

Essential Question Preview

Can the Arabian Peninsula to Central Asia region achieve stability after a long history of conflict?

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

Explore the Essential Question

- Explain to students that the Arabian Peninsula, Iraq, and Iran all have valuable mineral resources, such as oil. Ask students to describe how these resources might affect the local economies.
- Explain to students that religious, governmental, economic, and cultural differences have led to tensions and conflicts in these regions. Point out that some conflicts have involved countries from outside these regions.

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:

What factors have caused political instability in this region?

How has the discovery of oil changed local economies and society in general?

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 20

The Arabian Peninsula to Central Asia

Essential Question

Can the Arabian Peninsula to Central Asia region achieve stability after a long history of conflict?

Explore ONLINE!

VIDEOS, including ...

- Operation Desert Storm
- The Persians
- The Silk Road

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Channel One News Video: Inside Iran, Part 7
- Image with Hotspots: Ancient Irrigation
- Interactive Map: The Safavid Empire
- Compare Images: The Aral Sea

In this module, you will learn about the cultural and geographic characteristics of the Arabian Peninsula to Central Asia. You will also learn how foreign invasion and influence have affected the region.

What You Will Learn

Lesson 1: Physical Geography	663
The Big Idea	The Arabian Peninsula to Central Asia is an extremely dry region with valuable oil and mineral resources.
Lesson 2: The Arabian Peninsula	670
The Big Idea	Most countries of the Arabian Peninsula share three main characteristics: Islamic religion and culture, monarchy as a form of government, and valuable oil resources.
Lesson 3: Iraq	676
The Big Idea	Iraq, a country with a rich culture and natural resources, faces the challenge of rebuilding after years of conflict.
Lesson 4: Iran	681
The Big Idea	Islam is a huge influence on government and daily life in Iran.
Lesson 5: Central Asia	686
The Big Idea	While they share similar histories, traditions, and challenges, different ethnic groups create unique cultures for the countries of Central Asia.

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Explore the Online Video

ANALYZE VIDEOS

Inside Iran, Part 7

Invite students to watch the video to learn about the development of Iran's tourism industry.

History What is one reason Iran is attracting more tourists? *Possible answer: The political climate in Iran is more moderate now.*

Lesson 1 Big Idea

The Arabian Peninsula to Central Asia is an extremely dry region with valuable oil and mineral resources.

Main Ideas

- Major physical features of the Arabian Peninsula, Iraq, and Iran include desert plains and mountains, a dry climate with little vegetation, and valuable oil resources.
- Central Asia is a landlocked region with rugged mountains, a harsh, dry climate with minimal vegetation, and valuable mineral and oil resources.

Lesson 2 Big Idea

Most countries of the Arabian Peninsula share three main characteristics: Islamic religion and culture, monarchy as a form of government, and valuable oil resources.

Main Ideas

- Islamic culture and an economy greatly based on oil influence life in Saudi Arabia.
- Most Arabian Peninsula countries other than Iraq and Iran are monarchies influenced by Islamic culture and oil resources.

Lesson 3 Big Idea

Iraq, a country with a rich culture and natural resources, faces the challenge of rebuilding after years of conflict.

Main Ideas

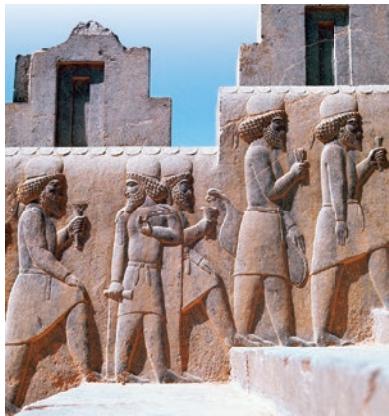
- Iraq's history includes rule by many conquerors and cultures. Its recent history includes wars.
- Most of Iraq's people are Arab, and Iraqi culture includes the religion of Islam.

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Geography Much of Central Asia's land is rugged. Here, mountains rise behind the city of Almaty, Kazakhstan.

History Stone sculptures of Persians making offerings to their king line the steps of the ancient city of Persepolis in present-day Iran.



Culture Islam is a major part of the culture in every country in the region. These women pray at a mosque in Mecca, Saudi Arabia.

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- Iraq today must rebuild its government and economy, which have suffered from years of conflict.

Lesson 4 Big Idea

Islam is a huge influence on government and daily life in Iran.

Main Ideas

- Iran's history includes great empires and an Islamic republic.
- In Iran today, Islamic religious leaders restrict the rights of most Iranians.

Lesson 5 Big Idea

While they share similar histories, traditions, and challenges, different ethnic groups create unique cultures for the countries of Central Asia.

Main Ideas

- Throughout history, many different groups have conquered Central Asia.
- Many different ethnic groups and their traditions influence culture in Central Asia.
- The countries of Central Asia are working to develop their economies and to improve political stability in the region.
- The countries of Central Asia face issues and challenges related to the environment, the economy, and politics.

Explore the Map and Images

The Arabian Peninsula to Central Asia: Political

Iraq, Iran, and the countries of the Arabian Peninsula lie at the crossroads of Europe, Africa, and Asia. Some of the world's earliest and most distinguished civilizations developed in Iraq. Countries such as Kazakhstan, Kyrgyzstan, and Turkmenistan that formed when the USSR dissolved are home to ancient cultures. Today, as home of the world's largest oil reserves, these regions are extremely important in the world both economically and politically.

Geography Ask students how they think the mountains in Almaty, Kazakhstan might affect life there.

History The stone sculptures at Persepolis served as an example to ancient Persians of how to act before their king.

Culture Every Muslim is expected to visit the Islamic holy city of Mecca at least once, if possible.

Analyze Visuals

Have students examine the images and answer the following question:

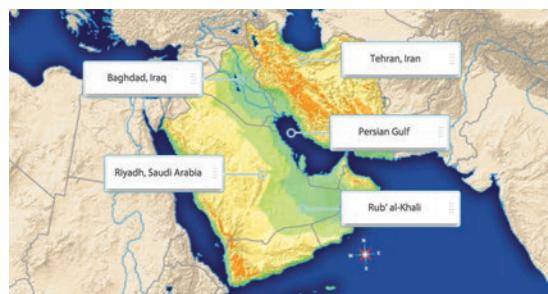
What might be some reasons the stone sculptures at Persepolis were built? *Possible answers: to decorate the city, to honor the king, to set an example for Persians of how to act before their king*

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.



Reading Social Studies

Reading Social Studies

READING FOCUS

Reread

Help students understand that rereading is an important strategy for clarifying information, especially main ideas and details. Model for students how to reread to clarify information and improve understanding. Read aloud the excerpt from Lesson 4, *Iran*. Point out the reference to “they” in the last sentence. Ask students to reread silently to identify whom exactly “they” refers to and ask why “they” built beautiful mosques. After students have reread independently, have them check their answers with a partner, rereading in pairs to clarify their understanding as necessary.

You Try It!

Main details: Tigris and Euphrates Rivers, exotic rivers, Mesopotamia; Restate details: Rivers are separate, then together. Exotic means they start in humid areas and then flow through dry areas. Mesopotamia is the land between the rivers.

Reread

READING FOCUS

Rereading can help you understand the vocabulary terms, main ideas, and details in a passage. Follow these steps in rereading. First, read the whole passage. Look over the passage and identify the vocabulary terms, main ideas, and details that you need help understanding. Then reread the passage slowly. As you read, make sure you understand new information by summarizing a passage silently. For especially difficult texts, you may wish to take turns reading aloud and checking understanding with a friend. Finally, if necessary, seek help from a teacher to clarify understanding.

The Persian Empire was later conquered by several Muslim empires. Muslims converted the Persians to Islam, but most people retained their Persian culture. They built beautiful mosques with colorful tiles and large domes.

1. Read the passage.
2. Identify the main details to focus on.
Persian Empire, Muslims, culture
3. Reread and restate the details silently
The Persian Empire was first. Then it was conquered by Muslims. Persian and Muslim cultures blended. Mosques show the region’s culture.
4. Reread with a friend or seek help from a teacher.

YOU TRY IT!

Read the following passage. Then, following the three steps above, write down the main details to focus on. After you reread the paragraph, write down the information restated in your own words to show that you understood what you read. As needed, seek help from a teacher or friend to clarify meaning.

The Tigris and Euphrates rivers flow across a low, flat plain in Iraq. They join together before they reach the Persian Gulf. The Tigris and Euphrates are what are known as exotic rivers, or rivers that begin in humid regions and then flow through dry areas. The rivers create a narrow fertile area, which in ancient times was called Mesopotamia, or the “land between rivers.”

As you read this module, follow the steps for rereading to clarify information and improve understanding.



Physical Geography

- Physical Features of the Arabian Peninsula, Iraq, and Iran
- Ancient Irrigation
- The Aral Sea

Visuals

Videos

LESSON 1

Big Idea

The Arabian Peninsula to Central Asia is an extremely dry region with valuable oil and mineral resources.

Maps,
Graphs, and
Charts

- Map: Arabian Peninsula, Iraq, and Iran: Physical
- Map: The Arabian Peninsula, Iraq, and Iran: Climate
- Map: Central Asia: Physical
- Map: Central Asia: Land Use and Resources

- Geographic Feature:** Satellite View: Pivot-Irrigated Fields
- Problems in the Pamirs
- The Politics of Water
- Plant Life in the Arabian Deserts

Extend
and Enrich

Sources

- Document-Based Investigation: The Bedouins
- Document-Based Investigation: Cotton Farming

Assessment

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

► Online Lesson 1 Enrichment Activities

Problems in the Pamirs

Article Students read how a 1911 earthquake caused the damming of the Murgab River and, if another quake were to occur, this dam could collapse, leading to a major calamity. Students then write a brief proposal stating how this problem might be addressed.

Plant Life in the Arabian Deserts

Article Students read about plants that thrive in the Arabian deserts. They then conduct research to learn more about specific plants and create a poster highlighting the places in which the plants grow and the parts of the plants that help them survive in the desert.

The Politics of Water

Activity Students conduct research to learn about regions where major conflicts exist over water allocation. They then create a short presentation discussing a specific topic on this subject.

Physical Geography

The Big Idea

The Arabian Peninsula to Central Asia is an extremely dry region with valuable oil and mineral resources.

Main Ideas

- Major physical features of the Arabian Peninsula, Iraq, and Iran include desert plains and mountains, a dry climate with little vegetation, and valuable oil resources.
- Central Asia is a landlocked region with rugged mountains, a harsh, dry climate with minimal vegetation, and valuable mineral and oil resources.

Key Terms and Places

Arabian Peninsula
Persian Gulf
Tigris River
Euphrates River
oasis
wadis
fossil water
landlocked
Pamirs
Fergana Valley
Aral Sea
Kara-Kum
Kyzyl Kum

If YOU lived there ...

You are flying in a plane over the Arabian Peninsula to the Central Asia region. As you look down, you see some tents of desert nomads around trees of an oasis. Sometimes you can see a line of camels crossing the dry, rocky terrain. A shiny oil pipeline stretches for miles in the distance. Then the plane flies low over the steep mountains and narrow valleys of Central Asia. Icy glaciers fill some of the valleys. A few silvery rivers flow out of the mountains and across a green plain. This plain is the only green spot you can see in this rugged landscape.

How would these landscapes affect people?

The Arabian Peninsula, Iraq, and Iran

Iran, Iraq, and the countries of the Arabian Peninsula are part of a region sometimes called the "Middle East." This region lies at the intersection of Africa, Asia, and Europe. Much of the region is dry and rugged.

Physical Features Did you know that not all deserts are made of sand? The **Arabian Peninsula** has the largest sand desert in the world. It has huge expanses of desert covered with bare rock or gravel. These wide desert plains are a common landscape in the region that includes the Arabian Peninsula, Iraq, and Iran. Locate the countries of this region on a map. Notice how they appear in a semicircle, with the **Persian Gulf** in the center. The Arabian Peninsula is also bounded by the Strait of Hormuz, the Gulf of Oman, the Arabian Sea, and the Red Sea. The Caspian Sea borders Iran to the north.

The region contains four main landforms: rivers, plains, plateaus, and mountains. The **Tigris** (TY-gruhs) and **Euphrates** (yooh-FRAY-teez) rivers flow across a low, flat plain in Iraq. They join together before they reach the Persian Gulf. The Tigris and Euphrates are what are known as exotic rivers, or rivers that begin in humid regions and then flow through dry areas.

The rivers create a narrow, fertile area, which in ancient times gave rise to the world's first civilization. Many people found it to be an ideal place to settle so they could develop

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Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How would these landscapes affect people?

Review the geographic 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 GEOGRAPHIC influences:

- nomadic life depends on limited water supplies
- crossing the desert takes a long time because it is so vast
- the mountains of Central Asia are a difficult place to live, but the plain is more inhabitable

Consider ECONOMIC influences:

- people need to buy lots of supplies to cross the desert on foot or by camel
- jobs in the oil industry offer more pay but can be more dangerous
- only some regions of Central Asia provide the needed environment for agriculture

2. Direct Teach

Introduce the Big Idea: *The Arabian Peninsula to Central Asia is an extremely dry region with valuable oil and mineral resources.* Have students imagine that they live in a region where most people struggle because of a shortage of water. The land is unsuitable for crops. Then a valuable resource, oil, is discovered. Ask: How do you think your life would change?

3. Practice/Assess/Inquire

Have each student create a proposal to the United Nations requesting a memorial or historical marker for Mesopotamia. Have students explain why they believe there should be a memorial and what significance Mesopotamia has to history. Remind students to cite specific accomplishments from the section and to use persuasive language in their proposals.

4. Explore (Collaborative Exploration)

Have each student share his or her proposal.

5. Whole Group Close/Reflect

Have each student create a physical or political map of the Arabian Peninsula, Iraq, and Iran showing the location of ancient Mesopotamia.

*Alternative Assessment Handbook, Rubric 20: Map Creation

ONLINE DOCUMENT-BASED INVESTIGATION

The Arabian Peninsula to Central Asia

The Bedouins and Cotton Farming are the first two of seven document-based investigations that students will analyze in The Arabian Peninsula to Central Asia. Students will explore the visuals and their captions.

Teach the Main Idea

Major physical features of the Arabian Peninsula, Iraq, and Iran include desert plains and mountains, a dry climate with little vegetation, and valuable oil resources.

Define What are exotic rivers? *rivers that begin in humid regions and then flow through dry areas*

Contrast How do the Arabian Peninsula's desert plains differ in the south and north? *covered with sand in south, volcanic rock in north*

Draw Conclusions If you saw a plant growing in the desert, what would you conclude about the way its roots grow? *that they grow either deep or spread out far*

Make Predictions Which country in this region might have the easiest time developing a new economy if oil sources get low? *Possible answer: Iran, because of its many mineral deposits*

More About ...

The Great Salt Desert Iran's Great Salt Desert (Dasht-e Kavir) is about 500 miles long and 200 miles wide—almost the size of Colorado. Its name comes from the fact that more water evaporates there than is replaced by rain, leaving salt deposits on the land.

Connect to Literature: Desert Poem Show students a picture of Rub' al-Khali. Have them create a list of adjectives describing the picture. Have students write a poem with the first and last line *Rub' al-Khali*, with several lines that use the adjectives to create an image and feeling for the reader.

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:

Contrast How do the Arabian Peninsula's desert plains differ in the south and north? *The peninsula's desert plains are covered with sand in the south and volcanic rock in the north.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

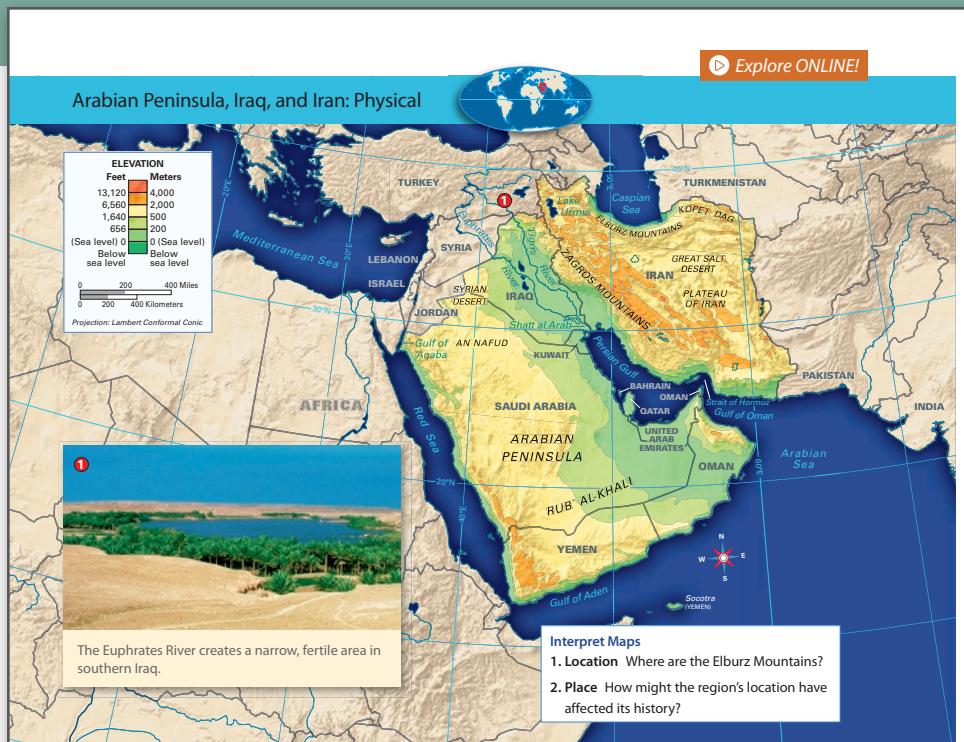
Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Arabian Peninsula, Persian Gulf, Tigris River, Euphrates River, oasis, wadis, fossil water, landlocked, Pamirs, Fergana Valley, Aral Sea, Kara-Kum, Kyzyl Kum.**

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Ancient Irrigation

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

Analyze Visuals Why were canals important to settlements along the river? *Possible answer: Canals helped control the river water, which protected settlements from flooding and moved water to their fields.*



farming and domesticate animals. The area is called Mesopotamia, or the "land between the rivers." The Tigris and Euphrates were also important for transportation and trade. Mesopotamia became a crossroads for trade between India, China, Egypt, and people living along the eastern Mediterranean. The rivers helped in water transportation of goods.

The vast, dry expanse of the Arabian Peninsula is covered by plains in the east. The peninsula's desert plains are covered with sand in the south and volcanic rock in the north. As you can see on the map, the surface of the peninsula rises gradually from the Persian Gulf to the Red Sea. Near the Red Sea, the landscape becomes one of plateaus and mountains, with almost no coastal plain. The highest point on the peninsula is in the mountains of Yemen. The Arabian Peninsula has no permanent rivers.

Plateaus and mountains also cover most of Iran. In fact, Iran is one of the world's most mountainous countries. In the west, the land climbs sharply to form the Zagros Mountains. The Elburz Mountains and the Kopet-Dag lie in the north. Historically, the mountains have been a barrier, isolating towns and helping them control their territories.

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ONLINE INTERACTIVE MAPS

Arabian Peninsula, Iraq, and Iran: Physical

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

Location Where are the Elburz Mountains? Circle them on the map and answer the question. *in northern Iran near the Caspian Sea*

In print edition, see map of same title.

1. Location Where are the Elburz Mountains? *in northern Iran near the Caspian Sea*

2. Place How might the region's location have affected its history? *The region's culture and civilizations influenced and were influenced by those in the neighboring continents.*

For additional instruction, go to end of lesson.

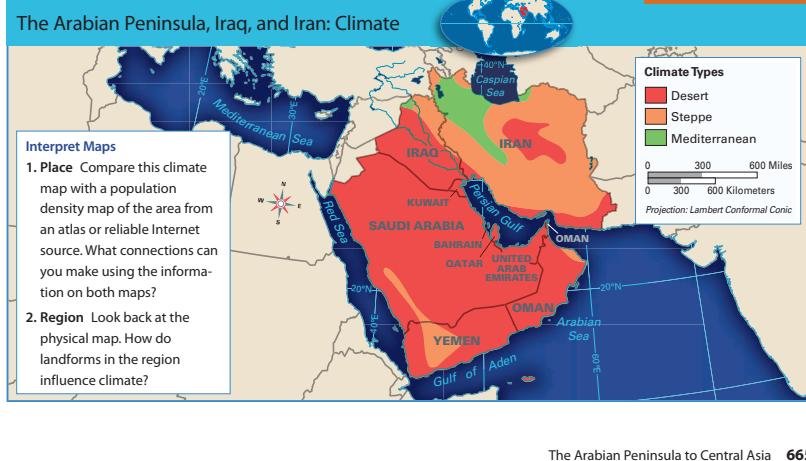
Climate and Vegetation As you have already read, most of this region has a desert climate. The desert can be both very hot and very cold. In the summer, afternoon temperatures regularly climb to over 100°F (38°C). During the night, however, the temperature may drop quickly. Nighttime temperatures in the winter sometimes dip below freezing.

