are mostly Arab. About three-fourths of Israeli Arabs are Muslim, but some are Christian. Israel's Jewish population includes Jews from all parts of the world. Many arrive not knowing Hebrew, one of Israel's official languages. To assist these new citizens, the government provides language classes. Israeli Arabs speak Arabic, Israel's other official language.

### Israel's Population

Jews from all over the world have settled in Israel. The graph below shows the percentages of Jews who migrated from different places. Non-Jews in Israel include Arabs who are Muslims, Christians, and Druze. This photo shows a Jewish teenager celebrating his bar mitzvah—a ceremony that acknowledges 13-year-old Jewish boys as adults in the community.



#### Analyze Visuals

According to the graph, what is the origin of most Israeli Jews?

The Eastern Mediterranean 709

### ADVANCED/GIFTED

#### Population Statistics

1. Tell students that about 8.2 million people live in Israel.
2. Then have students use the circle graph to answer the following questions:

How many people from Israel's Jewish population originated from Europe, the Americas, and the Pacific? *1,426,800 people* How many people from Israel's Jewish population originated from Africa? *369,000 people* How many people in Israel are non-Jewish? *1,935,200 people*

\*Alternative Assessment Handbook, Rubric 1:  
Acquiring Information

### ONLINE ANALYZE VIDEOS

#### 2015 Israeli Election

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Why was President Obama closely watching the 2015 Israeli election? *Israel is an important U.S. ally in the Middle East, and the U.S. gives Israel more aid money than any other nation.*

## Teach the Main Idea

In Israel today, Jewish culture is a major part of daily life.

**Recall** What are Israel's largest cities? *Tel Aviv and Jerusalem*

**Describe** What type of government does Israel have? *a prime minister and a parliament, called the Knesset*

**Identify** What are Israel's two official languages? *Hebrew and Arabic*

**Define** What is a kibbutz? *a large farm where people share everything in common* What is kosher? *the term used to refer to food that is allowed under Jewish dietary laws*

### More About . . .

**The Israeli Economy** Israel has a technologically advanced free-market economy. The country ranks among the top 20 nations in the world on the United Nation's Human Development Index, which categorizes the Israeli economy as "Very Highly Developed"—the highest-ranked economy in the Middle East. The standard of living in Israel is comparable to many Western nations.

### ONLINE INTERACTIVE GRAPHS

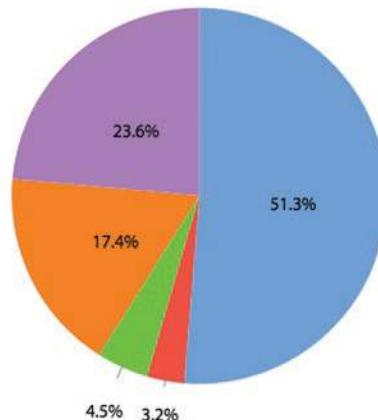
#### Israel's Population

Have students explore the graph and answer the associated question.

In print edition, see visual of same title.

**Interpret Graphs** According to the graph, what is the origin of most Israeli Jews? *Israel*

#### Origins of Israel's Jewish Population



- Israel
- Asia
- Africa
- Europe, the Americas, the Pacific
- Other

## Teach the Main Idea

The Palestinian Territories are areas next to Israel—Gaza and the West Bank—controlled partly by Palestinian Arabs.

**Identify** What are the disputed parts of land in the Palestinian Territories? *the West Bank and East Jerusalem*

**Predict** Do you think the peace process between Israel and the Palestinians will succeed? Explain your answer. *Possible answer: yes, because the Palestinian Authority agreed to recognize Israel and renounce terrorism, and Israel has turned over control of some areas to the Palestinians; no, the dispute has gone on for a long time and both sides want some of the same territory*

More About . . .

**Connect to Today: Disputed Territories** Point out that in the United States, many people do not agree about who should control the territories discussed in this section. For example, some people think Palestinians deserve the land, while others think Israelis do. Emphasize that when learning about history and current events, it is important to try to gather accurate and factual information from unbiased sources.

### ONLINE INTERACTIVE MAPS

#### Israel and the Palestinian Territories

Have students explore the map using the interactive features and answer the associated question.

**Location** What Palestinian territory is located on the Mediterranean Sea? *Gaza*

In print edition, see map of same title.

**1. Location** What Palestinian territory is located on the Mediterranean Sea? *Gaza*

**2. Place** Who controls parts of the West Bank?  
*Some areas are controlled by the Palestinians and others by Israel.*

#### READING CHECK

**Form Generalizations** What is Jewish culture in Israel like? *Jewish holidays are celebrated; government and army kitchens in Israel serve kosher food.*

**Culture and Rural Settlements** Israeli Jewish culture is rich in holidays and special foods. For Jews, the Sabbath, from sunset Friday until sundown Saturday, is a holy day. Yom Kippur, a very important holiday, is celebrated in the fall. Passover, in the spring, celebrates the Israelites' escape from captivity in ancient Egypt.

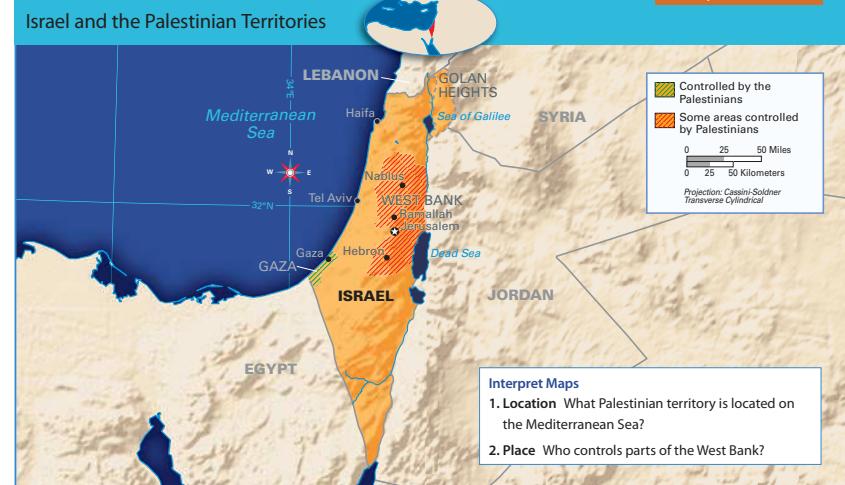
Because Judaism is a way of life, religious laws address every aspect of daily life, including what Jews should eat. These laws come from the Hebrew Bible. **Kosher**, which means "fit" in Hebrew, is the term used for food allowed under Jewish dietary laws. Not all Jews in Israel eat a kosher diet, but all government and army kitchens serve kosher food. This enables both religious and secular Jews to participate together in these core institutions.

Some Israeli Jews live in a collective community known as a **kibbutz** (ki-BOOHTS). Traditionally, a kibbutz is a large farm where people shared everything in common. About 100,000 Israeli Jews live in more than 250 diverse kibbutzim.

#### The Palestinian Territories

In 1967, during the Six-Day War, Israel captured areas from Jordan and Egypt inhabited by Palestinian Arabs—Gaza, the West Bank, and East Jerusalem. In the 1990s Israel agreed to turn over parts of these territories to the Palestinians. In return, the Palestine Liberation Organization (PLO) agreed to recognize Israel's right to exist and pledged to renounce terrorism. These territories have continued to be central to ongoing conflicts between Israelis and Arabs.

Explore ONLINE!



710 Module 21

#### COLLABORATIVE LEARNING

##### Life on a Kibbutz

- Review with students what a kibbutz is.
- Have students work in pairs to research what daily life on a kibbutz is like. Ask each pair of students to work together to write a short "Day in the Life" account of what it might be like to live in a kibbutz. Be sure to have students include how living in a kibbutz is similar and how it is different from living in their own community.

- Have students illustrate their stories. If they find photographs in their research, have students share these with the class.
- Ask for volunteers to present their "Day in the Life" projects to the class.

\*Alternative Assessment Handbook, Rubrics 30: Research; and 37: Writing Assignments

## Focus on Culture

### Teenagers for Peace

Peace between Israeli Jews and Palestinian Arabs has not been easy in the past. Moreover, some believe peace in the region might be impossible ever to accomplish. But don't tell that to a group of 2,000 Jewish and Arab teenagers who are making a difference in Israel. These teens belong to an organization called Seeds of Peace. To learn more about each other's culture and thus understand each other better, these teens meet regularly.

Seeds of Peace also hosts camps for teenagers from high-conflict regions. Participating students come from across conflict lines. At camp, they live, sleep, and eat with those they have believed are their enemies. They participate in trust activities and learn peace-building and conflict resolution skills. Equipped with new skills and friends, these teens hope they can plant seeds of peace in their home communities.

#### Draw Conclusions

How are Jewish and Arab teenagers in Israel working toward peace?



**Gaza and the West Bank** **Gaza** is a small, crowded coastal area where more than a million Palestinians live. The area has few resources. However, citrus fruit is grown in irrigated fields. Unemployment is high for the Palestinians living in Gaza. In 2005 Israel transferred control of Gaza to the Palestinians.

The **West Bank** is much larger than Gaza and has a population of about 2.7 million. It is mostly rural, but the territory has three large cities—Nablus, Hebron, and Ramallah. The West Bank's economy is mostly based on agriculture. Farmers rely on irrigation to grow their crops.

Since Israel gained control of the West Bank in 1967, about 280,000 Israelis have moved there. Israelis and Palestinians dispute the territory. Peace agreements have tried to divide the land fairly. This conflict over land and terrorist attacks against Israel are the greatest sources of tension between Arabs and Israelis.

**East Jerusalem** Other disputed land includes Israel's capital, Jerusalem. Control of Jerusalem is a difficult and emotional issue for Jews, Muslims, and Christians. The city has sites that are holy to all three religions. Areas of the old city are divided into Jewish, Muslim, and Christian neighborhoods.

After the 1948 war, Israel controlled West Jerusalem and Jordan controlled East Jerusalem. Israel captured East Jerusalem in 1967. Jerusalem is the ancient and modern capital of Israel. Palestinians also claim Jerusalem as their capital.

The Eastern Mediterranean 711

## STRUGGLING READERS

### Teenagers for Peace

1. Read aloud the "Teenagers for Peace" feature, and have students follow along.
2. Ask students to identify the main idea of the text. Check to make sure that students understand that some Jewish and Arab teenagers have participated in a program to help understand each other and learn peace-building skills.

3. Ask questions based on the reading. Have students locate and read the answers aloud.

\*Alternative Assessment Handbook, Rubric 18: Listening

## ONLINE DOCUMENT-BASED INVESTIGATION

### Teenagers for Peace

Have students explore the feature about the organization called Seeds of Peace. This group of about 2,000 Jewish and Arab teenagers works to learn peace-building skills.

**Analyze Sources** How are Jewish and Arab teenagers in Israel working toward peace? *They meet regularly to learn more about each other's cultures in order to understand each other better.*

In print edition, see feature of same title.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

#### Teenagers for Peace

Peace between Israeli Jews and Palestinian Arabs has not been easy in the past. Moreover, some believe peace in the region might be impossible ever to accomplish. But don't tell that to a group of 2,000 Jewish and Arab teenagers who are making a difference in Israel. These teens belong to an organization called Seeds of Peace. To learn more about each other's culture and thus understand each other better, these teens meet regularly.

Seeds of Peace also hosts camps for teenagers from high-conflict regions. Participating students come from across conflict lines. At camp, they live, sleep, and eat with those they have believed are their enemies. They participate in trust activities and learn peace-building and conflict resolution skills. Equipped with new skills and friends, these teens hope they can plant seeds of peace in their home communities.

## ONLINE ANALYZE VIDEOS

### Gaza Parkour

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Why do Three Run Gaza use city ruins for parkour? *Possible answer: Using the city ruins lets them make the best out of a bad situation; parkour provides an outlet for their energy and some fun during tense times.*

## Watch Channel One News



## READING CHECK

**Analyze Causes** Why have the Palestinian Territories been a source of tension? *because of the conflict over land and terrorist attacks against Israel*

**Reading Check**  
Analyze Causes  
Why have the  
Palestinian Territories  
been a source of  
tension?

**The Territories Today** In 2006 control of the territories was split between two opposing Palestinian political groups. The West Bank was governed by a group called Fatah, and Gaza by the group Hamas. Today, political tensions in the region remain high.

The future of the peace process is uncertain. Some Palestinian groups have continued to commit acts of terrorism, including rocket attacks from Gaza. Israelis fear they would be open to attack if they withdrew from the West Bank.

**Summary and Preview** In this lesson you learned about Israel's history, people, government and economy, and the future of the Palestinian Territories. In the next lesson you will learn about the history and culture of Israel's neighbors—Syria, Lebanon, and Jordan.

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** What is the Diaspora? *the dispersal of the Jewish population*  
b. **Explain** How did Zionism help create the nation of Israel? *Tens of thousands of Jews began moving to the region to reestablish their homeland.*
2. a. **Explain** As a religious observance, what is the significance of a kosher diet? *food allowed under Jewish dietary laws*  
b. **Draw Conclusions** Why have Israeli leaders built up a strong military? *because Israel's neighbors have frequently tried to destroy it*  
c. **Explain** How has the migration of Jews influenced the character of Israel? *It has led to the reestablishment of a Jewish state and conflict over land.*
3. a. **Identify** Which territory is fully controlled by Palestinians and which is partly controlled? *Gaza; the West Bank*  
b. **Identify and Explain** Read the *Teenagers for Peace* feature in this lesson. What conflict are these teens trying to resolve? *conflict between Israeli Jews and Palestinian Arabs*

### Critical Thinking

4. **Categorize** Use a chart to separate your notes on Israel into categories. *Government—Knesset; Economy—exports, limited farming, tourism; Diversity and Languages—Hebrew and Arabic; Jewish Culture—Jewish holidays, traditions, kibbutz living, kosher diet*

### Lesson 3 Assessment

#### Review Ideas, Terms, and Places

1. a. **Define** What is the Diaspora?  
b. **Explain** How did Zionism help create the nation of Israel?
2. a. **Explain** As a religious observance, what is the significance of a kosher diet?  
b. **Draw Conclusions** Why have Israeli leaders built up a strong military?  
c. **Explain** How has the migration of Jews influenced the character of Israel?
3. a. **Identify** Which territory is fully controlled by Palestinians and which is partly controlled?  
b. **Identify and Explain** Read the *Teenagers for Peace* feature in this lesson. What conflict are these teens trying to resolve?

#### Critical Thinking

4. **Categorize** Use the chart below to separate your notes on Israel into categories.