The world's largest sand desert, the Rub' al-Khali (ROOB ahl-KAH-lee), covers much of southern Saudi Arabia. *Rub' al-Khali* means "Empty Quarter," a name given to the area because there is so little life there. Sand dunes in the desert can rise to 800 feet (244 m) high and stretch for nearly 200 miles (322 km)! In northern Saudi Arabia is the An Nafud (ahn nah-FOOD), another large desert. These deserts are among the driest places in the world. The Rub' al-Khali receives an average of less than 4 inches (10 cm) of rainfall each year.

Some plateau and mountain areas do get winter rains or snow. These higher areas generally have semiarid steppe climates. Some mountain peaks receive more than 50 inches (127 cm) of rain per year.

Rainfall supports vegetation in some parts of the region. Trees are common in mountain regions and in scattered desert oases. An **oasis** is a wet, fertile area in a desert that forms where underground water bubbles to the surface. Most desert plants have adapted to survive without much rain. For example, the shrubs and grasses that grow on the region's dry plains have roots that either grow deep or spread out far to capture as much water as possible. Still, some places in the region are too dry.

People have lived in deserts throughout history. Desert life has many challenges and population density is generally low. The people who inhabit deserts have adapted their lives to this arid land. The Bedouins (BEHD-oo-ihnz) are one example of a desert-dwelling group. These Arab herders have moved from place to place for centuries because of limited farmland.



SPECIAL NEEDS STUDENTS

Relative Location

- Provide each student with a blank outline map of the region. Have students copy the name of each country from the map in the text, using a different color for each. Have students use that same color to outline the country's boundary.
- Discuss the meaning of the term *relative location*. You might begin by asking how students might tell someone where they live. One way is to give their address (such as "201 Merry Street"). This address explains exactly where they are located. Sometimes this is referred to as an "absolute location." Another way is to

provide a "relative location," which explains a location "relative to" other objects. For example, a house might be described as three blocks west of the library and two blocks north of City Park.

- Have each student name a country on this map and describe its relative location.

*Alternative Assessment Handbook, Rubric 21: Map Reading

ONLINE INTERACTIVE MAPS

Arabian Peninsula, Iraq, and Iran: Climate

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

Place Which country has only a desert climate?

Qatar

In print edition, see map of same title.

1. Place Compare this climate map with a population density map of the area from an atlas or reliable Internet source. What connections can you make using the information on both maps? *Possible answer:* *There are higher population densities along the coast due to the harsh desert climate.*

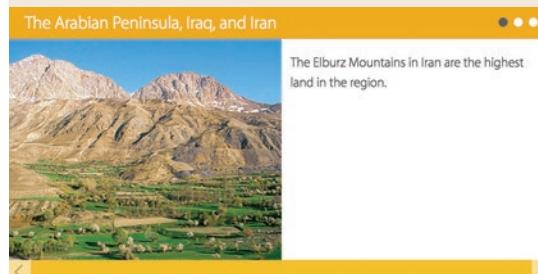
2. Region Look back at the physical map. How do landforms in the region influence climate? *Possible answer:* *The plateau and mountain areas get winter rains and snow, which give those areas a semiarid steppe climate.*

ONLINE INTERACTIVE VISUALS

Image Carousel: Physical Features of the Arabian Peninsula, Iraq, and Iran

Have students navigate through the carousel and note the different physical features of this region that are shown. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What do you think causes ridges and patterns to form in the desert sand? *wind*



ONLINE DOCUMENT-BASED INVESTIGATION

The Bedouins

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

Analyze Sources Study the photo. What are some ways this Bedouin man adapts to his surroundings? *Possible answers:* *lightweight clothing and headdress to protect him from the harsh environment; use of camel for transportation*

Teach the Main Idea

Central Asia is a landlocked region with rugged mountains, a harsh, dry climate with minimal vegetation, and valuable mineral and oil resources.

Recall What are the main types of physical features in Central Asia? *mountains, plains and plateaus, rivers and lakes*

Analyze Why is the Fergana Valley significant to the region? *It is fertile and has been a center of farming for thousands of years.*

Draw Conclusions Where in the Kara-Kum and Kyzyl Kum deserts would people most likely live? *near rivers*

Understand Cause and Effect What has caused the conflict over natural resources between Uzbekistan and Turkmenistan? *different ideas about how to use water from rivers Syr Darya and Amu Darya*

More About . . .

Human-Environment Interaction

People have built two major structures to help them live in or cross the Kara-Kum Desert. One is the Kara-Kum Canal, the largest irrigation canal in the world. The other is the Trans-Caspian Railroad, a major transportation route in Central Asia.

Connect to Today Many groups are working to increase the efficiency of water usage in arid and semiarid regions of the world. One of these organizations is the International Center for Biosaline Agriculture (ICBA). ICBA realizes that as the world population increases, it is becoming increasingly necessary to use marginal land for agriculture. Some of the methods they propose are using saltwater and treated wastewater to irrigate crops and diversifying crop production. For example, one of their projects in the United Arab Emirates uses saltwater to irrigate nontraditional crops.

READING CHECK

Summarize What are the major physical features of this area? *mainly desert plains and mountains*

The Bedouins wear lightweight clothing and headresses to protect themselves from the harsh environment. They migrate through the desert in search of water and grazing land for their herds. Camels are their main method of transportation because they can survive long periods without water. Today, only a small number of Bedouins continue to live a traditional nomadic lifestyle.

Resources Water is one of the region's two most valuable resources. However, water is very scarce, or limited. The unequal distribution of water impacts irrigation and the availability of drinking water. In some places in the desert, springs provide water. At other places, water comes from wells dug into dry streambeds called **wadis**. Modern wells can reach water deep underground called fossil water. **Fossil water** is water that is not replaced by rainfall. The image shows how farmers modify the environment by using fossil water. Wells that pump fossil water will eventually run dry.

While water is scarce, the region's other important resource, oil, is plentiful. Oil exports bring great wealth to the countries that have oil fields. Most of the oil fields are located near the shores of the Persian Gulf. However, although oil is plentiful now, it cannot be replaced once it is taken from Earth. Too much drilling for oil now may cause problems in the future because most countries of the region are not rich in other resources. Iran is an exception with its many mineral deposits.

Central Asia

The physical geography of Central Asia affects the lives of the people who live there. This region has been shaped throughout its history by its isolated location and rugged terrain.

Physical Features As the name suggests, Central Asia lies in the middle of Asia. All of the countries in this region are **landlocked**. Landlocked means completely surrounded by land with no direct access to the ocean. This isolated location is just one challenge presented by the physical features of the region.

Pivot-Irrigated Fields

This satellite image shows how fossil water has converted desert land into farmers' fields. Each circular plot of land has a water source at its center. An irrigation device extends out and pivots around the center.



Analyze Visuals
Why are the fields circular?

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GEOGRAPHIC FEATURE

Satellite View: Pivot-Irrigated Fields

Have students study the image to learn how fossil water has allowed farmers to grow crops. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why are the fields circular? *Because the irrigation pattern forms a circle, this will be the shape of the fertile land created by the water, and the satellite image shows the vegetation that results.*

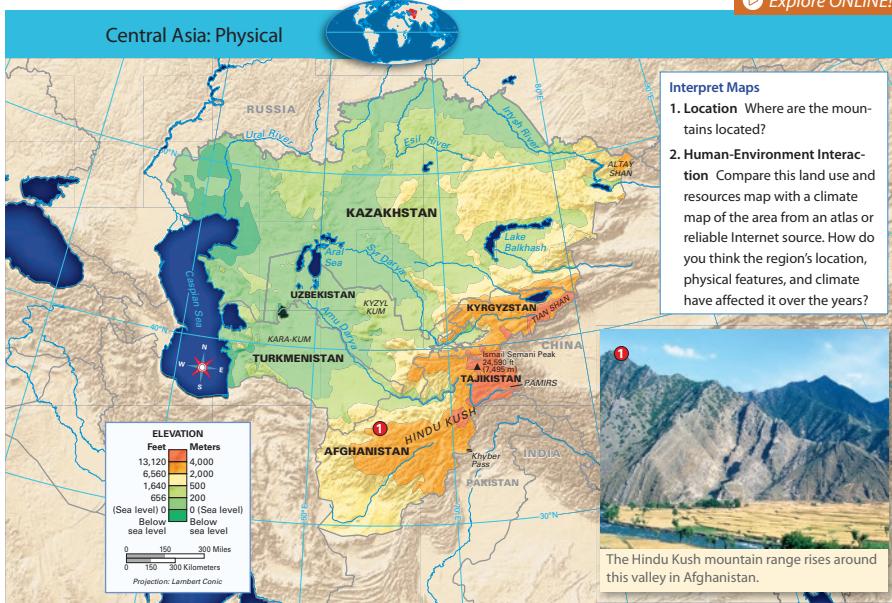
SPECIAL NEEDS STUDENTS

Create Country Mnemonics

- To help students remember the first letters in the names of Central Asia's countries, teach them this mnemonic: Knees Above Toes, Knees Under Tummy.
- Have students work with a partner to create their own mnemonic devices.
- Ask for volunteers to share their mnemonic devices with the group.

*Alternative Assessment Handbook, Rubric 14: Group Activity

For additional instruction, go to end of lesson.



Mountains Much of Central Asia has a rugged landscape. In the south, many high mountain ranges, such as the Hindu Kush, stretch through Afghanistan. Tajikistan and Kyrgyzstan are also very mountainous. Large glaciers are common in high mountains such as the **Pamirs**.

Like its landlocked location, Central Asia's rugged terrain presents a challenge for the region. Throughout history, the mountains have made travel and communication difficult and have contributed to the region's isolation. In addition, tectonic activity causes frequent earthquakes there.

Plains and Plateaus From the mountains in the east, the land gradually slopes toward the west. There, near the Caspian Sea, the land is as low as 95 feet (29 m) below sea level. The central part of the region, between the mountains and the Caspian Sea, is covered with plains and low plateaus.

The plains region is the site of the fertile **Fergana Valley**. This large valley has been a major center of farming in the region for thousands of years.

Rivers and Lakes The Fergana Valley is fertile because of two rivers that flow through it—the Syr Darya (sir duhr-YAH) and the Amu Darya (uh-MOO duhr-YAH). These rivers flow from eastern mountains into the **Aral Sea**, which is really a large lake. Another important lake, Lake Balkhash, has freshwater at one end and salty water at the other end.

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ONLINE INTERACTIVE MAPS

Central Asia: Physical

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

Location Where are the mountains located? *mainly in the southern and eastern parts of the region in Kyrgyzstan, Tajikistan, and Afghanistan*

In print edition, see map of same title.

1. Location Where are the mountains located? *mainly in the southern and eastern parts of the region in Kyrgyzstan, Tajikistan, and Afghanistan*

2. Human-Environment Interaction Compare this land use and resources map with a climate map of the area from an atlas or reliable Internet source. How do you think the region's location, physical features, and climate have affected it over the years? *Possible answer: made it hard for people to travel, communicate, and grow various crops*



ADVANCED/GIFTED

Hindu Kush Mountain Range

1. Have students research the Hindu Kush mountain range, gathering information and pictures.
2. Instruct students to use their findings to create illustrated magazine articles about the mountain range. Suggest that students first review some magazines to determine what makes a successful article. Encourage them to write the article in such a way that it will hold the reader's interest.

*Alternative Assessment Handbook, Rubrics 19: Magazines; and 30: Research

ENGLISH LANGUAGE LEARNERS

Examine a Physical Map

1. Have students examine the map, legend, image caption, and location information. Ask them to point out bodies of water and to say what the legend colors show.
2. Discuss the meaning of the concepts *landlocked* and *below sea level*.
3. Have students use standard English to describe the physical features of a country.

*Alternative Assessment Handbook, Rubric 21: Map Reading

ONLINE INTERACTIVE MAPS

Central Asia: Land Use and Resources

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

Location Where is most of Central Asia's oil?

Kazakhstan, Turkmenistan, and Uzbekistan

In print edition, see map of same title.

1. Location Where is most of Central Asia's oil?

Kazakhstan, Turkmenistan, and Uzbekistan

2. Human-Environment Interaction What makes some places good for commercial farming?

water for irrigation, milder climate, and rainfall

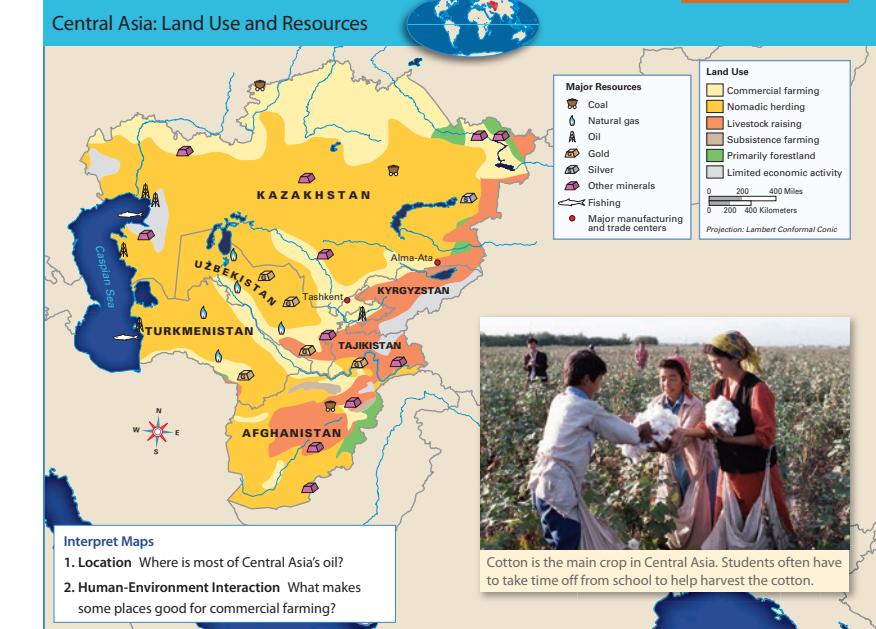


LINK TO ECONOMICS

Doing Business in Central Asia

1. Instruct students to pick a major resource from the Central Asia: Land Use and Resources map legend and imagine they are in that business.
2. Have students write a paragraph explaining which country in Central Asia they would want to do business with and why. Instruct students to conduct research on the availability of this resource in their chosen country so they can include additional information to their paragraphs.

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 42: Writing to Inform



Climate and Vegetation Most places in Central Asia have harsh, dry climates. Extreme temperature ranges and limited rainfall make it difficult for plants to grow there.

One area with harsh climates in the region is the mountain area in the east. The high peaks in this area are too cold, dry, and windy for vegetation.

West of the mountains and east of the Caspian Sea is another harsh region. Two deserts—the Kara-Kum (kahr-uh-KOOM) in Turkmenistan and the Kyzyl Kum (ki-ZIL KOOM) in Uzbekistan and Kazakhstan—have extremely high temperatures in the summer. Rainfall is limited, though both deserts contain several settlements. Rivers crossing this dry region make settlements possible because they provide water for irrigation.

The only part of Central Asia with a milder climate is the far north. There, temperature ranges are not so extreme and rainfall is heavy enough for grasses and trees to grow.

Natural Resources In this dry region, water is one of the most valuable resources. Although water is scarce, the countries of Central Asia do have oil and other resources.

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INTERPRET CHARTS

Natural Resources Chart

1. Have students complete a chart like the one below, based on the Central Asia: Land Use and Resources map.
2. Have a class discussion, comparing and contrasting each country's resources.

*Alternative Assessment Handbook, Rubrics 13: Graphic Organizers; and 21: Map Reading

COUNTRY	COAL	NATURAL GAS	OIL	GOLD	SILVER	OTHER MATERIALS	FISHING
Afghanistan	X				X		
Kazakhstan	X		X		X	X	X
Kyrgyzstan							
Tajikistan			X	X		X	
Turkmenistan		X	X	X			X
Uzbekistan		X		X		X	

ONLINE DOCUMENT-BASED INVESTIGATION

Cotton Farming

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

Analyze Sources How does this photo show the importance of farming in Central Asia? Possible answer: Young people are learning how to harvest crops. They sometimes take time off from school to help in the fields.

Water The main water sources in southern Central Asia are the Syr Darya and Amu Darya rivers. Scarcity has led to different ideas over how to use the water from these rivers, which led to conflict between Uzbekistan and Turkmenistan.

Today, farmers use river water mostly to irrigate cotton fields. Cotton grows well in Central Asia's sunny climate, but it requires a lot of water. Irrigation once took so much water from the rivers that almost no water reached the Aral Sea. The effect of this irrigation was devastating. The Aral Sea lost about 90 percent of its water and large areas of sea floor were exposed. Since then, area governments have built dams to control the water to restore parts of the lake.

In addition to water for irrigation, Central Asia's rivers supply power. Some countries have built large dams on the rivers to generate hydroelectricity.

Oil and Other Resources The resources that present the best economic opportunities for Central Asia are oil and gas. Uzbekistan, Kazakhstan, and Turkmenistan all have huge reserves of these resources. However, these reserves cannot benefit Central Asia unless they can be exported. Since no country in the region has an ocean port, the people are forced to use pipelines. The rugged mountains, along with economic and political turmoil in the area, make building and maintaining pipelines difficult.

In addition to oil and gas, some parts of Central Asia are rich in other minerals. They have deposits of gold, silver, copper, zinc, uranium, and lead. Kazakhstan, in particular, has many mines with these minerals. It also has large amounts of coal.

Summary and Preview The Arabian Peninsula, Iraq, and Iran form a desert region with significant oil resources. Central Asia's rugged terrain, dry climate, and limited resources present many challenges for the area. Next you will learn more about the countries of the Arabian Peninsula.

Reading Check

Form Generalizations Why is it hard for plants to grow in much of Central Asia?

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Identify and Explain** Where was the world's first civilization located? Why was it there? What was significant about its location?
b. **Explain** How have desert plants adapted to their environment?
c. **Define** What is fossil water? How do farmers modify, or change, the land to access this water?
d. **Make Inferences** How do you think resources in the region influence where people live?
e. **Predict** What might happen to the oil-rich countries if their oil was used up or if people found a new energy source to replace oil?
2. a. **Identify** What fertile area has been a center of farming in Central Asia for many years?
b. **Make Inferences** How does Central Asia's terrain affect life there?
c. **Describe** Where do people find water in the deserts?

- d. **Evaluate** How has water become a source of conflict in the region?
e. **Elaborate** What kinds of situations would make it easier for countries of Central Asia to export oil and gas?

Critical Thinking

3. **Find Main Ideas** Look at your notes from this lesson. Draw a chart and record main idea statements about physical features, climate and vegetation, and natural resources.

	Arabian Peninsula, Iraq, and Iran	Central Asia
Physical Features		
Climate and Vegetation		
Natural Resources		

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Print Assessment

Review Ideas, Terms, and Places

1. a. **Identify and Explain** Where was the world's first civilization located? Why was it there? What was significant about its location? *between the Tigris and Euphrates Rivers; land there is fertile; these exotic rivers create fertile land in a dry area*
b. **Explain** How have desert plants adapted to their environment? *Roots grow deep or spread out far.*
c. **Define** What is fossil water? How do farmers modify, or change, the land to access this water? *water that is not replaced by rainfall; by irrigating with a device that extends out and pivots around a water source in the center of a plot of land*
2. a. **Identify** What fertile area has been a center of farming in Central Asia for many years? *Fergana Valley*
b. **Make Inferences** How does Central Asia's terrain affect life there? *makes travel, communication, and growing crops difficult*
- d. **Make Inferences** How do you think resources in the region influence where people live? *Possible answer: People live near sources of water needed for survival and near oil fields that provide jobs.*
e. **Predict** What might happen to the oil-rich countries if their oil was used up or if people found a new energy source to replace oil? *Possible answer: Population would decrease because people would need to move where they could get jobs.*
3. **Find Main Ideas** Look at your notes from this lesson. Draw a chart and record main idea statements about physical features, climate and vegetation, and natural resources. *Charts should include one clear main idea for each topic.*

ONLINE INTERACTIVE VISUALS

Image Compare: The Aral Sea

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What observations can you make when comparing the two images? *Possible answers: Most of the water has disappeared by 2009. The water appears to change in color from blue to dark green as time passes.*

The Aral Sea

In 1960 the Aral Sea was the world's fourth-largest lake. However, human activities over the years caused the Aral Sea to shrink drastically. Farmers took water from the Amu Darya and the Syr Darya to irrigate cotton fields. Less water flowed into the sea than evaporated from it. The lake's former seafloor became a desert of sand and salt. The fishing industry started to die with the sea. In addition, the sea and the surrounding land were polluted with agricultural chemicals, ruining cropland and damaging the health of area residents. Towns that once benefited from their lakeside location were left without access to the water. In the early 2000s area governments built dams to control the water and begin restoration of the lake. Today the Aral Sea is slowly coming back to life.