	Israel Today
Government	
Economy	
Diversity and Languages	
Jewish Culture	

712 Module 21

## ANALYZE INFORMATION

### History in the Making

1. Provide recent news articles from more than one source about how the Palestinians and Israelis are trying to resolve their conflict. Be sure that all students have at least one complete newspaper story.
2. Have students read the story carefully, writing down key points that refer to methods for resolving the conflict.
3. Instruct students to look for parts of the story that seem biased. Ask students how biased reporting can affect how the conflict is perceived.

4. Have students look for any historical background of the event as reported in the story. Encourage them to find information about the various attempts that have been made to resolve the conflict.
5. Have students prepare a report on what they found in the article. Have them present historical information about the methods being used to solve this conflict without bias.

\*Alternative Assessment Handbook,  
Rubric 16: Judging Information

For additional instruction, go to end of lesson.

## ► Online Assessment

1. Why did the United Nations vote to divide the Palestine Mandate in 1947?
- to decrease Christian control of the region
  - to increase Muslim control of the region
  - to punish the Ottoman Empire
  - to establish a Jewish state

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

In 1947 the United Nations voted to divide the Palestine Mandate, which led to *the creation of the State of Israel* ▾.

2. How does the Israeli government help new arrivals to blend in to the country's culture?
- by teaching them how to prepare a seder
  - by helping them to gain entry into a kibbutz
  - by offering classes in one of the country's official languages
  - by providing information about all of the country's religious laws

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

One issue that many people who move to Israel face is that they do not know *how to read and write Hebrew* ▾.

3. Why is Israel hesitant to withdraw from the West Bank?
- because it would result in the strengthening of Egypt
  - because it would result in the strengthening of Hamas
  - because of fears it would expose the country to attack
  - because of concerns about losses to agricultural production

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

*Safety concerns* ▾ make Israel hesitant to withdraw from the West Bank.

4. **Summarize** How did Jews and Muslims come to have competing claims to what is now the State of Israel?

*The Israelites, the ancestors of the Jews, first established the kingdom of Israel about 1000 BC. Nearly 1,000 years later, the Roman Empire conquered the region, which they renamed Palestine, and forced many Jews to leave the region after a series of revolts against Roman rule. In the mid-600s Muslims conquered Palestine.*

5. **Make Inferences** How has Israel's history of being attacked by other countries affected the lives of its citizens?

*Since the creation of the State of Israel in 1948, the country has been involved in a number of conflicts with Arab countries. This has contributed to the government requiring all men and women to serve at least one year in the country's military.*

6. **Compare and Contrast** How are Fatah and Hamas similar and different? Describe one similarity and one difference.

*Both Fatah and Hamas are Palestinian political groups. In 2006 Fatah gained control of the West Bank, while Hamas gained control of Gaza.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 708

### TIERED ACTIVITY

#### Write Biography of David Ben-Gurion

**Below Level**—Have students research biographical information on David Ben-Gurion, the primary founder of the State of Israel and the nation's first prime minister. Students' biographies should include a synopsis of Ben-Gurion's life and career, touching on his key achievements.

**At Level**—Going beyond the Below Level activity, biographies should:

- examine in depth his work in the Zionist movement prior to the founding of the State of Israel
- list Ben-Gurion's accomplishments as a military leader and as prime minister, particularly in establishing a strong Israeli defense
- cite at least three reliable sources, including one print source

**Above Level**—Going beyond the Below Level and At Level activities, students should:

- explore Ben-Gurion's attitudes toward the Arab world and his impact on Israel-Arab relations
- analyze and critique Ben-Gurion's inclusion as one of *Time* magazine's "100 most important people of the 20th century"

\*Alternative Assessment Handbook, Rubric 37: Writing Assignments

continued from page 712

### ENGLISH LANGUAGE LEARNERS

#### Timelines

1. To help students demonstrate their understanding of important events in Israel's history, have students work in pairs to draw timelines that show the history of Israel.
2. Have students start the timeline with the establishment of the kingdom of Israel about 3,000 years ago. Include each major event described in the text, leading up to the present.
3. Make sure students include the year of each event and summarize what took place.
4. Have students use their timelines to review the history of Israel by asking each other questions. They should be able to find the answers to the questions by reading their timelines.

\*Alternative Assessment Handbook, Rubric 36: Time Lines

### SPECIAL NEEDS STUDENTS

#### Major Religious Sites in Jerusalem

1. Pair special needs students with high-achieving students. Have partners use the library or the Internet to learn more about the major religious sites in Jerusalem, such as the Church of the Holy Sepulchre, the Temple Mount/Dome of the Rock, and the Western Wall.
2. Ask partners to select one of the sites and to design and build a model of it. Then have each pair write a paragraph to provide background information on why many people believe that site is important.
3. Have volunteers share their models with the class. Create a display of students' models.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 30: Research



# Syria, Lebanon, and Jordan

- People of Syria, Lebanon, and Jordan

Visuals

Videos

LESSON 4

Maps,  
Graphs, and  
Charts

## Big Idea

Syria, Lebanon, and Jordan are Arab nations coping with religious diversity.

- Graphs: Lebanon's People and Religions
- Map: Post-WWI Mandates, 1926

- Game: Where Am I? The Eastern Mediterranean
- Mock Refugee Camp
- Refugees

Extend  
and Enrich

Sources

- Document-Based Investigation: Syrian Civil War

## Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 4 Enrichment Activities

### Mock Refugee Camp

**Video** Students watch a video about a mock refugee camp run by students in Kentucky. They then research organizations that provide services at refugee camps and create poster presentations based on an organization from their research.



### Refugees

**Timeline** Students research refugee movements from 1980 to present. They then create a timeline of these movements. Students may add illustrations and descriptions to the events.

# Syria, Lebanon, and Jordan

## The Big Idea

Syria, Lebanon, and Jordan are Arab nations coping with religious diversity.

## Main Ideas

- Syria is an Arab country that has been ruled by a powerful family and recently torn by civil war.
- Lebanon is recovering from civil war and its people are divided by religion.
- Jordan has few resources and is home to Bedouins and Palestinian refugees.

## Key Terms and Places

Damascus  
Beirut  
Bedouins  
Amman

## If YOU lived there . . .

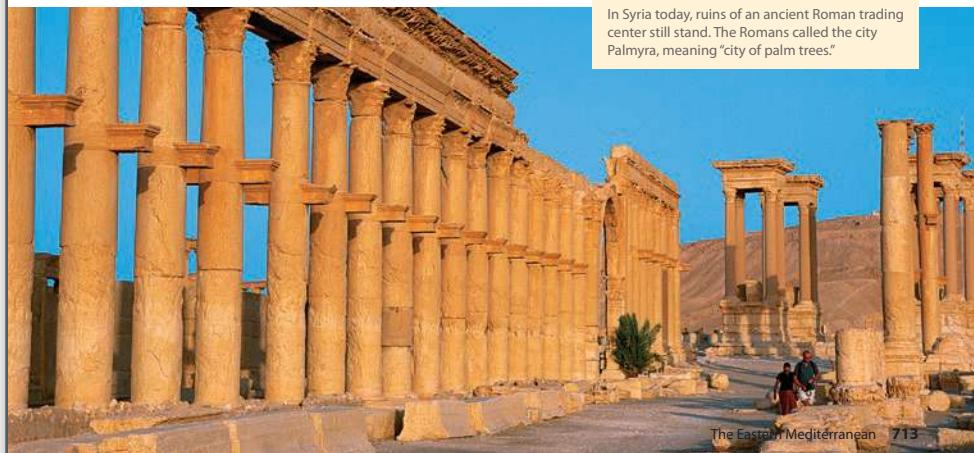
You live in Beirut, Lebanon. Your grandparents often tell you about the years before civil wars destroyed the heart of Beirut. The city then had wide boulevards, parks, and elegant shops. It was popular with tourists. Even though much of Beirut has been rebuilt, you find it hard to imagine what the city used to look like.

## What hopes do you have for your country?

Look again at the map at the beginning of this module. Notice that Syria, Lebanon, and Jordan all border Israel. These countries, all of which have majority Arab populations, have been involved in conflicts with Israel. In addition, Syria, Lebanon, and Jordan also share a similar history, religion, and culture.

## Syria

The capital of Syria, **Damascus**, is believed to be the oldest continuously inhabited city in the world. For centuries, it was a leading regional trade center. Syria became part of the Ottoman Empire in the 1500s. After World War I, France controlled Syria. Syria finally became independent in the 1940s.



## Teach the Main Idea

Syria is an Arab country that has been ruled by a powerful family and recently torn by civil war.

### Identify What is the capital of Syria?

Damascus

### Recall What are Syria's key manufactured goods? *textiles, food products, and chemicals*

### Explain Why did civil war break out in Syria in 2011? *Anti-government forces challenged the rule of the Syrian government; the government used brutal force to put down the rebellion. The conflict was then joined by other actors, such as ISIL, the United States, and Russia.*

**Rank** In two lists, rank the cultural and religious groups within Syria's population from the largest percentage to the smallest. *cultural—90 percent Arab; 10 percent Kurds and Armenians; religious—74 percent Sunni Muslim; 16 percent Alawite and Druze; 10 percent Christian; some small Jewish communities*

### More About . . .

**The Ancient City Palmyra** Study the photo of the ancient Roman trading center in Palmyra. This ancient city was located in the middle of the Syrian Desert and was a stopping place for caravans traveling from the Arab Gulf to the Mediterranean Sea. The ruins of Palmyra date back to the second century AD. It is home to many famous sites, including the Temple of Bel, the Temple of Nabo, and the Great Colonnade.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU lived there . . .

#### What hopes do you have for your country?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider hopes for PEACE:

- reduce ethnic conflicts
- improve government services, especially public schools
- improve relations with other countries

#### Consider hopes for A BETTER ECONOMY:

- rebuild industries, so more jobs
- plan how to bring back tourists
- improve international trade

### 2. Direct Teach

Introduce the Big Idea: *Syria, Lebanon, and Jordan are Arab nations coping with religious diversity.* Tell students the people of Syria and Jordan are overwhelmingly Muslim with a small Christian population. Lebanon is also a majority Muslim nation, but about 40 percent of the Lebanese population is Christian. Ask students how the demographics of the region might impact life in these nations.

### 3. Practice/Assess/Inquire

Have students work in groups of three. Assign one of the three countries to each student in a group. Have students create three-column charts. In the first column, have them list all the subheadings and important terms for their country. In the second column, have them write a question that relates to each term or subhead. In the last column, have them write the answer to their question.

### 4. Explore (Collaborative Exploration)

Have each group come together to share the information in their charts.

### 5. Whole Group Close/Reflect

Have groups work together to write a short essay about each country based on their notes. Ask volunteers to read their essays aloud.

\*Alternative Assessment Handbook, Rubric 1: Acquiring Information

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Eastern Mediterranean

Syrian Civil War is the fourth of four document-based investigations that students will analyze in The Eastern Mediterranean. Students will explore the image and text about Syrian refugees and the challenges they face.

## Teach the Main Idea

Lebanon is recovering from civil war, and its people are divided by religion.

**Recall** What languages are commonly spoken in Lebanon? *Arabic and French*

**Explain** Why did fighting break out in Lebanon in the 1970s? *Tensions between Christians and Muslims mounted. Palestinian refugees coming to the region added to the tension, and fighting broke out between ethnic and religious groups.*

**Identify** What is the capital of Lebanon? *Beirut*

More About . . .

**Misconception Alert** Despite the many wars that have happened in Lebanon, it is today a destination for some tourists. In particular, Lebanon is known in the Middle East as a place for winter sports. A number of winter ski resorts have ski lifts, and tourists visit there from England and other parts of Europe.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Syrian Civil War

Have students examine the visual and text and answer the associated question.

**Analyze Sources** How do you think fleeing their homes affected Syrian refugees? *Possible answers: Families had to uproot their lives and leave their communities to get to safety; children had to stop going to school and parents had to stop working.*

### ONLINE INTERACTIVE CHARTS

#### Lebanon's People and Religions

Have students explore the chart using the interactive features and answer the associated question.

**Interpret Charts** How many more percent of Lebanese are Muslim rather than Christian? 13.5 percent

#### READING CHECK

**Analyze Effects** How has recent conflict affected Syria's people? *About 368,000 people have died as a result of the fighting, more than 11 million have lost their homes, and about 5 million refugees have left the country.*

**History and Government** From 1971 to 2000, the Syrian government was led by a dictator, Hafiz al-Assad. As president, Assad increased the size of Syria's military. He wanted to match Israel's military strength and protect his rule from his political enemies within Syria. After Assad's death in 2000, his son, Bashar, was elected president. One of Bashar al-Assad's main goals was to improve Syria's economy.

In 2011 anti-government protesters challenged Bashar al-Assad's rule. Syria used brutal force—tanks, gunfire, and mass arrests—to crush the protests. By 2012 the protests had grown into an uprising. Syria was divided by a civil war. The war began as a fight between Syria's government and several rebel groups of citizens. The war expanded when the Islamic State of Iraq and the Levant (ISIL) joined the war with the goal of taking territory from Syria. A United States-led coalition of countries gave aid to the rebels and later, to fight ISIL. Russia has also joined to fight ISIL.

**Syria's People** Nearly 90 percent of Syria's 23 million people are culturally Arab. About 10 percent are Kurd and Armenian. Of Syria's Muslims, about 74 percent are Sunni. About 13 percent are Druze and Alawite, members of small religious groups related to Islam. About 10 percent of Syrians are Christian. There are also small Jewish communities in some cities.

Syria's civil war drastically affected its people. By March 2017 about 368,000 people had died as a result of the fighting, and more than 11 million had lost their homes. About 5 million refugees have left the country.

#### Lebanon

Lebanon is a small, mountainous country on the Mediterranean coast. It is home to several different groups of people. At times these different groups have fought.

**Lebanon's History and People** During the Ottoman period, many religious and ethnic minority groups settled in Lebanon. After World War I, France controlled Lebanon and Syria. Lebanon finally gained independence in the 1940s. Even so, some aspects of French culture influenced Lebanese culture. For example, in addition to Arabic, many Lebanese also speak French.

Lebanon's people are overwhelmingly Arab, but they are divided by religion. Most Lebanese are either Muslim or Christian. Each of those groups is divided into several smaller groups. Muslims are divided into Sunni and Shia.

The Maronites are the largest of the Christian groups in the country. Over time, however, Muslims have become Lebanon's majority religious group.

**Conflict and Civil War** After independence, Christians and Muslims shared power in Lebanon. Certain government positions were held by different religious groups. For example, the president was always a Maronite. However, over time, tensions between Christians and Muslims mounted.