1976 The Aral Sea was already experiencing the effects of over-irrigation in 1976.



READING CHECK

Form Generalizations Why is it hard for plants to grow in much of Central Asia? *extreme temperature ranges and limited rainfall*

- c. **Describe** Where do people find water in the deserts? *rivers that run through the deserts*
- d. **Evaluate** How has water become a source of conflict in the region? *water is scarce; irrigation took so much water from rivers that the Aral Sea was drying up; different ideas over how to use the water from rivers have led to conflict in region*
- e. **Elaborate** What kinds of situations would make it easier for countries of Central Asia to export oil and gas? *better technology and political cooperation to build pipelines*

Critical Thinking

3. **Find Main Ideas** Look at your notes from this lesson. Draw a chart and record main idea statements about physical features, climate and vegetation, and natural resources. *Charts should include one clear main idea for each topic.*

► Online Assessment

1. Which of the following explains how Mesopotamia was settled and people could establish civilizations there?
 - The area around the Persian Gulf is rich in oil and produces wealth for its inhabitants.
 - The Rub' al-Khali is the largest sand desert in the world and has no permanent rivers.
 - The Elburz and Kopet-Dag Mountain ranges create a barrier to invasion and isolate towns.
 - The Tigris and Euphrates Rivers provide water for crops and for raising domesticated animals.

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

The Tigris and Euphrates Rivers provided the settlers of **Mesopotamia** with water for establishing farming communities and the world's first civilizations.

2. How does geography affect the economies of Turkmenistan, Uzbekistan, and Kazakhstan?
 - Since these are mountainous countries, there are few natural resources.
 - Since these are landlocked countries with no ocean ports, they have difficulty exporting oil.
 - Since these countries lie in an arid zone, there are few rivers to provide water for growing crops.
 - Since these countries lie close to the world's fourth-largest lake, there is a growing fishing industry.

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

The Central Asian countries of **Turkmenistan**, Uzbekistan, and Kazakhstan have many oil reserves, but because these nations are landlocked and mountainous, they must rely on pipelines to export their oil.

3. **Analyze Issues** How does the climate of the Middle East make farming difficult?

Much of the Middle East is covered by desert, and water sources are limited, making farming difficult. Many farmers drill deep wells to access fossil water that is not replaced by rainfall or flooding and, therefore, will eventually run out. In these arid regions, temperatures can change significantly from the day, when temperatures can be above 100°F (38°C), to the night, when temperatures can be below freezing. These extreme temperatures can damage crops.

4. **Analyze Issues** How has the scarcity of water in Central Asia affected relations between Uzbekistan and Turkmenistan?

The Syr Darya and Amu Darya Rivers flow through southern Central Asia and are the main water sources for the farmers in the region. Cotton grows well in the sunny climate of Central Asia, but the crop requires much water. Conflicts over water use have strained relations between these two Central Asian nations. As well, the world's fourth-largest lake, the Aral Sea, has been drying up from poor water management.

ADDITIONAL INSTRUCTIONAL MATERIALS

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STRUGGLING READERS

Bodies of Water

1. Draw a web graphic organizer consisting of a central oval and three smaller ovals. Label the large oval *Bodies of Water: Arabian Peninsula, Iraq, and Iran*. Label one of the other three ovals *River*, another *Gulf*, and the third *Sea*. Have the students copy the diagram.
2. Have students review the physical map of the Arabian Peninsula, Iraq, and Iran and expand the web by adding new ovals with the names of bodies of water shown on the map. Each new oval should connect to the *River*, *Sea*, or *Gulf* oval to identify the type of body it is.

*Alternative Assessment Handbook, Rubrics 13: Graphic Organizer; and 21: Map Reading

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COLLABORATIVE LEARNING

An Oasis Vacation

1. Organize the class into small groups. Tell them that they are going to prepare a multimedia presentation on their visit to a Rub' al-Khali oasis.
2. Each group should divide the presentation into at least three parts:
 - a. A general description of the oasis, including why it is able to exist in the desert; this description should include a map
 - b. A discussion of what they did at the oasis and the kinds of plants and animals it contained
 - c. A summary of a one-day trip into the surrounding desert, including images of what they saw on the trip
3. Instruct students to conduct research to locate the needed information and related images.
4. Have each group give its multimedia presentation to the class.
After the presentation, the group should respond to any questions the class may have about the oasis.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 30: Research

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ENGLISH LANGUAGE LEARNERS

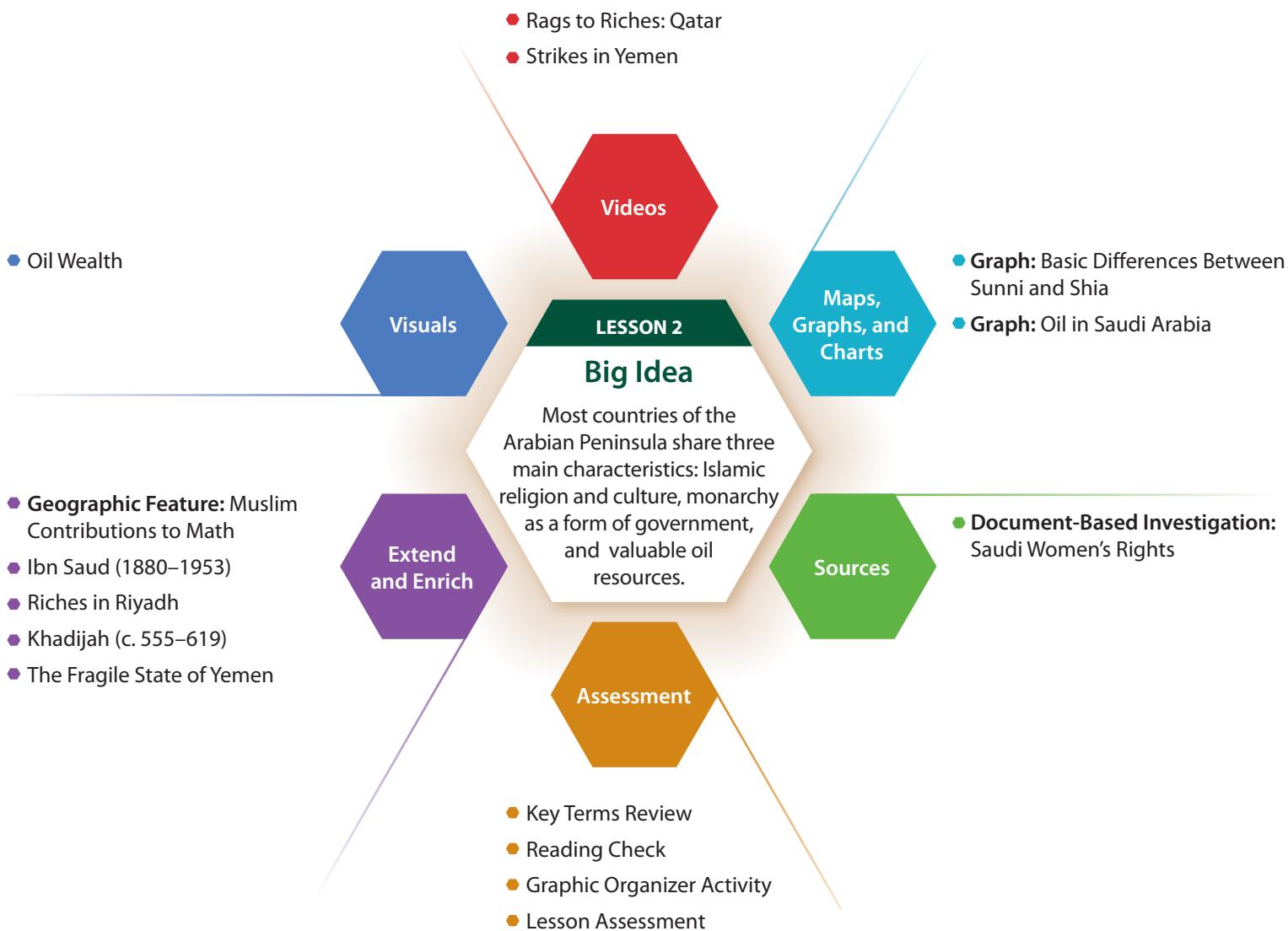
Listen and Describe

1. To help students appropriate the vocabulary in this section, read the *Climate and Vegetation* information aloud as students listen. Read it a second time, and this time have students jot down words that describe the region's climate.
2. Ask students to share the words they have written down, and make a class list of these words on the board.
3. Have students write a paragraph describing the region's climate using three to five of the words from the list.

*Alternative Assessment Handbook, Rubrics 18: Listening; and 40: Writing to Describe



The Arabian Peninsula



► Online Lesson 2 Enrichment Activities

Ibn Saud (1880–1953)

Biography Students learn about Ibn Saud, the first king of Saudi Arabia. Students then imagine they are Ibn Saud at the age of ten and write a journal entry expressing what they believe would be his thoughts at that time.

Riches in Riyadh

Activity Students conduct research to learn about the discovery of oil in Riyadh, Saudi Arabia, in the 1930s and then create a poster illustrating Riyadh's innovations over this time period.

Khadijah (c. 555–619)

Biography Students read about Khadijah, who was one of the most important women in Islamic history. While a wealthy widow, she married Muhammad. Khadijah believed that Muhammad was the awaited prophet of Allah and stood by him when he was opposed by others. Students then write a letter from the point of view of a Muslim stating Khadijah's qualities.

The Fragile State of Yemen

Activity Students conduct research to learn about the fragile state of Yemen. They then write a report in which they discuss the causes and effects of the current situation, along with possible solutions.

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How would you suggest expanding the economy?

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 NEW ENERGY TECHNOLOGIES:

- invest some oil money to research ways to make oil use more efficient
- trade some oil for renewable energy technologies that can then be sold
- become expert in solar energy and sell that

Consider TOURISM:

- plan a marketing campaign to attract more tourists
- increase tourist facilities, such as building more hotels
- improve beaches and tourist attractions

2. Direct Teach

Introduce the Big Idea: *Most countries of the Arabian Peninsula share three main characteristics: Islamic religion and culture, monarchy as a form of government, and valuable oil resources.*

Discuss with students that the countries of the Arabian Peninsula have cultures that have changed little over time. However, many of these countries have become wealthy because of oil. Ask: What challenges do you think these facts might cause?

3. Practice/Assess/Inquire

Have students create a scrapbook. The cover page should have the title *Arabian Peninsula*, a subtitle about the importance of Islam and oil, and a drawing of the peninsula. Have students create a separate page for each country, including an outline map on which they write the name of the country and at least two facts about it.

4. Explore (Collaborative Exploration)

Have students choose one page to share with the class.

5. Whole Group Close/Reflect

Have students create a matching test based on their scrapbooks, connecting each country to one fact.

*Alternative Assessment Handbook, Rubrics 32: Scrapbooks; and 42: Writing to Inform

Lesson 2

The Arabian Peninsula

The Big Idea

Most countries of the Arabian Peninsula share three main characteristics: Islamic religion and culture, monarchy as a form of government, and valuable oil resources.

Main Ideas

- Islamic culture and an economy greatly based on oil influence life in Saudi Arabia.
- Most Arabian Peninsula countries other than Iraq and Iran are monarchies influenced by Islamic culture and oil resources.

Key Terms and Places

Islam
Shia
Sunni
OPEC
quota

If YOU lived there ...

You are a financial adviser to the ruler of Oman. Your country has been making quite a bit of money from oil exports. However, you worry that your economy is too dependent on oil. You think Oman's leaders should consider expanding the economy. Oman is a small country, but it has beautiful beaches, historic palaces and mosques, and colorful markets.

How would you suggest expanding the economy?

Saudi Arabia

Saudi Arabia is by far the largest of the countries of the Arabian Peninsula. It is also a major religious and cultural center and has one of the region's strongest economies.

People and Customs Nearly all Saudis are Arab and speak Arabic. Their culture is strongly influenced by **Islam**, a religion founded around AD 622 in Arabia by Muhammad. It is based on submitting to God (Allah) and on messages Muslims believe Muhammad received from God. These messages are written in the Qur'an, the holy book of Islam.

Nearly all Saudis follow one of two main branches of Islam. **Shia** Muslims believe that true interpretation of Islamic teaching can only come from certain religious and political leaders called imams. **Sunni** Muslims believe in the ability of the majority of the community to interpret Islamic teachings. Approximately 85 to 90 percent of Saudi Muslims are Sunni.

Islam influences Saudi Arabia's culture in many ways. In part because Islam requires modesty, Saudi clothing keeps arms and legs covered. Men wear a long, loose shirt and a cotton head-dress held in place with a cord. Saudi women wear a black cloak and veil in public, although some wear Western-style clothing.

Saudi laws and customs limit women's activities. For example, a woman rarely appears in public without her husband or a male relative. However, women can own and run businesses in Saudi Arabia. Only recently, Saudi women gained the rights to drive cars and to attend events in sports stadiums.

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ONLINE GRAPHIC ORGANIZER

The Arabian Peninsula

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:

Explain What are two ways that Islam influences Saudi Arabia's culture? *clothing, women's activities*

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: **Islam, Shia, Sunni, OPEC, quota**.

ONLINE DOCUMENT-BASED INVESTIGATION

The Arabian Peninsula to Central Asia

Saudi Women's Rights is the third of seven document-based investigations that students will analyze in The Arabian Peninsula to Central Asia. Students will view a video to discover how women's lives are changing in Saudi Arabia.

Link to Math

Muslim Contributions to Math

During the early centuries of the Middle Ages, European art, literature, and science declined. However, during this same period, Muslim scholars made important advances in literature, art, medicine, and mathematics.

Our familiar system of numerals, which we call Arabic, was first created in India. However, it was Muslim thinkers who introduced that system to Europe. They also developed algebra and made advances in geometry. Muslims used math to advance the study of astronomy and physics. Muslim geographers calculated distances between cities, longitudes and latitudes, and the direction from one city to another. Muslim scientists even defined ratios and used mathematics to explain the appearance of rainbows.

Make Inferences

Why do we need math to study geography?



Government and Economy Saudi Arabia is a monarchy. Members of the Saud family have ruled Saudi Arabia since 1932. Most government officials are relatives of the king. The king may ask members of his family, Islamic scholars, and tribal leaders for advice on decisions.

Local officials are elected. For many years only men were allowed to vote. In 2015 King Abdullah granted Saudi Arabian women the right to vote and run for local offices.

Saudi Arabia's economy and foreign policy is influenced strongly by one geographic factor: oil. Saudi Arabia has almost one-fifth of the entire world's oil reserves, or supplies. It is the world's leading exporter of oil. Because it has so much oil, Saudi Arabia is an influential member of **OPEC**, the Organization of the Petroleum Exporting Countries. OPEC is an international organization whose members work to influence the price of oil on world markets by controlling the supply. The organization places a **quota**, or limit, on each member nation. Quotas provide a number or monetary value to the amount of goods that can be imported or exported over a certain time period. OPEC members are not to exceed their oil production limit.

Oil also shapes the country's domestic policy. In the 1970s, oil industry profits helped Saudi Arabia build roads, schools, hospitals, and universities. Today, Saudi Arabia has a sizable middle class and provides its people with free health care and education.

Despite these gains, Saudi Arabia's oil-based economy faces some challenges. Because oil is a nonrenewable resource, many Saudi Arabians think their nation should develop other industries. Others think that new industries would provide important opportunities for Saudi youth. In 2016, one-quarter of all Saudi workers under 30 was unemployed. To secure its future, Saudi Arabia must create jobs for its young people.

The Arabian Peninsula to Central Asia 671

Teach the Main Idea

Islamic culture and an economy greatly based on oil influence life in Saudi Arabia.

Recall What is Islam? *religion that Muhammad founded in Saudi Arabia*

Explain What are two ways that Islam influences Saudi Arabia's culture? *clothing, women's activities*

Predict What would happen if Saudi Arabia had better access to freshwater? *could grow food rather than importing it*

More About . . .

Connect to Math: Latitude and Longitude Pilots and ship captains rely on latitude and longitude to specify exact locations on Earth. Review longitude and latitude on the map Southwest Asia and North Africa: Political, in the Regional Atlas. Then have students answer these questions in terms of longitude or latitude:

- Describe the approximate location of the eastern tip of Oman compared to Mecca. *about 20° east of Mecca*
- What would be the approximate distance and direction of a flight from Riyadh to Baghdad? *about 8° north*

ONLINE INTERACTIVE GRAPHS

Basic Differences Between Sunni and Shia

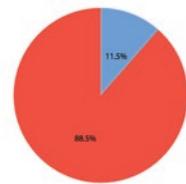
Have students compare the table and pie chart and then answer the associated question.

Interpret Graphs What percentage of Muslims worldwide are Shia? *between 10 percent and 13 percent*

Two Main Branches of Islam

Sunni	Shia
Believe that the first four caliphs were "rightly guided"	Believe that Ali, Muhammad's son-in-law, should have succeeded
Believe that Muslim rulers should follow the Sunna, or Muhammad's example	Believe that all Muslim rulers should be descended from Muhammad; do not recognize the authority of the Sunna
Claim that the Shi'a have distorted the meaning of various passages in the Qur'an	Claim that the Sunnis have distorted the meaning of various passages in the Qur'an

2009 Percentage of Sunni and Shia Muslims Worldwide



Source: Mapping the Global Muslim Population, 2009, The Pew Forum on Religious and Public Life

ONLINE DOCUMENT-BASED INVESTIGATION

Saudi Women's Rights

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

Analyze Sources What transformations have taken place for Saudi women's rights? *Possible answers: Saudi women competed for the first time in the Summer Olympics; they outnumber men in Saudi universities; increasing numbers in the workforce*

GEOGRAPHIC FEATURE

Muslim Contributions to Math

Have students read how Muslims made important advances in mathematics during the early centuries of the Middle Ages. Then have students answer the associated question.

Make Inferences Why do we need math to study geography? *Geography involves calculating distances, longitude, and latitude.*

In print edition, see Link to Math of same title.

For additional instruction, go to end of lesson.

Teach the Main Idea

Most Arabian Peninsula countries other than Iraq and Iran are monarchies influenced by Islamic culture and oil resources.

Identify Which is the largest country on the Arabian Peninsula? *Saudi Arabia*

Recall What industries became important in Bahrain when it began to run out of oil? *banking, tourism*

Draw Conclusions Why is Yemen the poorest country on the Arabian Peninsula? *Possible answers: oil not discovered until the 1980s, government corruption*

More About . . .

Old City of Sana'a Yemen's Old City of Sana'a is on the UNESCO World Heritage List. One of its many distinctive features is its tower houses, most of which are at least five stories high. These are built of rammed earth (*pisé*) with beautiful exteriors of the kind seen in the picture on this page. Each floor has its own function, starting with livestock and storage at the bottom, to family and social space at the top.

The United Arab Emirates The UAE consists of seven small kingdoms: Abu Dhabi, Dubai, Sharjah, Umm al-Qwain, Fujairah, Ajman and Ra's al-Khaimah. The total area is about the size of Maine. In only four decades, this region has gone from a tribal society to a culture that, while it still retains many traditional values, has become surprisingly modern. Government policy is made and carried out by the Supreme Council of Rulers. Both the president and vice-president are elected from the members of this council. The president then selects the prime minister, who, along with an appointed Council of Ministers, is responsible for establishing and carrying out foreign policy.



Big, modern cities such as Dubai, UAE, were built with money from oil exports.

Reading Check
Find Main Ideas
What religion influences Saudi Arabia's culture?

Saudi Arabia has created a national reform program that aims to fight unemployment and provide more job opportunities. The Saudi government plans to shut down the bureaucratic system that has hindered economic progress. It wants to increase the number of small businesses and offer more assistance to entrepreneurs. In the past, entrepreneurship was rarely practiced in Saudi Arabia. People did not have the necessary skills or support. With new training programs and better policies, the nation and its citizens will be able to create more opportunities for economic development.

Like many nations in the region, Saudi Arabia is challenged by its lack of renewable water resources. However, nature is not the only reason for this shortage. In the 1970s Saudi Arabia decided to address rising food demands with a self-sufficiency policy. The nation worked to cultivate the desert for wheat, grain, and fruit crops. Over the past 40 years, the Saudis have successfully provided basic food needs for themselves and others in the region. Unfortunately, their progress severely depleted underground water reserves. Policymakers had to examine their management of water resources. Today, great efforts are being made to change old agricultural and water policies.

Other Countries of the Arabian Peninsula

Saudi Arabia shares the Arabian Peninsula with six smaller countries. Like Saudi Arabia, these countries are all influenced by Islam. Also like Saudi Arabia, most have monarchies and economies based on oil.

Kuwait Oil was discovered in Kuwait in the 1930s. Since then, it has made Kuwait very rich. In 1990 Iraq invaded Kuwait to try to control its oil, starting the Persian Gulf War. The United States and other countries defeated Iraq, but the war caused major destruction to Kuwait's oil fields.

Although Kuwait's government is dominated by a royal family, the country did elect a legislature in 1992. Only men from certain families—less than 15 percent of Kuwait's population—had the right to vote in these elections. However, Kuwait gave women the right to vote in 2005.