In the 1970s civil war broke out. Lebanon's Muslims, including many Palestinian refugees, fought against Christians. Syria, Israel, and other countries became involved in the conflict. During the fighting, many people died and the capital, **Beirut**, was badly damaged. Warfare lasted until 1990.

714 Module 21

### ONLINE GRAPHIC ORGANIZER

#### Syria, Lebanon, and Jordan

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Compare** What experiences do Syria, Lebanon, and Jordan have in common?  
*They were once controlled by European powers, and all became independent in the 1940s.*

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Damascus, Beirut, Bedouins, Amman**.

**Reading Check**  
Draw Conclusions  
What has caused divisions in Lebanese society?

After 1990 Syria continued to maintain a strong influence in Lebanon. In fact, Syrian troops stayed in Lebanon until they were pressured to leave in 2005. In 2006 cross-border attacks by a militant group of Lebanese against Israel led to fighting between the two countries. Today, tensions between Lebanon and Israel threaten renewed violence.

### Jordan

Jordan's short history has been full of conflict. The country has few resources and several powerful neighbors.

**Jordan's History and Government** The borders of what is now Jordan were created after World War I. The British controlled the area as a mandate and named an Arab prince to rule it. In the 1940s Jordan became an independent country.

#### People of Syria, Lebanon, and Jordan

The people of Syria, Lebanon, and Jordan share many cultural traits. For example, most people living in this region are Arab and practice Islam.



In Syria, drinking tea is an important part of Arab culture. Many Syrians, like this carpet seller, drink tea every day with family and friends.



After more than two decades of civil war, Lebanon's people are rebuilding their capital, Beirut. The city's people now enjoy a new public square.



Jordan's people value education and equal rights for women. Jordanian teenagers, like these girls, are required to attend school until age 15.

**Analyze Visuals**

What can you see in these photos that tells you about daily life in the region?

#### STRUGGLING READERS

##### Board Game

1. Have students work in small groups to create a board game that teaches information about Syria, Lebanon, and Jordan.
2. Each group should write, edit, and type a set of rules, including materials needed, purpose of the game, setup, game play, and how to win.
3. Students should also make a game board, playing pieces, dice, cards, and other materials required to play the game.

4. Have students play their own game, testing the rules and making sure the game is logical, educational, and fun. Students should revise as necessary after they finish their practice game.
5. Then have students play each other's games. Afterward, have students discuss their experiences. How did the games help them learn about Syria, Lebanon, and Jordan?

\*Alternative Assessment Handbook,  
Rubric 14: Group Activity

## Teach the Main Idea

Jordan has few resources and is home to Bedouins and Palestinian refugees.

**Explain** Why did Jordan's population change during the 1940s? *At the time it gained independence, hundreds of thousands of Palestinian Arab refugees came to live in Jordan.*

**Identify** What is the capital of Jordan? Amman. What makes this city unique? *It is Jordan's largest city.*

**Evaluate** Do you think Jordan will become less dependent on economic aid from other nations in the future? *Possible answer: If tourism, banking, and other industries in the country continue to grow, Jordan may become less dependent on other nations for economic aid.*

#### More About . . .

**Connect to Today: Jordan and Hollywood** Jordan is a popular location for Hollywood films. In particular, the sandstone mountains and red and orange cliffs of Wadi Rum have provided the background for movies such as *Lawrence of Arabia*, *Red Planet*, and *The Martian*. And the Treasury of Petra figured prominently in *Indiana Jones and the Last Crusade*.

#### ► ONLINE INTERACTIVE MAPS

##### Post-WWI Mandates, 1926

Have students explore the map using the interactive features and answer the associated question.

**Location** Which country bordered Transjordan on the west in 1926? *Palestine*

#### ► ONLINE INTERACTIVE VISUALS

##### Carousel: People of Syria, Lebanon, and Jordan

Have students navigate through the carousel and note the different scenes of daily life in Syria, Lebanon, and Jordan. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What can you see in these photos that tells you about daily life in the region? *Possible answers: the importance of everyday rituals that have to do with spending time with family and friends; life is rooted in tradition as indicated by the man's clothing and objects in the photo*

#### READING CHECK

**Draw Conclusions** What has caused divisions in Lebanese society? *tension among different ethnic and religious groups*

For additional instruction, go to end of lesson.

## GAME

### Where Am I? The Eastern Mediterranean

Have students play the game to test their knowledge of the Eastern Mediterranean region.

## READING CHECK

**Summarize** How did King Hussein affect Jordan's history? *He enacted some democratic reforms in the 1990s.*

**Reading Check**  
Summarize How did King Hussein affect Jordan's history?

At the time of its independence, Jordan's population was small. Most Jordanians lived a nomadic or semi-nomadic life. Hundreds of thousands of Palestinian Arab refugees fled Israel and came to live in Jordan. From 1952 to 1999 Jordan was ruled by King Hussein. The king enacted some democratic reforms in the 1990s.

**Jordan's People and Resources** Many of Jordan's people are **Bedouins**, or Arabic-speaking nomads who mostly live in the deserts of Southwest Asia. Jordan produces phosphates, cement, and potash. Tourism and banking are becoming important industries. Jordan depends on economic aid from the oil-rich Arab nations and the United States. **Amman**, the capital, is Jordan's largest city. Jordanian farmers grow fruits and vegetables and raise sheep and goats. A shortage of water is a crucial resource issue for Jordan.

**Summary** In this lesson you learned about the history, government, and people of Syria, Lebanon, and Jordan.

## Lesson 4 Assessment

### Review Ideas, Terms, and Places

1. a. **Recall** What is the capital of Syria? *Damascus*
  - b. **Explain** What does Syria's government own? *the country's oil refineries, larger electrical plants, railroads, and some factories*
  - c. **Elaborate** Why did Hafiz al-Assad want to increase the size of Syria's military? *to match Israel's military strength and protect his rule from political enemies within*
2. a. **Identify** What European country ruled Lebanon after World War I? *France*
  - b. **Analyze** How was Beirut damaged? *civil war*
  - c. **Identify and Explain** What is the history of political divisions between religious groups in Lebanon's government? What conflict did this lead to? *Christian and Muslim politicians shared power after independence; but over time, cooperation broke down and civil war broke out.*
3. a. **Define** Who are the Bedouins? *Arabic-speaking nomads*
  - b. **Explain** Who provides economic aid to Jordan? *oil-rich Arab nations and the United States*

### Critical Thinking

4. **Compare and Contrast** Use your notes to identify similarities and differences among the people in the three countries. **Similarities**—Syria: 90% Arab, Lebanon: mostly Arab, Jordan: Arab; **Differences**—Syria: Muslim groups are Sunni, Druze, and Alawites, 10% Christian, some Jewish communities; Lebanon: Muslim groups are Sunni and Shia, main Christian group is Maronites; Jordan: Arabs are Bedouin nomads, Palestinian Arab refugees

	Similarities	Differences
Syria		
Lebanon		
Jordan		

716 Module 21

## SPECIAL NEEDS STUDENTS

### Syria, Lebanon, and Jordan Discussion

1. Write each of the following people, places, and terms on the board for all to see: *Damascus, Bashar al-Assad, Druze, Maronites, Beirut, King Hussein, Bedouins, Amman.*
2. Organize students into mixed-ability groups. Have the groups take turns choosing a person, place, or term from the board. Then ask each group to work together to explain specific details about the selected person, place, or term in connection with Syria, Lebanon, or Jordan. Encourage students to express their answers orally, in writing, through illustrations, or in brief skits.

3. If necessary, discuss facts that students did not mention. Then have students summarize the main ideas covered in the text about the region.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

## ► Online Assessment

### 1. Why did a civil war begin in Syria?

- because ISIL forced millions of people from their homes
- because ISIL began supplying weapons to anti-government protesters
- because of the violent response of the Syrian government to anti-government protesters
- because the Syrian government failed to make acceptable progress in improving the economy

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

After Bashar al-Assad's government violently responded to anti-government protesters, *a civil war erupted in Syria*

### 2. How did religion contribute to a civil war in Lebanon that began during the 1970s?

- Sunni and Shia Muslims became locked in a struggle to control the presidency.
- Sunni and Shia Muslims became increasingly unwilling to share political power.
- A Christian minority controlled the presidency after the country gained its independence.
- The Muslim majority refused to share political power after the country gained its independence.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

One reason that a civil war erupted in Lebanon during the 1970s was that the country's *Christian*  population controlled the presidency after Lebanon gained independence.

### 3. Why does Jordan depend on economic aid from oil-rich Arab nations and the United States?

- Jordan has many nomads.
- Jordan has few resources.
- Jordan has a struggling tourism industry.
- Jordan has a struggling banking industry.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Because Jordan has few resources, it depends on economic aid from oil-rich Arab countries and *the United States* .

### 4. Cause and Effect Why did about 5 million Syrians leave the country between 2012 and 2017?

*The civil war that began in Syria made the country a dangerous place to live. By March 2017, hundreds of thousands of people had died as a result of the fighting and more than 11 million had lost their homes. These horrible conditions led refugees to leave the country.*

### 5. Summarize Why was France able to have a cultural influence on Lebanon?

*France gained control of Syria and Lebanon after World War I. As a result of French rule, French culture influenced Lebanese culture. For example, in present-day Lebanon, many people speak French in addition to Arabic.*

### 6. Summarize How has control of Jordan changed over time?

*When Jordan was created after World War I, the British controlled it and named an Arab prince to rule it. In the 1940s the country gained its independence.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 714

### COLLABORATIVE LEARNING

#### The Region's Main Religions

1. Three groups of Muslims are found in Lebanon—the Sunni, Shia, and Druze. Have pairs of students work together to research and take notes on each of these groups and identify their basic beliefs.
2. Have each pair work together to write a brief essay that compares and contrasts the three groups of Muslims.
3. Group each pair with another pair to compare their notes and share what they learned. Have students add to their essays any important information they may have missed.

\*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 30: Research

### ADVANCED/GIFTED

#### Palmyra Poem or Song

1. Have students use the library or the Internet to learn more about the Roman city of Palmyra.
2. Ask students to write a poem or a song that tells about the history of this ancient city. Encourage students to share their poems or songs with the class.

\*Alternative Assessment Handbook, Rubrics 26: Poems and Songs; and 30: Research

continued from page 715

### COMPARE AND CONTRAST

#### Syria, Lebanon, and Jordan

1. As a way to review the important points in this lesson, lead students in a discussion to compare and contrast the history, government, economy, and people (including population and religion) of each country.
2. On the board, make two columns with the headings *Similarities* and *Differences*.
3. Call on students to list the similarities they came up with. As they do, write these in the proper column. Then do the same for differences.
4. Have a class discussion about why students think there are so many more similarities than differences among these countries.

\*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 11: Discussions

### ENGLISH LANGUAGE LEARNERS

#### Artwork

1. To help students demonstrate their understanding of the histories and cultures of Syria, Lebanon, and Jordan, ask them to reflect on the reading and think of something they found interesting.
2. Provide students with whatever art materials are available, and ask them to create a piece of artwork that depicts something interesting they found in the lesson. Use the images in the text box *People of Syria, Lebanon, and Jordan* as models.
3. When the artwork is complete, have the students write a caption explaining the content of the piece. If time allows, have students share their creations in small groups or with the class.

\*Alternative Assessment Handbook, Rubric 3: Artwork

# Social Studies Skills

## Create a Cartogram

### Define the Skill

For statistical information like population figures, geographers sometimes create a special map called a cartogram. A cartogram displays information about countries by the size shown for each country. In contrast, a political map like the one on the right reflects countries' actual physical size. Here are some guidelines for reading and analyzing a cartogram.

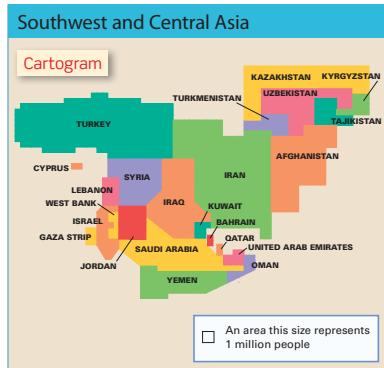
- Read the title of the map to determine the subject area covered.
- Compare the political map to the cartogram. Notice how some countries are much different in size on the cartogram compared to the map.
- Read the cartogram's legend and think about what the information means.

### Learn the Skill

1. Which country has the largest population?
2. How is the size of Saudi Arabia's land area different from the size of its population?
3. Using the cartogram legend, what is the approximate population of Lebanon?

### Practice the Skill

Draw your own cartogram using the gross domestic product, or GDP, of each country in Southwest and Central Asia. Use a reference source or the Internet to find these statistics. Then determine the scale for sizing each country by GDP. For example, you might use one square unit of area per \$10 billion or \$100 billion. Countries with a high GDP should appear larger than countries with a low GDP.



The Eastern Mediterranean 717

## Social Studies Skills

### Create a Cartogram

Explain to students that cartograms can be used to highlight a region's population, political outcomes, religion statistics, ethnic populations, and more. Help students understand that the cartogram does not reflect the actual physical size of the countries shown. Before having students do the Learn the Skill activity, briefly quiz them about the cartogram. For example, ask students why Kazakhstan is smaller in the cartogram than Iraq, when the opposite is true in the political map. *because Kazakhstan's population is smaller than Iraq's* Ask students to use the cartogram to determine Kuwait's population. *about 2 million*

### Learn the Skill

1. Which country has the largest population? *Turkey*
2. How is the size of Saudi Arabia's land area different from the size of its population? *The land area is much larger.*
3. Using the cartogram legend, what is the approximate population of Lebanon? *about 4 million people*

### Practice the Skill

Draw your own cartogram using the gross domestic product, or GDP, of each country in Southwest and Central Asia. Use a reference source or the Internet to find these statistics. Then determine the scale for sizing each country by GDP. For example, you might use one square unit of area per \$10 billion or \$100 billion. Countries with a high GDP should appear larger than countries with a low GDP. *Students' cartograms should include the scale for sizing each country by GDP.*

## Print Assessment

### Review Vocabulary, Terms, and Places

Fill in the blanks with the correct term or place from this module.