Bahrain and Qatar Bahrain is a group of islands in the Persian Gulf. It is a monarchy with a legislature. Bahrain is a rich country. Most people there live well in big, modern cities. Oil made Bahrain wealthy, but in the 1990s the country began to run out of oil. Now, banking and tourism are major industries.

Qatar occupies a small peninsula in the Persian Gulf. Like Bahrain, Qatar is ruled by a powerful monarch. In 2003 men and women in Qatar voted to approve a new constitution that would give more power to elected officials. Qatar is a wealthy country. Its economy relies on its oil and natural gas.

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ONLINE INTERACTIVE GRAPHS

Oil in Saudi Arabia

Have students explore the graph and answer the associated question.

Interpret Graphs Between which time span was there the greatest increase in oil production?
1970–1980

ONLINE ANALYZE VIDEOS

Rags to Riches: Qatar

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 people in Qatar make money before the discovery of oil?
People made what little money they had by diving for pearls.

STRUGGLING READERS

Saudi Arabia Graphic Organizer

1. Pair struggling readers with more proficient readers. Have partners work together to create a three-column graphic organizer. Students should label the columns *Culture, Government, and Economy*.
2. As students read about Saudi Arabia, have students complete the graphic organizer. Then have each student write a sentence that summarizes each column of his or her chart.
3. Have partners share their sentences with the class.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

READING CHECK

Find Main Ideas What religion influences Saudi Arabia's culture? *Islam*

Yemen's architecture is an important part of its culture. These buildings are more than 2,000 years old.



Reading Check
Summarize
How has oil affected
the countries of the
Arabian Peninsula?

The United Arab Emirates The United Arab Emirates, or UAE, consists of seven tiny kingdoms. Profits from oil and natural gas have created a modern, comfortable lifestyle for the people of the UAE. Partly because it is so small, the UAE depends on foreign workers. In fact, it has more foreign workers than citizens.

Oman and Yemen Oman covers most of the southeastern part of the Arabian Peninsula. Oman's economy is also based on oil. However, Oman does not have the great oil wealth of Kuwait or the UAE. Therefore, the government is working to develop new industries such as tourism and manufacturing.

Yemen is located on the southwestern part of the Arabian Peninsula. The country has an elected government, but it has suffered from corruption. Oil was not discovered in Yemen until the 1980s. Oil and coffee generate much of the national income, but Yemen is still the poorest country on the Arabian Peninsula.

In recent years, Yemen has been devastated by a civil war between forces loyal to the government and those supporting a rebel movement. Civilians have felt the greatest impact of the fighting. Restrictions on food and fuel imports have brought Yemen close to famine. Some 2 million people are internally displaced, and thousands of others have fled the country. The United Nations has been working to develop a resolution.

Summary and Preview Islam is a major influence on the people and culture of Saudi Arabia and the other countries of the Arabian Peninsula. The other major influence in the region is oil. Oil has brought wealth to most countries on the peninsula. In the next lesson you will learn about Iraq, a neighboring country with similar influences.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Evaluate** What is OPEC and how does its work contribute to the economies of its member nations?
b. **Compare and Contrast** How are Sunni and Shia Muslims similar, and how are they different from each other?
c. **Elaborate** What do you think Saudi Arabia would be like if it did not have such huge oil reserves?
2. a. **Identify** Which geographic factor has been most important to the economic development of countries on the Arabian Peninsula?
b. **Analyze** How does its small size affect the United Arab Emirates?

- c. **Predict Effects** How could oil impact Yemen's economy?

Critical Thinking

3. **Summarize** Look at your notes on the countries of the Arabian Peninsula. Draw a graphic organizer and write a one-sentence summary about the region's culture, government, and economy.

	Summary
Culture	
Government	
Economy	

Print Assessment

Review Ideas, Terms, and Places

1. a. **Evaluate** What is OPEC, and how does its work contribute to the economies of its member nations? *an international organization whose members work to influence the price of oil on world markets by controlling the supply*
b. **Compare and Contrast** How are Sunni and Shia Muslims similar, and how are they different from each other? *both parts of Islam; Sunni—believe the majority of the community can interpret Islamic teaching; Shia—believe true interpretation of Islamic teaching can only come from imams*

2. a. **Identify** Which geographic factor has been the most important to the economic development of countries on the Arabian Peninsula? *oil*
b. **Analyze** How does its small size affect the United Arab Emirates? *the nation must depend on foreign workers*
c. **Predict Effects** How could oil impact Yemen's economy? *Possible answers: People could get wealthier; government could get more corrupt and keep more money.*

ONLINE INTERACTIVE VISUALS

Image Compare: Oil Wealth

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What kinds of luxury items is this man selling? *gold jewelry*

ONLINE ANALYZE VIDEOS

Strikes in Yemen

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 did the three Arab countries drop bombs on rebels in Yemen? *Saudi Arabia, the United Arab Emirates, and Bahrain—the three countries flying air strikes—all view Iran, which is backing one of the rebel groups trying to take over Yemen, as a greater threat than ISIS.*

READING CHECK

Summarize How has oil affected the countries of the Arabian Peninsula? *Possible answers: made countries wealthy; led to war between Iraq and Kuwait*

Critical Thinking

3. **Summarize** Look at your notes on the countries of the Arabian Peninsula. Draw a graphic organizer and write a one-sentence summary about the region's culture, government, and economy.
Possible answers: Culture is influenced by Islam. Most governments are monarchies. Oil is the basis of the economy.

► Online Assessment

1. Which description accurately describes the followers of Shia Islam?
 - The majority of Saudis are Shia Muslims.
 - The majority of Muslims throughout the world are Shia Muslims.
 - Shia Muslims believe that only imams can accurately interpret Muhammad's teachings.
 - Shia Muslims believe that ordinary people can accurately interpret Muhammad's teachings.

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

One fundamental difference between Sunni and Shia Muslims is that Shia Muslims believe that **only imams** can accurately interpret Islamic scripture.

2. How are the countries of the Arabian Peninsula similar?

Select the **three** correct answers.

- Most of the people follow Islam.
- Most of the people follow Hinduism.
- Most governments are communist.
- Most governments are monarchies.
- Their economies are based on farming.
- Their economies are based on oil production.

Alternate Question Which of the following is true of the countries in the Arabian Peninsula?

- Most of their people follow Islam.
- Their governments are communist.
- Most of their people follow Hinduism.
- Their economies are based on farming.

3. **Evaluate** How does Islam affect Saudi clothing? Describe the clothing of both men and women.

Islam teaches that people should be modest, and this affects how people dress in Saudi Arabia. Saudi clothing covers both the arms and the legs of men and women. Men wear long robes and a headdress that is held in place by a cord. Many Saudi women wear a black cloak and cover their faces with a veil.

4. **Cause and Effect** Why did Bahrain develop its banking and tourism industries?

In the 1990s Bahrain began running out of oil. In an effort to keep its high standard of living, Bahrain developed its banking and tourism industries.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 671

ENGLISH LANGUAGE LEARNERS

Vocabulary Study and Discussion

1. To help students comprehend the reading of *Muslim Contributions to Math* and understand how math is useful in the study of geography, have them make a list of words from the paragraph that relate to studying math (e.g., numerals, algebra, geometry, astronomy, physics, ratios).
2. Organize the class into small groups, and have them work together using context clues or dictionaries to define each of these words. You may choose to have them write a definition, draw a picture, or explain the meanings to each other verbally.
3. In small groups, have the students discuss how the Muslim contributions to math help us in the study of geography. Ask them to find examples from the paragraph and think of other ways in which understanding math concepts can help geographers.

*Alternative Assessment Handbook, Rubric 11: Discussions

ADVANCED/GIFTED

Muslim Mathematicians during the Middle Ages

1. Have students conduct research on the Muslim contributions to mathematics during the Middle Ages. Students should select a major Muslim mathematician, such as Muhammad ibn Musa al-Khwarizmi or Omar Khayyam, to learn more about.
2. Have each student prepare an oral presentation in which he or she provides a brief biography of the mathematician and a demonstration on how to solve a math problem using that person's findings.

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

continued from page 672

SPECIAL NEEDS STUDENTS

Matching Game: Countries of the Arabian Peninsula

1. Have students work in pairs to create a matching game with index cards. Partners should make two cards for each country in the lesson: one card with the shape drawn and no name and one card with its name and no shape. Have students decide how to share the work (e.g., by country or by having one student draw and one student write).
2. Have partners play the game by shuffling the cards and placing them all face-down. Students take turns turning up two cards to match a country's name and shape, memorizing each card that is turned up. If the student does not find a matching pair, the cards are placed face-down again.
3. To win a round, a partner must find a match and then consult the text and state a correct fact about that country. The person who matches the most pairs wins.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity

Case Study

Case Study

Oil in Saudi Arabia

Lead students in a discussion of the importance of oil in our lives. On the board, create a list of the different ways students use petroleum products in their lives. Then discuss that this dependence is a two-way street. Those countries with large oil reserves, such as Saudi Arabia, have economies that are largely dependent on oil revenues. Encourage students to think about how Saudi Arabians' lives would change if they no longer had this income.

More About . . .

Connect to Science: Crude Oil Oil taken directly from the ground is called crude oil or petroleum. It is a hydrocarbon—made up of molecules that contain hydrogen and carbon. Because it is highly flammable, crude oil is an excellent source of fuel, but it must be refined first, to form useful products such as gasoline. Its chemical makeup also means crude oil can be refined into many other forms, from asphalt to detergents and from fertilizers to synthetic fibers and rubbers.

Connect to Math: The Price of Oil One barrel of oil holds 42 gallons. Have students use this information to compute the following:

- the price of a gallon of oil when a barrel costs \$53.00 *about \$1.28*
- the highest number of gallons of oil produced per day, based on information in the graph titled *Saudi Arabia's Oil Production*. *about 453.6 million gallons (10.8 million barrels x 42 gallons per barrel)*

Essential Elements

The World in Spatial Terms
Places and Regions

Physical Systems
Human Systems

Environment and Society

The Uses of Geography

Oil in Saudi Arabia

Background

Try to imagine your life without oil. You would probably walk or ride a horse to school. You would heat your home with coal or wood. You would never fly in a plane, walk in rubber-soled shoes, or even drink out of a plastic cup.

We live in a world that is dependent on oil. In fact, a little over 30 percent of the world's energy comes from crude oil products. However, oil is a nonrenewable resource. This means that supplies are limited, and we may one day run out of oil. How might this affect countries that have economies based on oil production?

Oil Reserves in Saudi Arabia

Saudi Arabia has almost one-fifth of the entire world's oil reserves. This important resource, found naturally in the environment, has had a huge impact on Saudi Arabia's society.

Before the discovery of oil there in the 1930s, Saudi Arabia was a poor country. But income from oil exports has given the government money to invest in improvements such as new communications systems, airports, oil pipelines, and roads. For example, in 1960 Saudi Arabia had only about 1,000 miles (1,600 km) of roads. By 2005 it had over 94,000 miles (151,000 km) of roads. These improvements have helped modernize Saudi Arabia's economy.

Oil exports have also affected Saudi society. Rising incomes have given many people there more money to spend on consumer goods. New stores and restaurants have opened, and new schools have been built



Saudi Arabia's Oil Production



Sources: U.S. Bureau of Mines, World Oil, U.S. Energy Information Administration



Saudi Arabia's oil is pumped through pipelines to tankers that ship the oil around the world. The oil industry has made Saudi Arabia a rich country.

throughout the country. Education is now available to all citizens. Increased education means the literacy rate has increased also—from about 3 percent when oil was discovered to about 95 percent today. These factors contribute to an improved standard of living. Health care there has also improved.

The oil industry has also increased Saudi Arabia's importance in the world. Since it is a member of the Organization of the Petroleum Exporting Countries (OPEC), Saudi Arabia influences the price of oil on the world market. Countries around the world want to have good relations with Saudi Arabia because of its vast oil reserves.

What It Means

Today, Saudi Arabia's government has a lot of money. This wealth has come almost entirely from the sale of oil. This is an example of specialization. Saudi Arabia has primarily focused their economy around one product. However, since the world's oil supplies are limited, Saudi Arabia's economy may be at risk in the future. Many countries are beginning to research other types of energy that can be used in place of oil. Until then, the many countries buying oil from Saudi Arabia will continue to pump wealth into Saudi society.

Geography for Life Activity

1. **Analyze Effects** How has oil contributed to the economic development of Saudi Arabia?
2. **Evaluate** What are some advantages and disadvantages for a society that relies on oil?

More About . . .

Creation of OPEC OPEC was created at the Baghdad Conference in September 1960. The five founding members were Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela. Its headquarters started in Geneva, Switzerland, and are now in Vienna, Austria. Along with its original five members, OPEC now includes Algeria, Indonesia, Libya, Nigeria, Qatar, and the United Arab Emirates. OPEC describes as one of its primary missions the achievement of stable oil prices that are fair and reasonable both for oil producers and consumers.

Connect to Economics: Other Industries Some of Saudi Arabia's other industries include cement, construction, commercial ship repair, and commercial aircraft repair.

Saudi Airports Saudi Arabia has three international airports. The newest, King Fahd (or Fahad) International Airport near Dammam handles about 3 million passengers a year.

Analyze Information

Oil in Saudi Arabia Poster

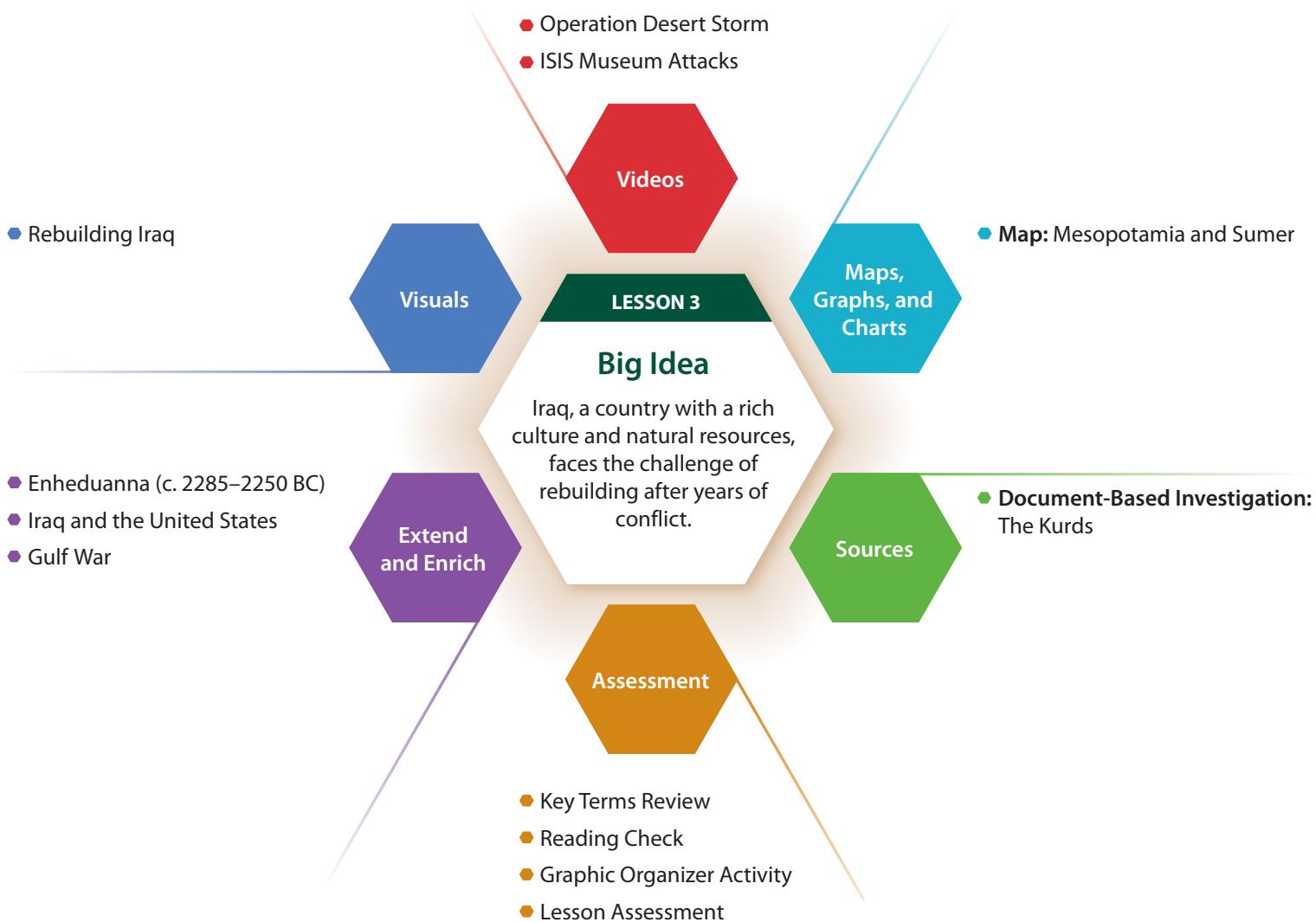
Materials: poster board, drawing supplies

1. Have students create a poster entitled *Oil in Saudi Arabia* with text and illustrations that provide information for each of the essential elements of geography. To make their posters, have them divide the poster into sections, one for each essential element. Have them write in the name and definition of each element.
 2. Have students analyze the case study to determine what information applies to each element, and then add the information in text and illustrations.
 3. Have students share their posters, explaining why they chose certain information for each element.
- *Alternative Assessment Handbook, Rubrics 3: Artwork; and 38: Writing to Classify
1. **Analyze Effects** How has oil contributed to the economic development of Saudi Arabia? *Possible answers: increased wealth and modernized society; revenue used to make improvements in housing, education, and transportation systems*
 2. **Evaluate** What are some advantages and disadvantages for a society that relies on oil? *Possible answer: advantages—helps increase wealth and improve lives, increases importance in world; disadvantages—supply can run out*

Lesson 3 Planner



Iraq



► Online Lesson 3 Enrichment Activities

Enheduanna (c. 2285–2250 BC)

Article Students read about the daughter of Sargon the Great, who was a priestess and a writer. Then students use what they have learned about Enheduanna to write a poem about either the sun or the moon.

Iraq and the United States

Activity Students create a timeline to show the relationship between Iraq and the United States.

Gulf War

Video Students view the video about the Gulf War, the United States' response to Iraq's invasion of neighboring Kuwait. Then they brainstorm questions to ask about the events to gain a deeper understanding of the conflict.

Watch Channel One News



Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

What topics will you include in the new library's collection to help people learn about Iraq?

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 PRINTED resources:

- fiction and nonfiction books containing information about Iraq's geography, history, and culture
- current reference books, such as encyclopedias and atlases
- magazines, journals, and newspapers containing information on current events in Iraq

Consider OTHER resources:

- computers with Internet access
- CDs, DVDs, and videos on Iraq, including its culture, history, music, and so forth

- 2. Direct Teach** Introduce the Big Idea: *Iraq, a country with a rich culture and natural resources, faces the challenge of rebuilding after years of conflict.* Ask students: What kinds of physical damage would be caused by the years of conflict Iraq has endured? What other kinds of damage might occur? Encourage students to think of the psychological and emotional damage that occurs after years of warfare.

- 3. Practice/Assess/Inquire** Have groups of students create a poster which includes the following: timeline of major historical periods and events; illustration showing that Iraq is about the size of California; pie chart of the two major ethnic groups; pie chart of the two major religious groups; and bar graph comparing the populations of Baghdad and all of Iraq.

- 4. Explore (Collaborative Exploration)** Have students double-check their posters against the reading to ensure that all charts are accurate.

- 5. Whole Group Close/Reflect** Have students illustrate their posters based on images and information in the reading.

*Alternative Assessment Handbook, Rubrics 7: Charts; 14: Group Activity; and 28: Posters

Iraq

If YOU lived there ...

You are a student in a school in Iraq's capital, Baghdad. During the war, your school and its library were badly damaged. Since then, you and your friends have had few books to read. Now your teachers and others are organizing a project to rebuild your library. They want to include books from all countries of the world as well as computers so students can use the Internet.

What topics will you include in the new library's collection to help people learn about Iraq?

History

Did you know that the world's first civilization was located in Iraq? Thousands of years ago, people known as Sumerians settled in Mesopotamia—a region that is part of Iraq today. The country's recent history includes wars and a corrupt leader.

Early Civilization Throughout Mesopotamia's history, different cultures and empires conquered the region. As you can see on the map, the Sumerians settled in southern Mesopotamia. By about 3000 BC the Sumerians built the world's first-known cities there. The Persians then conquered Mesopotamia in the 500s BC. By 331 BC Alexander the Great made it part of his empire. In the AD 600s Arabs conquered Mesopotamia, and the people gradually converted to Islam.

In the 1500s Mesopotamia became part of the Ottoman Empire. During World War I, Great Britain took over the region. The British set up the kingdom of Iraq in 1932 and placed a pro-British ruler in power. In the 1950s a group of Iraqi army officers overthrew this government.

Saddam Takes Power In 1968, after several more changes in Iraq's government, the Ba'ath (bahth) Party took power. In 1979 a Ba'ath leader named Saddam Hussein became Iraq's president. Saddam Hussein was a harsh ruler. He controlled Iraq's media, restricted personal freedoms, and killed an unknown number of political enemies.

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ONLINE GRAPHIC ORGANIZER

Iraq

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:

Identify What were the people who settled in Mesopotamia called? *Sumerians*

ONLINE LESSON FLIP CARDS

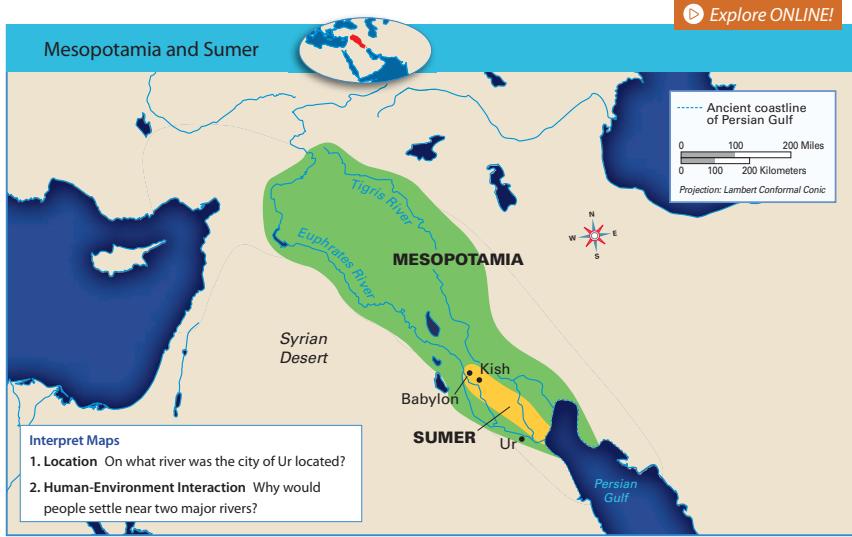
Review Key Terms and Places

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

ONLINE DOCUMENT-BASED INVESTIGATION

The Arabian Peninsula to Central Asia

The Kurds is the fourth of seven document-based investigations that students will analyze in The Arabian Peninsula to Central Asia. Students will examine an image and caption concerning Kurdish culture and challenges the Kurds face.



Invasions of Iran and Kuwait Under Saddam's leadership, Iraq invaded Iran in 1980. The Iranians fought back, and the Iran-Iraq War dragged on until 1988. Both countries' economies were seriously damaged, and many people died.

In 1990 Iraq invaded Kuwait, Iraq's oil-rich neighbor to the south. This event shocked and worried many world leaders. They were concerned that Iraq might gain control of the region's oil. In addition, they worried about Iraq's supply of weapons of mass destruction, including chemical and biological weapons.

War and Its Effects In 1991 an alliance of countries led by the United States forced the Iraqis out of Kuwait. This six-week event was called the Persian Gulf War. Saddam, who remained in power after the war, would not accept all the United Nations' (UN) terms for peace. In response, the UN placed an **embargo**, or limit on trade, on Iraq. As a result, Iraq's economy suffered.

Soon after the fighting ended, Saddam faced two rebellions from Shia Muslims and Kurds. He brutally put down these uprisings. In response, the UN forced Iraq to end all military activity. The UN also required that Iraq allow inspectors into the country. They wanted to make sure that Saddam had destroyed the weapons of mass destruction. Iraq later refused to cooperate completely with the UN.

The Arabian Peninsula to Central Asia 677

ONLINE ANALYZE VIDEOS

Operation Desert Storm

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



Analyze Videos Iraq's successful invasion of Kuwait allowed it to control how much of the world's oil supply? *24 percent of the world's oil supply*

For additional instruction, go to end of lesson.

Teach the Main Idea

Iraq's history includes rule by many conquerors and cultures. Its recent history includes wars.

Identify What were the people who settled in Mesopotamia called? *Sumerians*

Elaborate Why do you think Western leaders would worry about who controls the world's oil supply? *Possible answer: to make sure the people in their country can buy it for fuel*

Draw Conclusions What do you think the UN hoped would happen as a result of the embargo it placed on Iraq? *Possible answer: Iraq would accept all the UN's terms for peace.*

More About . . .

The Neolithic Revolution Before 10,000 BC, people in Mesopotamia and the Fertile Crescent were nomadic. They hunted and gathered food and lived in small groups. After 10,000 BC, people began to cultivate crops and domesticate animals. This led to permanent settlements. Social classes also developed as people's roles in settlements were determined. This technological development is called the Neolithic Revolution. It led to the rise of civilizations and radically changed the nature of human society.

Sumerian Civilization and Ur Around the 25th century BC, southern Mesopotamia was united under the Sumerians, with Ur as its capital. At this site, archaeologists have uncovered a complex civilization where wealthy members were buried in tombs with valuable goods made of gold and silver. Tombs also included objects such as musical instruments, mosaics, statues, and weapons. Thousands of inscribed clay tablets also have been found. Many of these tablets record everyday business tasks, such as receipts for purchased goods and contracts for loans. Others were apparently used to train scribes and contain text such as writing exercises and reference materials.

ONLINE INTERACTIVE MAPS

Mesopotamia and Sumer

Have students explore the map and answer the associated questions.

Location On what river was the city of Ur located? *Euphrates*

In print edition, see map of same title.

1. Location On what river was the city of Ur located? *Euphrates*

2. Human-Environment Interaction Why would people settle near two major rivers?

Possible answers: access to water and good land for crops; easy to travel

Teach the Main Idea

Most of Iraq's people are Arab, and Iraqi culture includes the religion of Islam.

Recall What is Iraq's official language? *Arabic*

Contrast What are some ways Iraq's Arabs and Kurds are different? *Arabs live in all parts of Iraq and have many kinds of jobs, while most Kurds are farmers in northern Iraq. Arabs speak only Arabic, and Kurds speak both Arabic and Kurdish.*

More About . . .

Nazik Al-Malaika (1923–2007) Poet Nazik Al-Malaika was born in Baghdad. She is widely known as a pioneer of free verse in Arabic poetry, departing from traditional rhyming forms.

Material versus Nonmaterial Culture Explain to students that *material culture* is a term used to describe the things that a society makes or uses. *Nonmaterial culture* is used to describe behavior, such as customs, beliefs, and ways of going about daily life. Lead students in a categorizing activity. Ask a student or students to read the *People and Culture* and *Government and Economy* sections aloud. As a class, categorize information from the text as material culture or nonmaterial culture. Record the information on the board and discuss. *Possible answers: nonmaterial culture: Islam, modesty, dress, women's activities limited; material culture: oil, imported food, desalination plants*

► ONLINE INTERACTIVE VISUALS

Rebuilding Iraq

Have students study the images and answer the associated question.

Analyze Visuals How did the United States support Iraq in rebuilding? *Possible answer: by supporting democratic elections and education; by maintaining troops in the country*



U.S. soldiers in Iraq searching for suspected terrorists

Reading Check

Summarize
What are some key events in Iraq's history?

Ten years after the Persian Gulf War, the terrorist attacks of September 11, 2001, led to new tensions between the United States and Iraq. U.S. government officials believed that Iraq aided terrorists. In March 2003 President George W. Bush ordered U.S. forces to attack Iraqi targets. Within a few weeks, the Iraqi army was defeated and Saddam's government was crushed. Saddam went into hiding, but U.S. soldiers later found Saddam hiding in an underground hole in Iraq. Saddam was arrested, tried, and executed for his crimes.

People and Culture

Iraq is about the size of California, with a population of about 38 million. Most Iraqis live in cities. Ethnic identity, religion, and food are all important elements of Iraqi culture.

Rebuilding Iraq

With help from the United States, Iraqis worked to establish peace and security after the overthrow of Saddam Hussein.



An Iraqi woman holds up her ink-stained finger in a sign of victory after voting in Iraq's first democratic elections.



U.S. soldiers in Iraq searching for suspected terrorists



A U.S. soldier handing out school supplies to Iraqi schoolchildren

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ENGLISH LANGUAGE LEARNERS

Listen and Summarize

- To help students practice listening and demonstrate their comprehension of the concepts taught about Iraq, read one section aloud as the students listen. Ask the students to take notes as you read.
- Have students take turns reading the same section aloud after you. Take time to clarify any questions or misunderstandings the students may have after the reading.

- Have the students use their notes to write a one-paragraph summary of the section you read.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 18: Listening; and 37: Writing Assignments

READING CHECK

Summarize What are some key events in Iraq's history? *Possible answers: first civilization developed; invasions and wars*

For additional instruction, go to end of lesson.

Ethnic Groups Most of Iraq's people belong to two major ethnic groups—Arabs and Kurds. Arabs are the largest group and make up 75 to 80 percent of Iraq's population. Iraqi Arabs speak the country's official language, Arabic. The smaller group, the Kurds, make up some 15 to 20 percent of the population. The Kurds are mostly farmers and live in a large region of northern Iraq. Most Iraqi Kurds speak Kurdish in addition to Arabic.

Religion Like ethnic identity, religion plays a large role in the lives of most Iraqis. Nearly all Iraqis, both Arab and Kurdish, are Muslim. Within Iraq, the two different branches of Islam—Shia and Sunni—are practiced. About 60 to 65 percent of Iraqis are Shia and live in the south. About 32 to 37 percent of Iraqis are Sunnis and live in the north.

While most Kurdish people identify as Muslim, the Kurds are perhaps the most religiously diverse group in West Asia. They are known to practice a variety of religions including Judaism, Christianity, Yarsan, Yazidism, and Zoroastrianism. The Kurds are widely recognized as one of the few cultures in the region to practice religious tolerance.

Iraq Today

Despite years of war, Iraq is slowly rebuilding. However, the country faces many challenges, such as ongoing fighting.

Rebuilding Baghdad Iraq's capital, **Baghdad**, was severely damaged in the overthrow of Saddam's government. For example, the city's 6 million people lost electricity and running water. To help the city's residents, U.S. military and private contractors worked with the Iraqis to restore electricity and water and to rebuild homes, businesses, and schools. However, violence in Baghdad continued, disrupting efforts to rebuild.

Government and Economy In January 2005 Iraqis participated in democracy for the first time. Millions of Iraqis went to the polls to elect members to the National Assembly. One of the Assembly's first tasks was to create a new constitution. Deep divisions among Iraqis led to fierce internal fighting, however, and threatened the new government's stability.

Iraqis also began trying to rebuild their once-strong economy. In the 1970s Iraq was the world's second-largest oil exporter. Time will tell if Iraq can again be a major oil producer.

Oil isn't Iraq's only resource. From earliest times, Iraq's wide plains and fertile soils have produced many food crops. Irrigation from the Tigris and Euphrates rivers allows farmers to grow barley, cotton, and rice.

After years of harsh government and wars, Iraq's future remains uncertain. After the United States military transferred control back to the Iraqis, the country's government faced huge challenges in creating a free and prosperous society. In the past decade, Iraqis have made some progress in building their government. They approved a constitution to replace that of the Saddam Hussein era and have held consecutive elections for parliament and local governments. Even with these advances, governing institutions remain weak, and corruption and poverty are widespread.

Reading Check
Summarize What ethnic groups do most Iraqis belong to?

Teach the Main Idea

Iraq today must rebuild its government and economy, which have suffered from years of conflict.

Recall Why was January 2005 important for the Iraqi people? *They participated in democracy for the first time by electing members to their National Assembly.*

Describe How do the Tigris and Euphrates Rivers contribute to Iraq's economy today? *Irrigation from these rivers allows farmers to grow crops.*

Elaborate How has the National Assembly affected life in Iraq? *Possible answer: The National Assembly wrote a new constitution, which affected the freedoms of Iraqi people.*

Make Decisions Of the challenges that Iraq is currently facing, which one do you think will be the most difficult to overcome? *Why? Answers will vary, but students should provide reasons for their responses.*

More About . . .

The Iraqi Constitution Iraq is an Islamic republic. Its constitution, passed in 2005, specifically states that no law can contradict Islam. The Shia and Kurds generally supported voting on the new constitution. However, Sunni Arabs largely opposed it. The Sunni minority, now at about 37 percent, believes that the constitution discriminates against them, giving more power to Kurds in the north and Shia Iraqis elsewhere. One challenge is that the areas where Sunnis are strongest have few resources. Most oil reserves lie in areas that are dominated by the Shia and Kurds. Many Sunnis feel that the new constitution will allow the Shia and Kurds to obtain most of the oil revenues from these resources, leaving the Sunnis with little.

SPECIAL NEEDS STUDENTS

Connections with Iraq

1. Write each of the following people, places, and terms on individual slips of paper: *Mesopotamia, Alexander the Great, Ba'ath Party, embargo, Arabs, Kurds, Baghdad, oil.* Then place the slips of paper in an open container.
2. Organize students into mixed-ability groups. Ask a student from each group to draw a slip from the container. Then have each group explain specific details about the person, place, or term in connection with Iraq. Encourage students to express their answers orally, in writing, through illustrations, or in brief skits.

3. If necessary, fill in facts not mentioned by students. Then summarize the main ideas covered in the text.

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

ONLINE DOCUMENT-BASED INVESTIGATION

The Kurds

Have students read the Now & Then feature about the ethnic group known as the Kurds. The Kurds were traditionally a nomadic people who lived as herders. Today, many Kurds have moved to cities.

Analyze Sources How do the Kurds sustain their culture? *The Kurds speak their own language. Some continue traditional ways of life by living in tribes and working as herders. The Kurds also celebrate their heritage through music and traditional dress.*

READING CHECK

Summarize What ethnic groups do most Iraqis belong to? *Arabs and Kurds*

For additional instruction, go to end of lesson.



ONLINE ANALYZE VIDEOS

ISIS Museum Attacks

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 is ISIS destroying and stealing cultural artifacts? *It is a way to erase history that the extremist group doesn't agree with. It is also a way to make a lot of money to buy weapons and equipment.*

READING CHECK

Draw Conclusions What happened to Iraq's oil industry? *It suffered because of the embargo and wars.*

A refugee camp serves as a temporary home for these displaced Iraqi children.



Iraq has been devastated in recent years by warfare, separatist movements, a refugee crisis, and the rise and violent spread of a Sunni Muslim militant group called the Islamic State in Iraq and the Levant (ISIL). The goal of ISIL is to create a modern-day Islamic state that supports its extreme form of Islam. ISIL has committed acts of terror across the globe. They have carried out acts of ethnic persecution against various groups. The world's democracies view ISIL as an immediate threat to their basic beliefs of freedom and fair treatment for all.

U.S. military advisers returned to Iraq in 2014 to assist with rising violence and the threat of ISIL. The continued weakness of government and the presence of ISIL create long-term challenges to stability for Iraq and the rest of the world.

Summary and Preview In this lesson you have learned about Iraq's ancient history, rich culture, and efforts to rebuild. Next you will learn about Iran, which also has an ancient history but is otherwise quite different from Iraq.

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Where was the world's first civilization located? *Mesopotamia (present-day Iraq)*
b. **Sequence** What events led to the embargo on Iraq by the United Nations? *Iraq invaded Kuwait. The United Nations forced Iraq out of Kuwait. Saddam Hussein would not accept all peace terms.*
2. a. **Identify** What are two major ethnic groups in Iraq? *Arabs and Kurds*
b. **Contrast** What is one difference between Shia Muslims and Sunni Muslims? *Shia—majority of Iraqis, live in the south; Sunni—minority of Iraqis, live in the north*
3. a. **Describe** How was Baghdad damaged by war? *lost electricity and running water; homes, businesses, and schools damaged*
b. **Evaluate** How did democratic reforms impact politics and culture in Iraq? *Iraqis participated in democracy for the first time; millions of Iraqis went to the polls to elect members of the National Assembly; a new constitution was created*
c. **Predict** What kind of country do you think Iraq will be in five years? *Possible answer: The government will be a true democracy; the economy will improve; the people will have more peaceful lives.*

Critical Thinking

4. **Summarize** Draw a chart and for each column, use your notes to summarize what you have learned about Baghdad and Iraq's government and economy. (Chart should have three columns with the headings *Baghdad*, *Government*, and *Economy*.)
Baghdad—capital city, lost electricity and water

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Where was the world's first civilization located?
b. **Sequence** What events led to the embargo on Iraq by the United Nations?
2. a. **Identify** What are two major ethnic groups in Iraq?
b. **Contrast** What is one difference between Shia Muslims and Sunni Muslims?
3. a. **Describe** How was Baghdad damaged by war?
b. **Evaluate** How did democratic reforms impact politics and culture in Iraq?
c. **Predict** What kind of country do you think Iraq will be in five years?

Critical Thinking

4. **Summarize** Draw a chart, and for each column use your notes to summarize what you have learned about the capital city, government, and economy of Iraq.

Baghdad	Government	Economy

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*during war, rebuilding damaged buildings;
Government—some progress has been
made; new constitution developed, consistent
elections; still weak and experiencing
corruption; Economy—suffered during wars,
depends on oil and crops*

► Online Assessment

1. Why did the United States invade Iraq in 2003?

- Saddam Hussein's military attacked Iran and started a long war.
- Saddam Hussein's military attacked Kuwait and took control of its oil industry.
- President Bush feared that Saddam Hussein would harm Shia and Kurdish citizens.
- President Bush believed that Saddam Hussein aided terrorists and had weapons of mass destruction.

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

The United States invaded Iraq in 2003 because U.S. president Bush believed that Saddam Hussein had not destroyed all of his **weapons of mass destruction** ▾.

2. Which of the following accurately describes the Kurds living in Iraq?

- They speak only Arabic.
- They worship only Christianity.
- They are tolerant of other religions.
- They live in the southern half of the country.

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

Kurds practice a number of religions, such as Islam, **Christianity** ▾, Zoroastrianism, and Judaism, making them a religiously tolerant people.

3. How did events of January 2005 change Iraq?

- The government began fighting terrorists for the first time.
- The country became a major exporter of oil for the first time.
- Citizens participated in democratic elections for the first time.
- Farmers began cultivating barley, cotton, and rice for the first time.

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

In January 2005 Iraqis went to the polls for the first time to elect members of the National Assembly, who were entrusted to create a new **constitution** ▾.

4. **Analyze Information** How did the rise of the Ba'ath Party affect Iraq's politics?

In 1968 the Ba'ath Party took control of Iraq's government. In 1979 its leader, Saddam Hussein, became Iraq's president. He ruled as a harsh dictator, controlling the media and restricting civil liberties. He eliminated anyone who threatened his absolute rule.

5. **Draw Conclusions** How is Iraq divided along religious lines?

The majority of Sunni Muslims live in the northern part of the country. The majority of Shia Muslims live in the southern part of the country. As well, the Kurds live in the northern part of the country. The Kurds practice a variety of religions.

6. **Analyze Issues** How does the rise of the Islamic State in Iraq and the Levant (ISIL) threaten democracy in Iraq?

ISIL is a terrorist organization made up of Sunni Muslims who want to create a theocratic state in the Middle East. Their ideology reflects an extreme form of Islam where the rights of ethnic groups are not respected. They have committed acts of terrorism throughout the world and have suppressed personal liberties in areas that they control in Iraq.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 677

ADVANCED/GIFTED

The Hanging Gardens of Babylon

1. Have students research the Hanging Gardens of Babylon.
2. Then ask each student to prepare a written report with basic information about the gardens, an illustration of the gardens based on descriptions, and an illustrated explanation of how the irrigation system probably worked.

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

STRUGGLING READERS

Timeline of Iraq's History

1. Have students work in pairs to draw a timeline that shows the history of Iraq.
2. Have students start the timeline with the establishment of the first known cities by 3000 BC and end with Saddam Hussein's government in 2003.
3. Make sure that students include the year of each event and a brief description of what happened.
4. Have groups share their timelines. Create a master timeline for all students to see.

*Alternative Assessment Handbook, Rubrics: 36: Timelines; and 37: Writing Assignments

continued from page 678

LINK TO LANGUAGE ARTS

Write About the Visuals

1. Have students look at the pictures on this page and imagine that they are either a newspaper reporter who witnessed these scenes or that one of the schoolchildren pictured is their pen pal.
2. If they choose to be a reporter, have them write an article describing the scenes and how it felt to witness them.
3. If students choose to have a pen pal, have them write a letter to the pen pal, saying what he or she likes about the picture and talking about his or her own school and favorite pastimes.
4. Ask volunteers to read their pieces. Use them to discuss aspects of standard English usage that they illustrate (correctly or incorrectly).