1. The \_\_\_\_\_ is the lowest point on any continent and one of the world's saltiest bodies of water. *Dead Sea*
2. A desert located in southern Israel is called the \_\_\_\_\_ *Negev*
3. A \_\_\_\_\_ is a way of doing something. *method*
4. Turkey's largest city is \_\_\_\_\_. *Istanbul*
5. \_\_\_\_\_ means that religion is kept separate from government. *Secular*
6. The dispersal of the Jewish population is known as \_\_\_\_\_. *the Diaspora*
7. A \_\_\_\_\_ is a large farm where people share everything in common. *kibbutz*
8. \_\_\_\_\_ is Lebanon's capital that was badly damaged during the country's civil war. *Beirut*

### Comprehension and Critical Thinking

#### LESSON 1

9. a. **Describe** How is the Eastern Mediterranean considered a part of the Middle East? *located at crossroads between Europe and the Far East (area farther east located on the Pacific Ocean)*
- b. **Draw Conclusions** How would the region's dry climates affect where people lived? *People need to live in areas where they can use irrigation for crops if water is scarce.*
- c. **Predict** What would happen if the region's people did not have access to water? *They would not be able to farm or have drinking water, and they would have to leave the area.*

#### LESSON 2

10. a. **Recall** How was control of Constantinople important? *It was in a strategic location between Europe and Asia.*
- b. **Evaluate** How did Atatürk's efforts to modernize Turkey contribute to cultural change there? *banned certain types of dress, encouraged women to vote and hold office, replaced the Arabic alphabet with the Latin alphabet, adopted the metric system*
- c. **Elaborate** How might Turkey benefit from joining the European Union? *Turkey's economy will benefit by increased trade with Europe.*

#### LESSON 3

11. a. **Define** What is Zionism? *movement that called for Jews to reestablish their ancient homeland*
- b. **Make Inferences** Why does Israel need a strong military? *because of conflicts with its neighbors and ongoing terrorist attacks and threats*
- c. **Elaborate** How has Israel's history affected the country today? *Conflict between Israeli Jews and Palestinian Arabs continues.*

## Module 21 Assessment

### Review Vocabulary, Terms, and Places

Fill in the blanks with the correct term or place from this module.

1. The \_\_\_\_\_ is the lowest point on any continent and one of the world's saltiest bodies of water.
2. A desert located in southern Israel is called the \_\_\_\_\_.
3. A \_\_\_\_\_ is a way of doing something.
4. Turkey's largest city is \_\_\_\_\_.
5. \_\_\_\_\_ means that religion is kept separate from government.
6. The dispersal of the Jewish population is known as \_\_\_\_\_.
7. A \_\_\_\_\_ is a large farm where people share everything in common.
8. \_\_\_\_\_ is Lebanon's capital that was badly damaged during the country's civil war.

### Comprehension and Critical Thinking

#### Lesson 1

9. a. **Describe** How is the Eastern Mediterranean considered a part of the Middle East?  
*located at crossroads between Europe and the Far East (area farther east located on the Pacific Ocean)*
- b. **Draw Conclusions** How would the region's dry climates affect where people lived?  
*People need to live in areas where they can use irrigation for crops if water is scarce.*
- c. **Predict** What would happen if the region's people did not have access to water?  
*They would not be able to farm or have drinking water, and they would have to leave the area.*

#### Lesson 3

11. a. **Define** What is Zionism?
- b. **Make Inferences** Why does Israel need a strong military?
- c. **Elaborate** How has Israel's history affected the country today?
- d. **Explain** What is the significance of Passover?

#### Lesson 4

12. a. **Identify** What is the capital of Syria? Why is it historically significant?
- b. **Identify and Explain** Identify and describe examples of conflict within Syria and Lebanon that led to civil war.
- c. **Evaluate** How do you think Jordan survives with so few resources?

#### Lesson 2

10. a. **Recall** How was control of Constantinople important?
- b. **Evaluate** How did Atatürk's efforts to modernize Turkey contribute to cultural change there?
- c. **Elaborate** How might Turkey benefit from joining the European Union?

718 Module 21



### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Eastern Mediterranean

Have students complete and review all the DBI activities in Part 1.

Use this Analytical Essay Rubric to score students' work in Part 2.

#### RUBRIC

- Students' essays should
- present an analysis of the topic that is detailed and relevant
  - develop the analysis logically, clearly, and accurately
  - cite at least three sources of relevant text evidence from Part 1 in support of their analysis
  - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

**Write an Analytical Essay** How does geography affect conflict and cooperation between regions in the Eastern Mediterranean? Write an analytical essay in which you answer this question. Be sure to discuss the various historic, cultural, and geographic factors that shape the region's people and places. Be sure to cite specific evidence from at least three sources in your response.

## Module 21 Assessment, continued

### Reading Skills 21<sup>ST</sup> CENTURY

**Set a Purpose** Use the information in this module to answer the following questions.

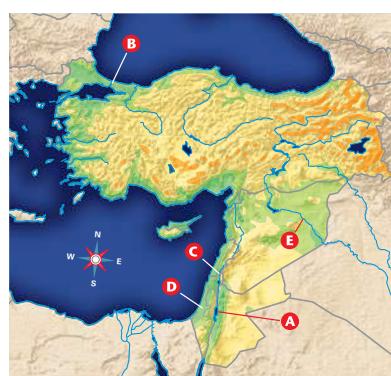
13. How does setting a purpose before you read help you become a better reader?
14. How is your purpose in reading this chapter different from your purpose when you read a newspaper comic strip?
15. How can looking at headings and main idea statements help you set a purpose for reading?

### Social Studies Skills

Use the Social Studies Skills taught in this module to complete the following.

16. **Create a Cartogram** Draw your own cartogram using this life expectancy at birth data for Turkey—72.8, Israel—81.1, Syria—74.9, Lebanon—75.2, Jordan—80.2. Then determine a scale for sizing each country by age. For example, you might use one square unit of area for every 10 years of age. Countries with higher numbers for life expectancy at birth should appear larger than countries with lower life expectancy numbers.
17. **Geographic Questions** Use your cartogram to pose and answer a question that compares population patterns in Southwest Asia to those in North Africa.

### Map Skills 21<sup>ST</sup> CENTURY



18. **The Eastern Mediterranean** On a separate sheet of paper, match the letters on the map with their correct labels.

Bosporus                      Negev  
Israel                            Euphrates River  
Dead Sea

### Focus on Writing

19. **Write a Description** Look over your notes and choose one Eastern Mediterranean country to describe. Organize your notes by topic—physical features, people, culture and government. Then, write a one-to-two-paragraph description of the country. Include information you think would be interesting to someone who knows nothing about the country. Add details that will help your readers picture the country.

The Eastern Mediterranean 719

- d. **Explain** What is the significance of Passover?

a Jewish holiday that celebrates the Israelites' escape from captivity in ancient Egypt

### LESSON 4

12. a. **Identify** What is the capital of Syria? Why is it historically significant? Damascus; oldest continually inhabited city in the world
- b. **Identify and Explain** Identify and describe examples of conflict within Syria and Lebanon that led to civil war. Over time, cooperation between Christian and Muslim groups broke down; hundreds of thousands of Palestinian refugees living in Lebanon added to tension.
- c. **Evaluate** How do you think Jordan survives with so few resources? Jordan survives partly because of its tourism and banking industries, but it also depends on economic aid from oil-rich Arab nations and the United States.

### Reading Skills 21<sup>ST</sup> CENTURY

**Set a Purpose** Use the information in this module to answer the following questions.

13. How does setting a purpose before you read help you become a better reader? Possible answer: It will help you keep a clear focus as you read.
14. How is your purpose in reading this module different from your purpose when you read a newspaper comic strip? Your purpose when reading this module is to learn; your purpose when reading a comic strip is to be entertained.
15. How can looking at headings and main idea statements help you set a purpose for reading? The headings and main idea statements help you know what details to look for as you read.