*Alternative Assessment Handbook, Rubrics 23: Newspapers; 25: Personal Letters; 40: Writing to Describe; and 41: Writing to Express

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COLLABORATIVE LEARNING

Kurdish Demonstration

1. Discuss with students that today Kurds live not only in northern Iraq but in the corners of Iran, Turkey, and Syria. Some people think it is time for the Kurds to break away from these countries and form their own homeland.
2. Tell students that they are Kurds who are working toward achieving their own homeland. Instruct students to work as a group to plan and carry out a public demonstration that supports this idea.
3. Have students conduct research to learn more about this movement. Based on what they have learned, students should create an appropriate slogan for their movement.
4. Have students create banners and carry out their demonstration.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 34: Slogans and Banners

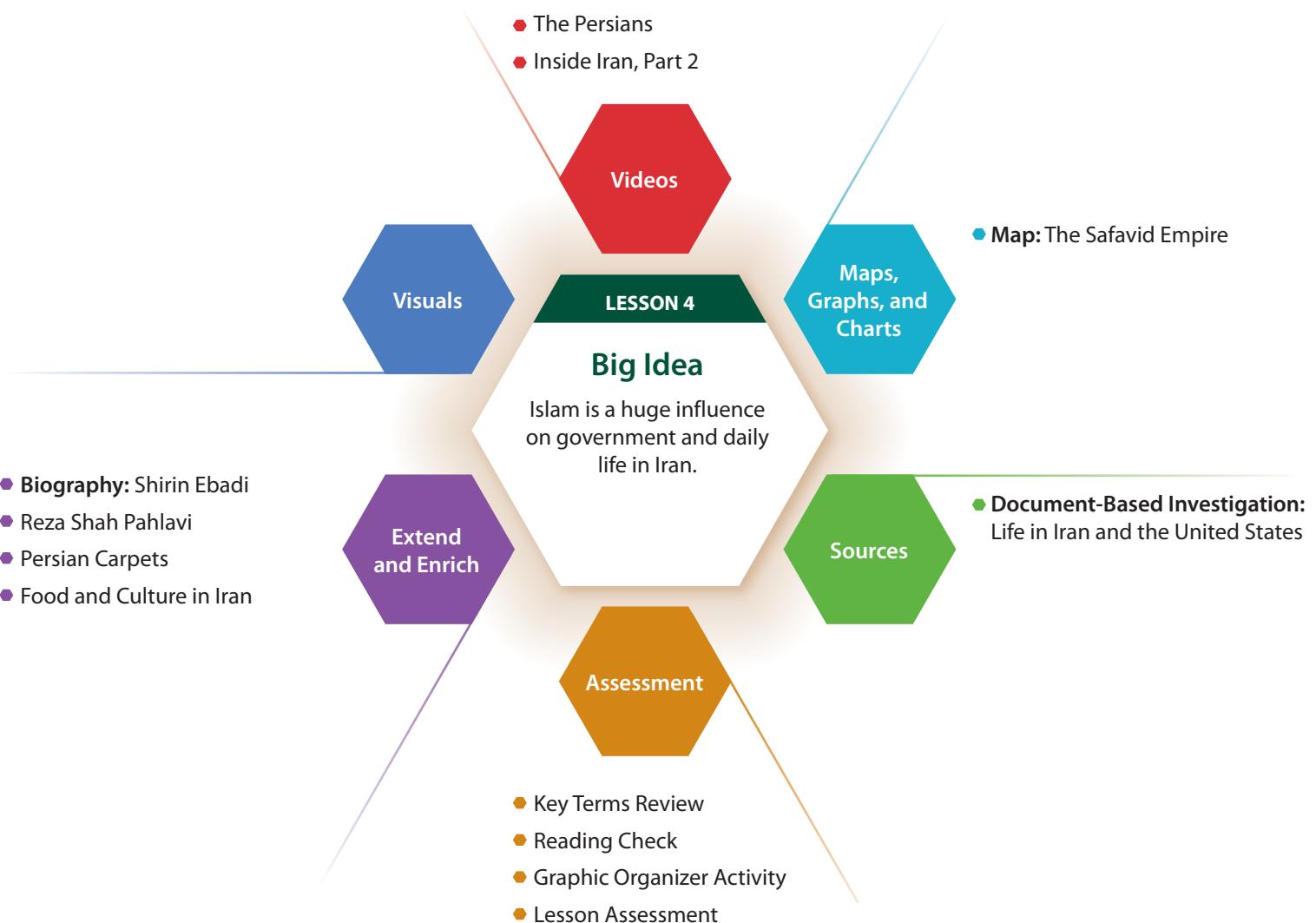
More About . . .

Baghdad The city of Baghdad was one of the largest cities in the world in the 800s. More than 300,000 residents lived in Baghdad and enjoyed its markets, zoos, and horse races. Baghdad also had many public buildings. These buildings included hospitals, libraries, and public baths. The House of Wisdom, an institution of learning, was a gathering place for scholars whose work contributed much to civilization.

Lesson 4 Planner



Iran



► Online Lesson 4 Enrichment Activities

Reza Shah Pahlavi

Biography Students read about the life of Reza Shah Pahlavi, who helped Iran recover from the ravages of World War I and transition into a more modern country. They learn how he created a state-supported school system, gave rights to women, and oversaw the building of the Trans-Iranian Railroad. Students then create a poster highlighting the changes Reza Shah Pahlavi brought to Iran.

Persian Carpets

Article Students learn about Persian carpets and why they are considered the best carpets in the world. They discover how carpet weaving grew from a local craft to a major industry. They then research examples of Persian carpet designs and create an original design of their own.

Food and Culture in Iran

Video Students watch the video to learn more about the food and culture of Iran. Then students conduct research to create a full day's menu including all meals, a snack, and dessert.

Watch Channel One News





Iran

The Big Idea

Islam is a huge influence on government and daily life in Iran.

Main Ideas

- Iran's history includes great empires and an Islamic republic.
- In Iran today, Islamic religious leaders restrict the rights of most Iranians.

Key Terms and Places

shah
Esfahan
revolution
Tehran
theocracy

If YOU lived there ...

You are a student in Tehran, the capital of Iran. In school, you are taught that the way of life in the West—countries of Europe and the Americas—is bad. News reports and newspapers are filled with negative propaganda about Western countries. Yet you know that some of your friends secretly listen to Western popular music and watch American television programs that they catch using illegal satellite dishes at home. This makes you very curious about Western countries.

What would you like to know about life in other countries?

History

The early history of the country we now call Iran includes the Persian Empire and a series of Muslim empires. Iran's recent history includes an Islamic revolution. Today, Iran is an Islamic republic, which limits the rights of many Iranians.

Persian Empire Beginning in the 500s BC, the Persian Empire ruled the region around present-day Iran. For centuries, Persia was a great center of art and learning. The Persian Empire was known for its spectacular paintings, carpets, metalwork, and architecture. In the empire's capital, Persepolis, walls and statues throughout the city glittered with gold, silver, and precious jewels.

The Persian Empire was later conquered by several Muslim empires. Muslims converted the Persians to Islam, but most people retained their Persian culture. They built beautiful mosques with colorful tiles and large domes.

The Safavid Empire The great era of Arab Muslim expansion lasted until the 1100s. Afterward, three non-Arab Muslim groups built large, powerful empires that took control of much of Europe, Asia, and Africa. These were the Ottoman, Safavid, and Mughal empires. The Safavids (sah-FAH-vuhds) were gaining power to the east, in the area of present-day Iran. Before long, the Safavids came into conflict with the Ottomans and other Muslims.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What would you like to know about life in other countries?

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 what FREEDOMS they may have:

- Can they express themselves freely?
- Is the media—such as TV and radio—
independent of government influence?
- Can they protest peacefully against policies
they disagree with?

Consider what DAILY LIFE is like:

- What kinds of media sources do people use?
- How do people treat one another at school and
at work?
- What role does religion play in people's lives?

2. Direct Teach Introduce the Big Idea: *Islam is a huge influence on government and daily life in Iran.* Ask students how they think their lives might change if the United States was ruled by religious leaders rather than elected officials. Do they think they would have more or less freedom? Why?

3. Practice/Assess/Inquire Have students use the information in this lesson to develop a list of 10–15 “Frequently Asked Questions” and answers about Iran.

4. Explore (Collaborative Exploration) Ask volunteers to share their questions. Have a student answer each question, then have the student who wrote it read his or her answer to see how the two answers compare.

5. Whole Group Close/Reflect Have students copy their questions and answers, revising if desired, to make an attractive and readable list for display.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 42: Writing to Inform



ONLINE ANALYZE VIDEOS

The Persians



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 Persepolis built on a terrace? *Possible answer: It was built on a terrace so it could be seen from a distance and impress those who saw it.*



ONLINE DOCUMENT-BASED INVESTIGATION

The Arabian Peninsula to Central Asia

Life In Iran and the United States is the fifth of seven document-based investigations that students will analyze in The Arabian Peninsula to Central Asia. Students will use the interactive feature to explore the similarities and differences between life in Iran and in the United States.

Teach the Main Idea

Iran's history includes great empires and an Islamic republic.

Define What is an Islamic republic?

government that follows strict Islamic law

Sequence Who ruled Iran before it became an Islamic republic? *Persian Empire, several Muslim empires, shah*

Identify What two cultural traditions did the Safavid Empire blend? *Persian and Muslim*

Cause and Effect What happened to the U.S. Embassy in Tehran during the Islamic Revolution? *It was stormed by students and more than 50 Americans were held captive for over a year.*

For additional instruction, go to end of lesson.

ONLINE GRAPHIC ORGANIZER

Iran

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:

Sequence Who ruled Iran before it became an Islamic republic? *Persian Empire, several Muslim empires, shah*

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: **shah, Esfahan, revolution, Tehran, theocracy.**

ONLINE INTERACTIVE MAPS

The Safavid Empire

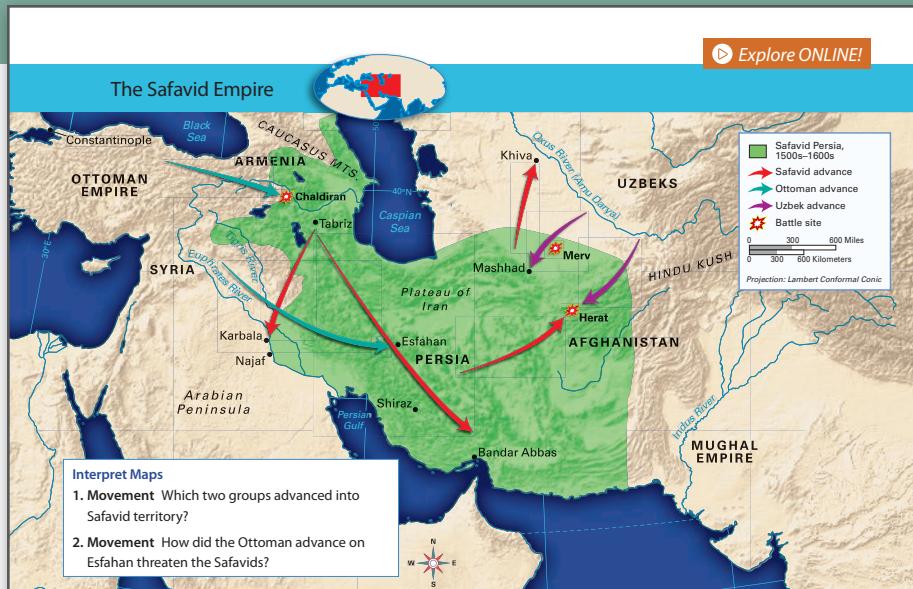
Have students explore the map using the interactive features and answer the associated questions.

Region Which of the following is found in the heart of the Safavid Empire? *Plateau of Iran*

In print edition, see map of same title.

1. Movement Which two groups advanced into Safavid territory? *Ottomans and Uzbeks*

2. Movement How did the Ottoman advance on Esfahan threaten the Safavids? *Their advance from west to east threatened to cut off the Safavids, who were advancing southward from Tabriz.*



Interpret Maps

- Movement** Which two groups advanced into Safavid territory?
- Movement** How did the Ottoman advance on Esfahan threaten the Safavids?

The Safavid Empire began in 1501 when a strong Safavid leader named Esma'il (is-mah-EEL) conquered Persia. He took the ancient Persian title of **shah**, or king. Esma'il made Shiism—the beliefs of the Shia—the official religion of the empire. But he wanted to spread Shiism farther. He tried to gain more Muslim lands and convert more Muslims to Shiism. He fought the Uzbek people, but he suffered a major defeat by the Ottomans in 1514.

The Safavids blended many Persian and Muslim traditions. They grew wealthy from trade and built glorious mosques in their capital, **Esfahan** (es-fah-HAHN). The Safavid Empire lasted until the mid-1700s.

The Shah and Islamic Revolution In 1921 an Iranian military officer took power and encouraged change in Iran's government. He claimed the old Persian title of shah. In 1941 the shah's son took control. This shah became an ally of the United States and Great Britain and tried to modernize Iran. His programs were unpopular with many Iranians.

In 1978 Iranians began a **revolution**. A revolution is a drastic change in a country's government and way of life. By 1979 Iranians overthrew the shah and set up an Islamic republic. This type of government follows strict Islamic law.

Soon after Iran's Islamic Revolution began, relations with the United States broke down. A mob of students attacked the U.S. Embassy in Iran's capital, **Tehran**. With the approval of Iran's government, the students took Americans working at the embassy hostage. More than 50 Americans were held by force for over a year.

Reading Check
Draw Conclusions
How did Iran's history lead to the Islamic Revolution?

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ONLINE ANALYZE VIDEOS

Inside Iran, Part 2

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 did the United States help overthrow Iran's prime minister in 1953? *to prevent Iran from forming an alliance with the Soviet Union*

SPECIAL NEEDS STUDENTS

- Draw a three-column chart on the board for all to see. Write one of the following headings at the top of each column: *History, Economy, Government*.
- Pair special needs students with high-achieving students. Have partners copy the chart and complete it as they read the lesson together.
- After students have finished, review the charts as a class. Allow students to fill in any missing information.

*Alternative Assessment Handbook,
Rubric 7: Charts

READING CHECK

Draw Conclusions How did Iran's history lead to the Islamic Revolution? *The shah's programs were unpopular with many Iranians. This helped lead to the Islamic Revolution.*

For additional instruction, go to end of lesson.

Iran Today

Iranian culture differs from many other cultures of Southwest Asia. While most of the people in the region are Arabic, more than half of all Iranians are Persian. They speak Farsi, the Persian language.

People and Culture With about 83 million people, Iran has one of the largest populations in Southwest Asia. Iran's population is very young. The average age in Iran is about 29 years old. It is also ethnically diverse. Iranian ethnic groups other than the Persian majority include Azeris, Lurs, Kurds, Arabs, and Turks.

Most Iranians belong to the Shia branch of Islam. Only about 5 to 10 percent are Sunni Muslim. The rest of Iran's people practice Christianity, Judaism, or other religions.

In addition to the Islamic holy days, Iranians celebrate Nowruz—the Persian New Year. Iranians tend to spend this holiday outdoors. As a part of this celebration, they display goldfish in their homes to symbolize life. Iranian culture also includes close-knit families and respect for elders. Most family gatherings in Iran are centered on Persian food, which includes rice, bread, vegetables, fruits, lamb, and tea.

Meat is an important part of Islamic culture. It holds great significance on holidays and within the social structure. Upper-class families eat meat every day. This is viewed as a symbol of wealth by the lower class. Meeting the demand for meat products has sparked concern about the environmental impacts caused by raising animals for food. Animal agriculture contributes to greenhouse gas emissions. In addition, overgrazing is especially harmful in an area where favorable land and water resources are diminishing.

Economy and Government Huge oil reserves make Iran a wealthy country. In addition to oil, the production of beautiful woven carpets contributes to Iran's economy. Agriculture employs only a small portion of the Iranian workforce. Much of Iran's younger population are finding jobs in a growing technology sector. Today, the nation's university system is producing more graduates with degrees in science and engineering. The government identified technological development as a national priority for 2016 to 2021. Entrepreneurs are taking advantage of this opportunity to create new businesses.

When comparing life in Iran to life in the United States, many of the differences are related to forms of government. Today, Iran is led by a **theocracy**—a government ruled by religious leaders. These religious leaders, or *ayatollahs*, control Iran's government. The head of the *ayatollahs*, or supreme leader, has unlimited power. Even though religious leaders control Iran, its government has an elected president and parliament.

The Imam Mosque

in Esfahan, Iran, was

built during the

Safavid Empire.



ADVANCED/GIFTED

Word Analysis

1. Have students research the roots of the words *theocracy* and *democracy*.
2. Have each student create a chart that explains the language each word comes from and what each part of the word means.
3. Have students use a dictionary to find and define other words that have those roots.

*Alternative Assessment Handbook,
Rubric 30: Research

Teach the Main Idea

In Iran today, Islamic religious leaders restrict the rights of most Iranians.

Recall What religions do Iranian people belong to?

Shia Muslim, Sunni Muslim, Christian, Jewish, other

Summarize What are Iran's main sources of income? *oil, carpets, agriculture*

Identify Points of View What was Mahmoud Ahmadinejad's point of view concerning democracy? *He believed Iran should be a theocracy and follow strict Islamic law rather than be a democracy.*

Make Generalizations What does the election of Mahmoud Ahmadinejad as president in 2005 tell you about the Iranian people? *Possible answer: Many of them have conservative values and want to follow strict Islamic law.*

More About ...

Women's Clothing The name for the long, loose outer garment Muslim women wear is *jilbab*. Another word, *hijab*, refers to the Islamic practice of dressing modestly and is also used to refer to the headscarf women wear.

Misconception Alert Because of certain terrorist activities, people may mistakenly think that Islam encourages violence. On July 28, 2005, the Council on American-Islamic Relations (CAIR) issued a press release stating, "There is no justification in Islam for extremism or terrorism."



ONLINE DOCUMENT-BASED INVESTIGATION

Life in Iran and the United States

Have students explore the table and answer the associated question.

Analyze Sources In what ways does Iran's government differ from the U.S. government?

Possible answers: The United States is a democracy; Iran is a theocracy. Iran has a supreme leader; the U.S. has a president. Iran's government approves political candidates; any U.S. citizen can run for office.

In print edition, see feature of the same title.

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

Life in Iran and the United States

Many of the differences between Iran and the United States are related to forms of government.

Life in Iran and the United States

Iran	United States
Daily Life	Daily Life
• An Iranian woman has to cover her head and most of her body with clothing in public.	• Americans are free to wear any type of clothing.
• Iranians are forbidden to view most Western websites, and Internet use is monitored by the government.	• Americans are free to surf the Internet and view most websites.
• Boys and girls have separate schools, and they cannot be alone with each other without adult supervision.	• Boys and girls can attend the same school.
Government	Government
• Iran is a theocracy.	• The United States is a democracy.
• A supreme religious leader rules Iran.	• A president is the leader of our country.
• Only candidates approved by the government can run for political office.	• Any U.S. citizen can run for political office.
Basic Rights	Basic Rights
• Freedom of speech, religion, and the press is limited.	• Freedom of speech, religion, and the press is allowed.



Iranian teenagers can shop for computers, but a girl must wear clothing that covers most of her body.



In the United States, boys and girls can attend the same school.

Interpret Charts

In what ways does Iran's government differ from the U.S. government?

Iran's government has supported many hard-line policies. For example, it has called for the destruction of Israel. It has also supported terrorist groups in other countries. With a newly elected president in 1997, some signs indicated that Iran's government might adopt democratic reforms. This government attempted to improve Iran's economy and rights for women.

However, in 2005 Iranians moved away from democratic reforms by electing Mahmoud Ahmadinejad (mah-MOOD ah-mah-di-nee-ZHAHD)

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ENGLISH LANGUAGE LEARNERS

Listen and Summarize

- To help students understand how to write numerals in a different format, have students create a two-column table.
- In the first column, have students list all the numbers found in the section *Iran Today*.
- In the second column, have students write a complete sentence using the corresponding number using words instead of numerals.

*Alternative Assessment Handbook, Rubric 38: Writing to Classify

STRUGGLING READERS

Pop Quiz

- Have students work in mixed-ability pairs to develop ten-question quizzes based on the lesson content.
- Ask partners to trade their quizzes with another pair and work together to complete the new quiz.
- Then have the pairs trade back and determine how many questions the other pair answered correctly.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity

BIOGRAPHY

Shirin Ebadi 1947-

Iranians hoping for more democratic reforms were encouraged in 2003 when Shirin Ebadi received the Nobel Peace Prize. Ebadi is a lawyer, judge, and author. However, her work attempting to improve human rights in Iran has at times made her unpopular with the country's government leaders. Ebadi's goals include to attain better conditions for women, children, and refugees.

Draw Inferences

Why would Iran's government be opposed to Ebadi's human rights efforts?



Reading Check
Analyze
What are Iran's government and people like?

president. He wanted Iranians to follow strict Islamic law. After the election, a reporter asked the new president if he had any plans for reforms. He responded, "We did not have a revolution in order to have a democracy." Mahmoud Ahmadinejad was reelected in 2009. The president lost many supporters due to accusations of corruption and mismanagement of the government during his second term. Hassan Rouhani was elected president in 2013.

More recently, international debate arose over Iran's expansion of its nuclear program. The United States and some of its allies feared that Iran was building nuclear weapons, which could threaten world security. Iran claimed it was using nuclear technology to create energy. The United Nations decided to impose sanctions on Iran. In 2016 several countries lifted an economic embargo on Iran after receiving confirmation that the nation had scaled back its nuclear activities.

Summary and Preview In this lesson you learned about Iran's history, people, culture, economy, and government. Next you will learn about the unique cultures of Central Asia and the challenges these countries face.

Lesson 4 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is a revolution?
b. **Explain** What was the Persian Empire known for?
c. **Elaborate** What changes were made in Iran after the Islamic Revolution?
2. a. **Recall** What kind of leaders have authority over their people in a theocracy?
b. **Compare** In what ways does Iran's culture differ from cultures in other countries of Southwest Asia and from culture in the United States?
c. **Identify and Explain** What are some examples of conflict that have shaped current conditions in Iran?

- d. **Explain** What is the relationship between religion, government, and daily life in Iran?

Critical Thinking

3. **Find Main Ideas** Review your notes from the *Iran Today* segment. Draw a web diagram and fill in the circles with main ideas for Iran's people, culture, economy, and government.



The Arabian Peninsula to Central Asia 685

READING CHECK

Analyze What are Iran's government and people like? *Possible answers: government—theocracy (ruled by religious leaders) with a president and parliament, not very interested in democratic reforms; people—diverse ethnic groups, most are Shia Muslims, influenced by Persian culture*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is a revolution? *a drastic change in a country's government and way of life*
b. **Explain** What was the Persian Empire known for? *center of art and learning, paintings, carpets, metalwork, architecture*
c. **Elaborate** What changes were made in Iran after the Islamic Revolution? *The government set up an Islamic republic, which strictly follows Islamic law*
2. a. **Recall** What kind of leaders have authority over their people in a theocracy? *religious leaders*
b. **Compare** In what ways does Iran's culture differ from cultures in other countries of Southwest Asia and from culture in the United States? *Possible answers: Half of all Iranians are Persian and speak Farsi. Americans are free to wear what they wish; Iranian women are not. Americans can use the Internet freely; Iranians cannot. The United States is a democracy; Iran is a theocracy. Americans have freedom of speech, religion, and the press; those freedoms are limited in Iran.*
- c. **Identify and Explain** What are some examples of conflict that have shaped current conditions in Iran? *Possible answer: Islamic Revolution of 1978*
d. **Explain** What is the relationship between religion, government, and daily life in Iran? *Government and daily life are centered around the beliefs of Islam.*

Critical Thinking

3. **Find Main Ideas** Review your notes from the *Iran Today* segment. Draw a web diagram and fill in the circles with main ideas for Iran's people, culture, economy, and government. (The web diagram should have one center circle and four additional circles stemming out from the center.) *Possible answers: People—large young population, diverse ethnic groups, Islamic religion; Culture—Persian influence; Economy—oil, woven carpets, agriculture; Government—theocracy, Islamic republic, ayatollahs, elected president and parliament*

► Online Assessment

1. What was an effect of the 1978 Iranian Revolution?
 - Iran moved its capital city.
 - Iran became an Islamic republic.
 - A shah took control of the government.
 - Relations with the United States improved.

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

In 1978 Iranians began a revolution to overthrow the **shah** in favor of an Islamic republic.

2. Which of the following makes Iran a theocracy?
 - Iranians elect their president.
 - Iranians elect their parliament.
 - Its government is controlled by ayatollahs.
 - Its government encourages science education.

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

Iran is a theocracy where religious leaders called **ayatollahs** control the government.

3. **Summarize** Why did many Iranians rebel against their government in 1978?

Many Iranians did not like the reforms of the shah and rebelled against his rule. In 1979 Iranians successfully ousted the shah and forced him into exile. The victors of the revolution established an Islamic republic.

4. **Analyze Issues** How could the eating of meat be a controversial issue for some Iranians?

Members of the Iranian upper class eat meat every day, while members of the lower class often cannot afford to eat meat, except during holidays or special occasions. Meat is expensive in the Middle East because there is a shortage of water, and grazing animals cause damage to areas with little grass. Therefore, some people feel that the desire to eat meat should be balanced with the environmental damage that raising grazing animals in the Middle East can create.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 681

More About . . .

Connect to Today Much of what was the Safavid Empire is now part of the nation of Iran. Today, more than 66 million people live in Iran. Some 89 percent are Shia Muslims. In addition, Shia religious leaders have run Iran's government since 1979.

Jimmy Carter (1924–) Jimmy Carter was the U.S. president while Americans were held hostage in Iran. In 2002 he won the Nobel Peace Prize, in part "for his decades of untiring effort to find peaceful solutions to international conflicts."

continued from page 682

COLLABORATIVE LEARNING

Cultural Blending

1. Review with students that when the Persian Empire was conquered by Muslim empires, most Persians converted to Islam but kept their Persian culture. Tell students that this process of combining customs and beliefs is referred to as cultural blending. Discuss with students that ideas and cultures can be shared just as material goods are shared.
2. Have students create lists of some items they use or have come into contact with that are from other cultures. Food, music, and holidays are examples most students may be familiar with. For non-native students, ask them what American customs they have adopted or come to enjoy. (Use your discretion; not all students will be comfortable with this activity.)
3. Have students share, compare, and contrast their lists.
4. Guide students in a discussion of how their lives are richer as a result of cultural blending.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; 11: Discussions; and 14: Group Activities

continued from page 683

DISTINGUISH FACTS FROM OPINIONS

Analyze an Article on Iran's Government

1. Locate several articles on the current government of Iran. Each article should contain both facts and opinions.
2. Organize the class into pairs and assign each pair an article. (You may want to assign the same article to several pairs, as necessary.)
3. Instruct students to study the article and then write examples of at least one fact and one opinion it contains.
4. Have students share their examples with the class. Encourage students to discuss how they determine whether a statement is a fact or an opinion.

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 16: Judging Information



Central Asia



► Online Lesson 5 Enrichment Activities

The Polygon in Kazakhstan

Article Students read about a Soviet nuclear test site in Kazakhstan, the serious health problems that were associated with it, and its closing after the collapse of the Soviet Union. Students then conduct research and write a mock interview between a reporter and those people who were affected by the Polygon.

Issyk-Kul and Tourism

Article Students read about Issyk-Kul, a large lake that is a major tourist destination in Kyrgyzstan. The lake never freezes because of underwater hot springs. Students then plan an itinerary for a stay at Issyk-Kul.

Afghanistan Music School

Video Students watch a video about the Afghan National Institute of Music. Students learn that the Taliban had outlawed music, but today Afghan students are once again studying music. Students then write a brief response to the question of why the Taliban had opposed music.

Watch Channel One News



Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there . . .

How do you think your life will change under the new rulers?

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 possible POSITIVE CHANGES to your life:

- may learn a new language
- may learn new technologies
- may have more economic or political opportunities

Consider possible NEGATIVE CHANGES to your life:

- may have to pay more taxes
- may have to change religious and cultural practices
- may be forced to obey new laws

2. Direct Teach Introduce the Big Idea: *While they share similar histories, traditions, and challenges, different ethnic groups create unique cultures for the countries of Central Asia.* Ask students how these cultures might influence one another. Encourage students to give examples, such as encouraging people to try new foods, music, or dances.

3. Practice/Assess/Inquire Have students create pairs of cards, one with a statement of information and one with the answer (for example, *this route connected Europe and China and Silk Road*).

4. Explore (Collaborative Exploration) Have pairs of students combine their cards and play the game. With the cards face-down, players must turn over matching pairs. Players get another turn if they match a pair. The player with the most pairs wins.

5. Whole Group Close/Reflect Have students illustrate their cards based on images and designs in their textbook lesson.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity

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: **Samarqand, nomads, yurt, Taliban, Kabul, dryland farming, arable.**

Lesson 5

Central Asia

If YOU lived there . . .

Your family has always farmed a small plot of land. Most days you go to school and work in the fields. One day you get news that invaders have taken over your country. They don't look like you and they speak a different language, but now they are in charge.

How do you think your life will change under the new rulers?

History

Central Asia has been somewhat of a crossroads for traders and invaders for hundreds of years. As these different peoples have passed through Central Asia, they have each left their own unique and lasting influences on the region.

Trade At one time, the best trade route between Europe and India ran through Afghanistan. The best route between Europe and China ran through the rest of Central Asia. Beginning in about 100 BC, merchants traveled along the China route to trade European gold and wool for Chinese spices and silk. As a result, this route came to be called the Silk Road. Cities along the road, such as **Samarqand** and Bukhara, grew rich from the trade.

By 1500 the situation in Central Asia had changed, however. When Europeans discovered they could sail to East Asia through the Indian Ocean, trade through Central Asia declined. The region became more isolated and poor.

Invasions Because of its location on the Silk Road, cultural diffusion occurred in Central Asia as group after group swarmed into the region. These groups left both positive and negative effects of their culture in the region. Among the first people to establish a lasting influence in the region were Turkic-speaking nomads who came from northern Asia in AD 500.

In the 700s Arab armies took over much of the region. They brought a new religion—Islam—to Central Asia. Many of the beautiful mosques in Central Asian cities date from the time of the Arabs.

The Big Idea

While they share similar histories, traditions, and challenges, different ethnic groups create unique cultures for the countries of Central Asia.

Main Ideas

- Throughout history, many different groups have conquered Central Asia.
- Many different ethnic groups and their traditions influence culture in Central Asia.
- The countries of Central Asia are working to develop their economies and to improve political stability in the region.
- The countries of Central Asia face issues and challenges related to the environment, the economy, and politics.

Key Terms and Places

Samarqand
nomads
yurt
Taliban
Kabul
dryland farming
arable

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Teach the Main Idea

Throughout history, many different groups have conquered Central Asia.

Define What was the Silk Road? *trade route from Europe to China*

Analyze How was the Indian Ocean significant in Central Asia's history? *Silk Road use declined after Europeans discovered they could sail to East Asia through the Indian Ocean.*

Sequence In order from earliest to latest, what major groups conquered Central Asia? *Arabs, Mongols, Russians, and Soviets*



ONLINE DOCUMENT-BASED INVESTIGATION

The Arabian Peninsula to Central Asia

Ethnic Groups of Central Asia and Reforms in Afghanistan are the last of seven document-based investigations that students will analyze in The Arabian Peninsula to Central Asia. Students will explore the exhibits using the interactive features.

Influences on Central Asia

The Arabs, Mongols, and Soviets all had a major influence on Central Asia.



Arab Influence

- The Arabs ruled Central Asia in the 700s and 800s.
- They introduced Islam and built beautiful mosques.
- They influenced styles of art and architecture in the region.



Mongol Influence

- The Mongols ruled from 1220 to the mid-1300s.
- They destroyed cities and irrigation systems.
- Eventually, they supported literature and the arts at Samarkand.



Soviet Influence

- The Soviet Union controlled Central Asia from 1922 to 1991.
- The Soviets separated ethnic groups and banned religious practices.
- They began growing cotton and constructed many useful but stark buildings.

Arabs, followed by other invaders, ruled Central Asia until the 1200s. Then, Mongol armies conquered Central Asia, destroying many cities with their violent attacks. Eventually, their empire crumbled. With the fall of the Mongols, various tribes of peoples, such as the Uzbeks, Kazakhs, and Turkmen moved into parts of the region.

Russian and Soviet Rule In the mid-1800s the Russians became the next major group to conquer Central Asia. Although the Russians built railroads and expanded cotton and oil production, people began to resent their rule.

After the Russian Revolution in 1917, the new Soviet government wanted to weaken resistance to its rule. The new Soviet leaders did this by dividing the land into republics. The Soviets encouraged ethnic Russians to move to these areas and made other people settle on government-owned farms. The Soviets also built huge irrigation projects to improve cotton production.

The Soviet Union collapsed in 1991. As the Soviet government and economy fell apart, it could no longer control its huge territory. The Central Asian republics finally became independent countries.

Culture

The people who came through Central Asia influenced culture in the region. They brought new languages, religions, and ways of life that mixed with traditional ways of life in Central Asia.

Traditional Lives For centuries, Central Asians have made a living by raising horses, cattle, sheep, and goats. Many herders live as **nomads**, people who move often from place to place. The nomads move their herds around

Reading Check
Form
Generalizations
What groups of people influenced Central Asia?

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Teach the Main Idea

Many different ethnic groups and their traditions influence culture in Central Asia.

Explain How did the people who came through Central Asia influence its culture? *brought new religions and new languages, new ways of life mixed with traditional ways*

Contrast What is the difference between the Cyrillic and Latin alphabets? *Cyrillic is used for the Russian language and Latin is used for English.*

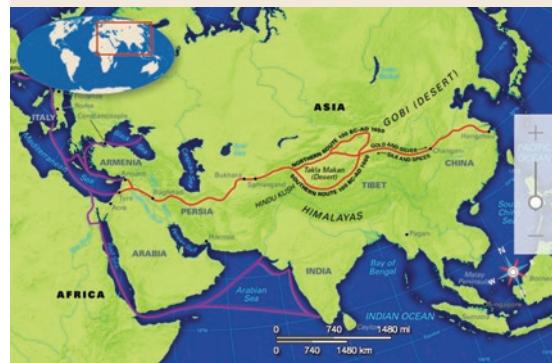
Evaluate What do you think it would be like to live in a yurt in the area where you live? *Answers will vary but should mention features of a yurt.*

ONLINE INTERACTIVE MAPS

The Silk Road

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

Human-Environment Interaction What geographic feature did the northern and southern routes of the Silk Road bypass? *Takla Makan Desert*



ONLINE INTERACTIVE VISUALS

Image Carousel: Influences on Central Asia

Have students navigate through the carousel and note the different influences on Central Asia that are shown. You may wish to use the associated question as a discussion prompt.



ONLINE ANALYZE VIDEOS

The Silk Road

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 silk considered a great commodity? *The Chinese kept silk-making a secret, so Europeans were unable to reproduce the material and could only purchase it from the Chinese.*

READING CHECK

Form Generalizations What groups of people influenced Central Asia? *Turkic-speaking nomads, Arab armies, Mongol armies, Uzbeks, Kazaks, Turkmen, Russians, Soviets*

For additional instruction, go to end of lesson.

Teach the Main Idea

The countries of Central Asia are working to develop their economies and to improve political stability in the region.

Define Who are the Taliban? *radical Muslim group that formerly ruled Afghanistan*

Explain What two factors have helped Kazakhstan's economy to grow again? *oil reserves, adaptation to the free market*

Generalize What similar issues do many countries of Central Asia face? *building stable governments and strong economies*

More About . . .

Pashto Pashto, an official language of Afghanistan, is written with a version of Arabic script, which is written from right to left.

Connect to Today: Effects of Tourism Mt. Sulaiman, in the Fergana Mountain Range of Kyrgyzstan, contains thousands of petroglyphs. These stone paintings and carvings span from the third millennium BC to the Middle Ages. Today, experts who study these valuable historical records must be able to distinguish them from newer marks added by modern visitors.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Inside a Yurt

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

Analyze Visuals Why would a yurt be easier to move than another type of house? *Felt mats and the frame are probably light to carry and easy to take apart and set back up.*

ONLINE DOCUMENT-BASED INVESTIGATION

Ethnic Groups of Central Asia

Have students navigate through the carousel and note the different ethnic groups that are shown. You may wish to use the associated question as a discussion prompt.

Analyze Sources Study the photos and their captions. Why do you think the men wear different hats? *tradition of their ethnic group; useful for the climate*

READING CHECK

Summarize How did Russian and Soviet rule influence culture in Central Asia? *established Russian as official language*

from one pasture to another. Today, most people in Central Asia live in more permanent settlements, but many others still live as nomads. The nomadic lifestyle is especially common in Kyrgyzstan.

Unique homes, called yurts, make moving with the herds possible. A **yurt** is a movable round house made of wool felt mats hung over a wood frame. Today, the yurt is a symbol of the region's nomadic heritage. Even people who live in cities may put up yurts for special events such as weddings and funerals.

People, Languages, and Religion Most people in Central Asia today belong to one of several ethnic groups that are part of a larger ethnic group called Turkic. Some of these groups are Kazakh (kuh-ZAHK), Kyrgyz (KIR-giz), Turkmen, and Uzbek (OOZ-bek). Another group, ethnic Russians, came to Central Asia when Russia conquered the region. They still live in every Central Asian country.

Each ethnic group speaks its own language. Look at the map to see where a particular language is the primary language. In most countries in the region, more than one language is spoken.

When the Russians conquered Central Asia, they **established** their own language as the official language for business and government. It is still an official language in some Central Asian countries. The Russians also introduced the Cyrillic alphabet, the alphabet used to write the Russian language. Most countries in Central Asia now use the Latin alphabet, however, which is the one used to write English. Afghanistan also has its own alphabet. It is used for writing Pashto, one of that country's official languages.

Just as people in the region are of many ethnic groups and speak different languages, they also practice different religions. Traders and conquerors brought their religious beliefs and practices to the region. Islam, brought by the Arabs, is the main religion in Central Asia. Some people also practice Christianity. Most of the region's Christians belong to the Russian Orthodox Church.

During the Soviet era, the government closed or destroyed more than 35,000 religious buildings and Islamic schools. However, since the end of the Soviet Union in 1991, many are in use once again.

Central Asia Today

A history of invasions and foreign rule has made an impact on Central Asia. Because of years of fighting and changes in the region, today many countries of Central Asia face similar issues in building stable governments and strong economies.

Afghanistan The situation in Afghanistan today is in many ways a result of a long war with the Soviet Union in the 1980s. The Soviets left in 1989. However, turmoil continued under an alliance of Afghan groups. In the mid-1990s a radical Muslim group known as the **Taliban** arose. The group's leaders took over most of the country, including the capital, **Kabul**.

Academic Vocabulary
establish to set up or create

Reading Check
Summarize
How did Russian and Soviet rule influence culture in Central Asia?

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COMPARE AND CONTRAST

What's in a Home?

1. Have students conduct research to locate images of yurts. The images should show both the inside and the outside of the yurts.
2. Instruct students to create a poster that contains both a drawing of a yurt and a drawing of a home that is familiar to them. Instruct them to create cross-sectional drawings so the interior of each home is visible. They also should label the different parts of the structures, such as the doors, seating areas, and so forth.

3. Display the posters so the entire class can examine them. As a class, discuss the differences and similarities between the yurts and the homes with which students are familiar.

*Alternative Assessment Handbook, Rubrics 3: Artwork; 9: Comparing and Contrasting; and 11: Discussions

For additional instruction, go to end of lesson.



The Taliban used a strict interpretation of Islamic teachings to rule Afghanistan. For example, the Taliban severely limited the role of women in society. They forced women to wear veils and to stop working outside the home. They also banned all music and dancing. Although most Muslims sharply disagreed with the Taliban's policies, the group remained in power for several years.

Eventually, the Taliban came into conflict with the United States. Investigation of the September 11, 2001, terrorist attacks on New York City and Washington, DC, led to terrorist leader Osama bin Laden and his al Qaeda network, based in Afghanistan. U.S. and British forces attacked Taliban and al Qaeda targets and toppled Afghanistan's Taliban government.

Since the fall of the Taliban, Afghanistan's government has changed in many ways. The country has a new constitution. Also, all men and women age 18 and older can vote for the president and for the members of a national assembly. Some members of the assembly are appointed by the president, and the constitution requires that half of these appointees be women.

Many Afghans hope their government will be stable. However, since 2006 Afghans have experienced an organized rebellion, or insurgency, of the Taliban. Afghan leaders are still working today to defeat the insurgents.

Kazakhstan Kazakhstan was the first part of Central Asia to be conquered by Russia. As a result, Russian influence remains strong in that country today. About one-third of Kazakhstan's people are ethnic Russians. Kazakh and Russian are both official languages. Many ethnic Kazakhs grow up speaking Russian at home and have to learn Kazakh in school.

Kazakhstan's economy was once tied to the former Soviet Union's. It was based on manufacturing. When the Soviet Union collapsed, the economy

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SPECIAL NEEDS STUDENTS

Central Asia Flashcards

- Have students work in small groups to create flashcards of the countries of Central Asia. Assign one country in the region to each group. Have group members draw the basic shape of their assigned country on sturdy art paper.
- Students should label their assigned country in large letters, first in pencil to ensure correct spelling and then using a marker. Have students cut out each country.

- As a class, discuss information about each country and agree on two or three facts to write on the back of each country's shape.
- Group members should memorize the facts on the back of the flashcard they created. Then have groups trade country shapes and memorize the facts on the back of the new cards.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity

ONLINE INTERACTIVE MAPS

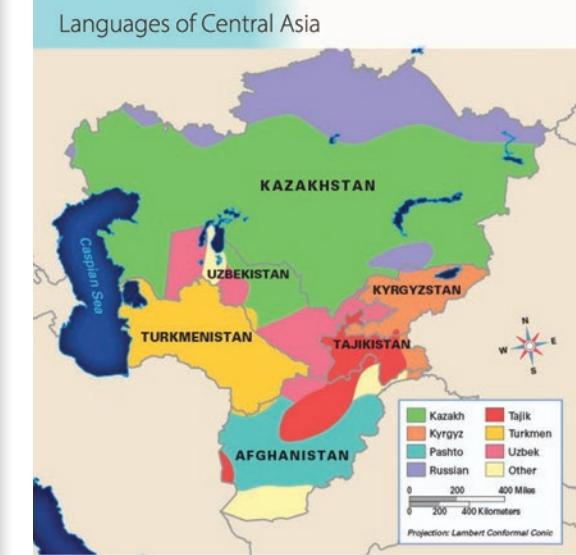
Languages of Central Asia

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

Place What language is spoken in the largest area? *Kazakh*

In print edition, see map of same title.