### Social Studies Skills

Use the Social Studies Skills taught in this module to complete the following.

16. **Create a Cartogram** Draw your own cartogram using this life expectancy at birth data for Turkey—72.8, Israel—81.1, Syria—74.9, Lebanon—75.2, Jordan—80.2. Then determine a scale for sizing each country by age. For example, you might use one square unit of area for every ten years of age. Countries with higher numbers for life expectancy at birth should appear larger than countries with lower life expectancy numbers. Students' responses will vary but should show an understanding of how to create a cartogram.
17. **Geographic Questions** Use your cartogram to pose and answer a question that compares population patterns in Southwest Asia to those in North Africa. Students' responses will vary but should show an understanding of how to use a cartogram to compare population patterns.

## Essential Question ESSAY

In what ways has religion been a big influence on the development of Eastern Mediterranean nations?

### RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
  - illustrate valid reasoning supporting their position
  - cite persuasive evidence supporting their position
  - identify key people, events, and/or turning points that demonstrate understanding of the module content
  - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about the role of religion on the region. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

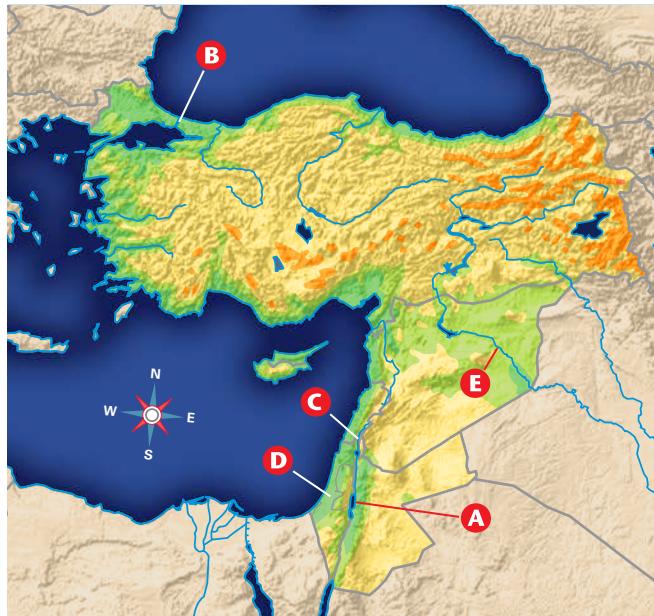
**Alternate Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

## Print Assessment (*continued*)

### Map Skills

18. **The Eastern Mediterranean** On a separate sheet of paper, match the letters on the map with their correct labels. A. Dead Sea; B. Bosphorus; C. Israel; D. Negev; E. Euphrates River

Bosphorus                      Negev  
Israel                            Euphrates River  
Dead Sea



### Focus on Writing

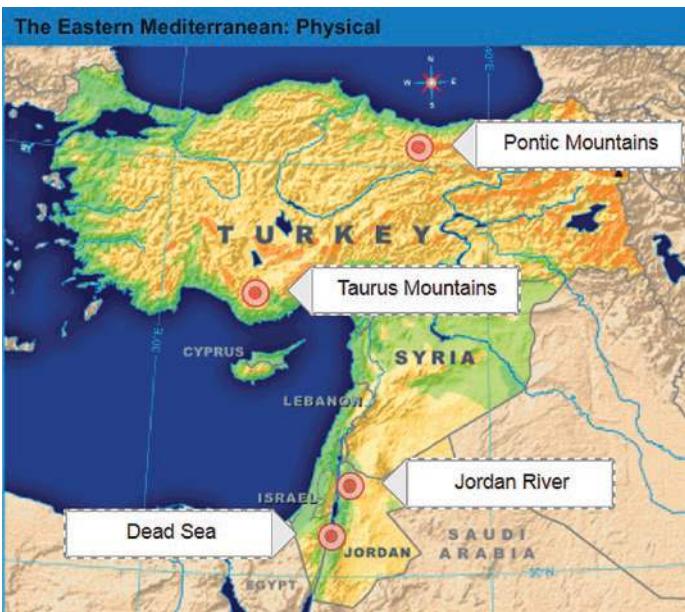
19. **Write a Description** Look over your notes and choose one Eastern Mediterranean country to describe. Organize your notes by topic—physical features, people, culture, and government. Then write a one- or two-paragraph description of the country. Include information you think would be interesting to someone who knows nothing about the country. Add details that will help your readers picture the country.

**RUBRIC** Students' descriptions should

- include information about the physical geography and climate of the country
- give details about the people, culture, and government
- generalize about the region as a whole for comparison
- be detailed and accurate
- include the most interesting aspects about the country and region

## ► Online Assessment

1. Drag the names of the physical features of the Eastern Mediterranean to their correct locations.



2. Drag the name of the climate type into the box next to the area in the Eastern Mediterranean where it can be found.

central Syria	desert
central Turkey	steppe
northern Israel	Mediterranean
northeastern Turkey	humid subtropical

3. Which resource is produced by Syria, Jordan, and Israel?

- copper
- mercury
- phosphates
- sulfur

4. Why did Constantinople become an important trading port?

- because it was located along the Euphrates River
- because it enabled goods to be easily shipped to Mecca
- because it was located at the crossroads of two continents
- because it enabled goods to be exchanged among many nomadic groups

5. Select the answer choices from the drop-down lists to complete the sentence correctly.

A favorite dish in Turkey is kebabs, which are *grilled meats* ▲ on *a piece of wood or metal* ▲.

6. How does Turkish law conflict with the religion of Islam?

- by limiting the number of wives a man can have
- by limiting the number of times a day a person can pray
- by preventing mosques from establishing religious charities
- by preventing the government from giving aid to religious schools

7. Drag the events into chronological order from top to bottom.

- ≡ The kingdom of Israel was established.
- ≡ Rome conquered Judea.
- ≡ Christians from Europe launched a series of invasions of Palestine.
- ≡ Palestine became part of the Ottoman Empire.
- ≡ The United Nations divided the Palestine Mandate into Jewish and Arab states.

8. Drag the term into the box next to its description.

It is a large farm where people share everything in common.	kibbutz
It is the part of the Israeli government that makes laws for the country.	the Knesset
It is the term used to describe foods allowed under Jewish dietary laws.	kosher
It is a Jewish holy day that lasts from sunset Friday until sundown on Saturday.	the Sabbath

9. Why is control of Jerusalem an emotional issue for many people?

- It was the site of the first battle in the Six-Day War.
- It has sites that are holy to the followers of three major religions.
- It has resources that are important to the economies of several nations.
- It was the place where the Palestine Liberation Organization was established.

10. Which of the following caused the growth of the civil war in Syria?

- ISIL began trying to take territory from Syria.
- Syria accepted military assistance from Russia.
- The United States gave aid to the anti-government rebels.
- Bashar al-Assad approved the use of force against anti-government protesters.

11. Drag the events into chronological order from top to bottom.

- ≡ Many religious and ethnic minorities settled in Lebanon.
- ≡ France gained control of Lebanon.
- ≡ Christians and Muslims shared power in Lebanon.
- ≡ Civil war broke out in Lebanon.

12. How did King Hussein change Jordan?

- by developing its oil resources
- by refusing to accept foreign aid
- by enacting some democratic reforms
- by helping to secure its independence