- Place** What language is spoken in the largest area? *Kazakh*
- Region** How do language regions compare to political boundaries? *Possible answers: In some places, they match closely, but in others, they are not the same; there are more language regions.*



ONLINE ANALYZE VIDEOS

Trump Reveals New Afghanistan Plan

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

Analyze Videos When did it seem that the United States was winning the war in Afghanistan? *right after U.S. forces invaded Afghanistan*

Watch Channel One News

PLAY VIDEO 3:35

Trump Reveals New Afghanistan Plan

Channel One News

GEOGRAPHIC FEATURE

Turkmen Carpets

Have students read the feature about the importance of Turkmen carpets and then answer the associated question.

Analyze Visuals Why are carpets good for a nomadic way of life? *They are easy to move, yet comfortable.*

GEOGRAPHY AND CULTURE

Turkmen Carpets

Decorative carpets are an essential part of a nomad's home. They are also perhaps the most famous artistic craft of Turkmenistan. Carpet factories operate in cities all through Turkmenistan, but some women still weave carpets by hand. These weavers memorize hundreds of intricate designs so they can make rugs that look the same. Each of several different Turkmen tribes has its own rug design.



suffered. However, due to its valuable oil reserves and quick adaptation to the free market, Kazakhstan's economy is now growing steadily. The country is the richest in Central Asia.

Kazakhstan also has one of the more stable governments in Central Asia. The country is a democratic republic with an elected president and parliament. In 1998 Kazakhstan moved its capital from Almaty to Astana, which is closer to Russia.

Kyrgyzstan The word *kyrgyz* means "forty clans." Throughout history, clan membership has been an important part of Kyrgyzstan's social, political, and economic life. Many people still follow nomadic traditions.

Many other people in Kyrgyzstan are farmers. Fertile soils there allow a mix of irrigated crops and **dryland farming**, or farming that relies on rainfall instead of irrigation. Farming is the most important industry in Kyrgyzstan. However, it does not provide much income for the country.

Although the standard of living in Kyrgyzstan is low, the economy shows signs of strengthening. Tourism might also help Kyrgyzstan's economy. The country has a Muslim pilgrimage site as well as the beautiful Lake Issyk-Kul.

Kyrgyzstan's government is changing. In 2010 opposition groups overthrew the president and adopted a new constitution. Soon after, the new government held the first-ever elections in Kyrgyzstan.

Tajikistan Like other countries in Central Asia, Tajikistan is struggling to overcome its problems. In the mid-1990s the country's Communist government fought against a group of reformers. Some reformers demanded democracy. Others called for a government that ruled by Islamic law. The groups came together and signed a peace agreement in 1997. As a result, Tajikistan is now a republic with an elected president.

Years of civil war damaged Tajikistan's economy. Both industrial and agricultural production declined. Even with the decline, Tajikistan still relies on cotton farming for much of its income. However, less than 7 percent of the country's land is **arable**, or suitable for growing crops. Lack of arable land makes progress there difficult.

Turkmenistan Turkmenistan's president holds all power in the country. He was voted president for life by the country's parliament. He has used his power to bring about education and health care reforms and to offer free web access at Internet cafes in Ashgabat.

The Turkmen government supports Islam and has ordered schools to teach Islamic principles. However, it also views Islam with caution. It does not want Islam to become a political movement.

Turkmenistan's economy is based on oil, gas, and cotton. Although the country is a desert, about half of it is planted with cotton fields. Farming is possible because Turkmenistan has one of the longest irrigation channels in the world.

Uzbekistan Uzbekistan has the largest population of the Central Asian countries. It also has some of the largest cities in the region. Two cities—Bukhara and Samarkand—are famous for their mosques and monuments.

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ENGLISH LANGUAGE LEARNERS

Listen and Summarize

- To help students demonstrate their understanding of the nations in Central Asia, have them select one of the countries written about in the text.
- Organize the class into pairs who have chosen the same country, and ask them to reread the paragraphs about that country aloud to each other. Have them take notes while their partner reads and vice versa.

- Ask students to individually write an informational paragraph in their own words about the country they have chosen. Have them use dictionaries, context clues, and their partners to understand and use new vocabulary.
- Have the students revise their papers with their partners and make any needed corrections to align them with standard English usage.

*Alternative Assessment Handbook, Rubric 42: Writing to Inform

Reforms in Afghanistan

Some reforms have taken place in Afghanistan since the end of Taliban rule. However, the country still faces many challenges.

Since the End of Taliban Rule . . .

- Afghanistan has a new constitution and an elected president.
- Many people are registered to vote.
- Afghanistan's rules are written and accessible to citizens for the first time.
- New clinics and trained doctors provide more people with access to health care.
- Women can work outside the home.
- Girls can attend school.



Analyze Visuals

What opportunities might education create for this girl?

Reading Check

Make Inferences
How does physical geography affect the economies of Kyrgyzstan and Tajikistan?

As in Turkmenistan, Uzbekistan's elected president holds all the political power. The United States has criticized the government for not allowing political freedom or respecting human rights.

The government also closely controls the economy. For example, they restrict imports by imposing high tariffs in an effort to promote local manufacturing. Uzbekistan's economy, based on oil, gold, and cotton, is fairly stable even though it is growing only very slowly.

Issues and Challenges

As you have read, the countries of Central Asia face similar issues and challenges. Their greatest challenges are in the areas of environment, economy, and politics.

Environment One of the most serious environmental problems is the shrinking of the Aral Sea. Winds swept the dry seafloor and blew dust, salt, and pesticides hundreds of miles. Towns that once relied on fishing were suddenly dozens of miles from the shore. Today new dams are helping to slowly restore the lake.

Another problem is the damage caused by Soviet military practices. The Soviets tested nuclear bombs in Central Asia. Now, people there suffer poor health because of radiation left over from the tests.

Another environmental problem has been caused by the overuse of chemicals to increase crop production. These chemicals have ended up ruining some farmlands. Instead of increasing crop production, the chemicals have hurt the economy.

Economy Many of Central Asia's economic problems are due to reliance on one crop—cotton. Suitable farmland is limited, so employment in the cotton industry is limited. Also, the focus on cotton has not

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GAME

Where Am I?: Touring the Arabian Peninsula to Central Asia

Have students play the game to test their knowledge of different locations in the Arabian Peninsula to Central Asia region.

ONLINE INTERACTIVE TABLES

Table: The Arabian Peninsula to Central Asia Regional Data

Have students explore the interactive table and answer the associated question.

Interpret Tables Which country has almost three times as many internet users as Yemen? *Oman*

Teach the Main Idea

The countries of Central Asia face issues and challenges related to the environment, the economy, and politics.

Describe What problems resulted from the shrinking of the Aral Sea? *Winds blew dust, salt, and pesticides from the dry sea floor; people were located miles from fishing.*

Explain Why is cotton important to Central Asia? *The region relies on this crop for much of its income.*

Analyze Why are terrorist threats often a problem in Central Asia today? *Possible answer: People unhappy with governments sometimes turn to violence.*

ONLINE DOCUMENT-BASED INVESTIGATION

Image with Text Slider: Reforms in Afghanistan

Have students explore the image by revealing additional information using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Sources What opportunities might education create for this girl? *ability to get a job, take part in government, use skills such as reading and writing for hobbies*

In print edition, see visual feature of same title.

Reforms in Afghanistan

Some reforms have taken place in Afghanistan since the end of Taliban rule. However, the country still faces many challenges. Since the end of Taliban rule:



READING CHECK

Make Inferences How does physical geography affect the economies of Kyrgyzstan and Tajikistan? *Kyrgyzstan—allows for some farming but not much income; natural beauty and pilgrimage site may encourage tourism; Tajikistan—lack of arable land makes economic progress difficult while relying on farming*

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE CHARTS

Process Steps: Challenges for Central Asia

Have students examine the Process Steps to learn more about some of the challenges that Central Asia faces. You may wish to use the associated question as a discussion prompt.

Interpret Charts What do you think could be done to improve the environment in Central Asia? *establish more stable democracies; make stricter laws to clear it up as in the United States*

READING CHECK

Summarize What environmental challenges does Central Asia face? *shrinking Aral Sea caused pollution from dust, salt, and pesticides, and reduced access to fishing; damage from nuclear bomb testing; overuse of chemicals to increase crops*



Protesters show their opposition to the government in Kyrgyzstan.

encouraged countries to develop manufacturing.

Some countries have oil and gas reserves that may someday make them rich. For now, though, outdated equipment, lack of funds, and poor transportation systems slow development in Central Asia.

Politics The other main challenge in Central Asia today is lack of political stability. In some countries, such as Kyrgyzstan, people do not agree on the best kind of government. People who are dissatisfied with their government sometimes turn to violence. These countries today are often faced with terrorist threats from different political groups within their own countries.

Summary Many different groups of people have influenced the countries of Central Asia over the years. As a result, the region has a mixture of languages and religions. Central Asia is recovering from a history of foreign rule. The region is struggling to develop sound economies and stable governments.

Lesson 5 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What people brought Islam to Central Asia? *Arabs*
- b. **Analyze** What impact did the Silk Road have on Central Asia? *brought many traders and invading armies, mixing new languages, religions, and ways of life with the existing traditions*
- c. **Elaborate** How might Central Asia's history have been different without the influence of the Silk Road? *Possible answer: It might have remained more isolated, with little or no mixing cultures.*

2. a. **Define** What is a yurt? *movable, round house made of wool felt mats over a round frame*
- b. **Analyze** What are some of the benefits of nomadic life, and what are some of the challenges of this lifestyle? *Possible answers: benefits—move livestock to best pastures during the year; challenges—hard to grow crops or have as many comforts as permanent homes do, such as running water and electricity*

- c. **Elaborate** How might the mix of ethnic groups, languages, and religions in Central Asian countries affect life there today? *Possible answer: could cause conflicts or increase diversity as people get to know and interact with people in other culture groups*

3. a. **Describe** How did the Taliban affect Afghanistan? *created strict Islamic laws, limiting women's roles and banning music and dancing; support of terrorism led to war*

4. a. **Identify** What three types of challenges does Central Asia face today?
b. **Form Generalizations** Why does much of Central Asia face political instability?

Critical Thinking

5. **Categorize** Draw a table and use your notes to categorize information about the government and economy of each Central Asian country.

	Government	Economy
Afghanistan		
Kazakhstan		
Kyrgyzstan		
Tajikistan		
Turkmenistan		
Uzbekistan		

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- b. **Contrast** What are some major differences between Afghanistan and Kazakhstan? *Afghanistan government not yet stable; Kazakhstan has stable government and many ethnic Russians*

- c. **Elaborate** What is one way a country might create more arable land? *Possible answers: dig wells, create irrigation systems*

4. a. **Identify** What three types of challenges does Central Asia face today? *environmental, economic, political*

- b. **Form Generalizations** Why does much of Central Asia face political instability? *Many people there do not agree on the best form of government or are unhappy with the government.*

Critical Thinking

5. **Categorize** Draw a table and use your notes to categorize information about the government and economy of each Central Asian country. (The table should have three columns. The rows should be labeled with the names of the Central Asian country. Column 2 heading should be *Government* and Column 3 heading should be *Economy*.) *Tables should include accurate information from the segment for each country and topic.*

► Online Assessment

- How did invasions during the 700s change Central Asian settlements along the Silk Road?
 - Mongol armies destroyed cities in the region.
 - Many people began speaking Turkic languages.
 - Uzbek, Kazakh, and Turkmen tribes moved there.
 - Arab armies introduced Islam and Muslim culture to the region.

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

During the 700s, **Arab** armies invaded Central Asia and brought a new religion, Islam, to the people living along the Silk Road.

- How did Russians change Central Asia after conquering the region?
 - The government closed all places of worship.
 - They introduced the Latin and Cyrillic alphabets.
 - The Russian Orthodox Church became the most popular religion.
 - They made Russian the official language of business and government.

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

When the Russians conquered Central Asia, they introduced the **Cyrillic** alphabet and made Russian the official language of business and government.

- Which event during the 1980s has had the most lasting impact on Afghanistan today?
 - the fall of the Taliban government
 - the expansion of civil rights for women
 - the Soviet Union's invasion of the country
 - the country's adoption of a new constitution

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

The invasion of Afghanistan by **the Soviet Union** led to a long war and the rise of the radical Taliban, who forced people to follow a strict religious lifestyle.

- Which of the following was an effect of the Soviet Union's control over Central Asia?
 - The fishing industry has grown.
 - Many people are employed in manufacturing.
 - Many people are sick from the testing of nuclear weapons.
 - The use of chemical fertilizers has increased crop production.

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

The Soviet Union's practice of **testing nuclear weapons** in Central Asia has made many people in the region sick from radiation poisoning.

- Draw Conclusions Why did trade along the Silk Road decline during the 1500s?

Europeans discovered sea routes to the riches of the Far East and no longer needed to rely on overland trade. The Silk Road declined as a result of the decrease in trade, and many of the cities that relied on this trade route became poor and isolated.

- Summarize How have many Central Asians adapted to a nomadic lifestyle?

A nomadic lifestyle is common in many Central Asian nations such as Kyrgyzstan. Nomadic people construct yurts, which are round houses made of a wooden frame and covered with woolen mats. The people are able to move the yurts easily, which is helpful when they need to follow their grazing animals that feed in mountain pastures during the summer months and lowland pastures during the winter months.

- Make Judgments Why are Afghanistan's leaders hopeful that they can create a stable government? Describe a challenge to the Afghan government.

Afghanistan's leaders passed a new constitution with civil rights being extended to their citizens. This new constitution has significantly changed the lives of women, who were persecuted under the Taliban. Afghanistan has held a number of free elections where the people elected a president and members of a National Assembly. However, the return of the Taliban and their strict observance of Islamic law threatens this political stability.

- Analyze Issues Why are Central Asian economies not growing quickly?

Many Central Asian nations rely on cotton and oil production as their main economic activities. These nations have not developed manufacturing jobs, and therefore their economies are not growing. Cotton requires good farmland, but the arid climate of Central Asia does not allow cotton production to increase. The lack of money also harms these nations that are trying to modernize their oil production.

ADDITIONAL INSTRUCTIONAL MATERIALS

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More About . . .

The Oasis City of Merv Merv is near today's city of Mary, Turkmenistan, in the Kara-Kum desert. It was a principal city in a vast Silk Road oasis and is on UNESCO's World Heritage list. It is one of the oldest and best-preserved Silk Road cities, with remains from 4,000 years of human history. It was badly damaged in the Mongol invasion in the 1200s AD and later restored.

Connect to Math: Years of Rule Challenge students to create math problems based on the years that the three major groups ruled Central Asia. Ask for volunteers to share their problems. Have students solve them and write their answers. Discuss the answers together.

continued from page 687

More About . . .

Misconception Alert People may think that a nomadic lifestyle means using only ancient ways. In fact, nomadic peoples of today may use technology such as cars, electricity, and boom boxes.

Cyrillic Alphabet The Cyrillic alphabet has 33 letters, 7 more than the Latin alphabet. Two of these are silent. Each changes the sound of the consonant that comes before it in a word.

Mosque Discovery Archaeological discoveries continue to shed light on Central Asian culture and history. One example is the rediscovery of a ninth-century, nine-domed mosque found near Balkh, Afghanistan, in the 1960s. Some research has been done on this mosque, but it has been limited because of ongoing unrest in the region.

STRUGGLING READERS

Major Influences in Central Asia

1. Draw a three-column graphic organizer for students to see titled *Major Influences in Central Asia*. Label the three columns *Arabs 700s–800s*, *Mongols 1220–mid-1300s*, and *Soviets 1917–1991*.
2. Have students copy and complete the graphic organizer listing pertinent facts in each column.
3. When students are finished, review the information together.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

continued from page 688

TIERED ACTIVITY

National Symbols of Central Asia

Below Level

- Organize the class into pairs. Assign each pair one of the Central Asian countries presented in this lesson.
- Instruct students to locate a recording of the country's national anthem. Students should then prepare a multimedia presentation containing the recording and also displaying the corresponding words in English.
- Have students give their presentations to the class.

At Level—Going beyond the Below Level activity:

- Instruct students to locate an image of the flag of their assigned country. Have them use the software tools available to them to add the image to their multimedia presentation.
- Have students include an explanation of any symbols used in the flag.

Above Level—Going beyond the Below Level and At Level activities:

- Have students work to analyze what beliefs and attitudes the national anthem and the flag are meant to project to the viewer or listener.
- Based on this analysis, instruct students to write a short poem about their assigned country. Students should include this poem at the end of their multimedia presentations.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; 26: Poems and Songs; and 30: Research

continued from page 691

COLLABORATIVE LEARNING

Issues and Challenges in Central Asia

1. Organize the class into groups of four or five. Tell students that they should choose a specific challenge that is currently faced by one of the countries in Central Asia.
2. Explain to the students that the country's government has assigned them the task of looking into potential solutions for this challenge. They will present a panel discussion where they will explain the problem and suggest solutions. Students should conduct research to learn more about this challenge and its possible remedies.
3. Encourage students to propose several possible solutions and to debate which ones they think are most likely to succeed.
4. Have students present their panel discussions to the class.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; 30: Research; and 35: Solve Problems

More About . . .

Connect to Math: Arable Land in Tajikistan

Tajikistan has $142,700 \text{ km}^2$ (square kilometers) of land, which is slightly smaller than Wisconsin. If 7 percent is arable land and 1 km^2 equals about $.38 \text{ mi}^2$, about how many square miles is arable? $142,700 \text{ km}^2 \times .07 = 9,989 \text{ km}^2 \times .38 \text{ mi}^2 = 3,796 \text{ km}^2$

Social Studies Skills

Use and Create Databases

Define the Skill

Geographers use databases to learn about people and places and to identify patterns in various regions. A **database** is a collection of information about a topic that is organized so that it can be easily found. A database could be in print or electronic form, and it could be simple or complex. Almost any kind of information can be stored in electronic databases, including statistics, text, images, audio, and video. The table on this page is a database. So too is your library's electronic catalog. Learning how to read a database will help you learn how to create one.

- Look at the title to identify the topic.
- Read the column and row headings. These keywords tell what kind of data is included.
- Locate specific data where rows and columns intersect by reading across rows and down columns.
- Use critical-thinking skills to organize and interpret data, identify relationships, and note patterns.

Learn the Skill

Use the database to answer the following questions.

1. Which country has the highest total literacy rate?
2. Which country has the largest difference between the literacy rate among men and the literacy rate among women?
3. Organize information from the database into a list that shows the countries in order of highest literacy rate to lowest literacy rate.

Literacy Rates in Southwest Asia			
	Literacy Rate (%)		
Country	Male	Female	Total
Iran	91.2	82.5	86.8
Iraq	85.7	73.7	79.7
Oman	93.6	85.6	91.1
Qatar	97.4	96.8	97.3
Saudi Arabia	97	91.1	94.7

Source: *The World Factbook*

Practice the Skill

Using the Internet, an encyclopedia, or an electronic database, locate information on the population density, birthrate, and death rate for each country listed in the table above. Then create a print or electronic database to organize your information.

Social Studies Skills

Use and Create Databases

Make sure that students understand that a database is a collection of information about a topic that has been organized so that it is easy to find. Explain to students that, although they may not know it, they have all likely used databases before. Provide students with an example of a printed database that contains information about one or more countries in this module. For example, the database may contain information about countries' populations, area, per capita GDP, life expectancy at birth, and so forth. Discuss how organizing information in this way simplifies locating needed information and makes it easier to compare data between countries. Invite students to share what they know about using electronic databases. Explain that some electronic databases have information about one topic. Others collect information on several subjects.

*Alternative Assessment Handbook: Rubrics 1: Acquiring Information; and 11: Discussions

Answers

Learn the Skill

1. Which country has the highest total literacy rate?
Qatar
2. Which country has the largest difference between the literacy rate among men and the literacy rate among women?
Iraq
3. Organize information from the database into a list that shows the countries in order of highest literacy rate to lowest literacy rate. *Countries should be listed in this order: Qatar, Saudi Arabia, Oman, Iran, Iraq.*

Practice the Skill

Using the Internet, an encyclopedia, or an electronic database, locate information on the population density, birthrate, and death rate for each country listed in the table above. Then create a print or electronic database to organize your information.

Student databases will vary but should contain accurate data and show an understanding of how to organize information into a database using row and column headings.

Module 20 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

Match the words in the columns with the correct definitions listed below.

- | | |
|-----------------|--------------------|
| 1. arable | 6. OPEC |
| 2. Kabul | 7. shah |
| 3. embargo | 8. theocracy |
| 4. nomads | 9. Taliban |
| 5. fossil water | 10. Fergana Valley |
- a. the Persian title for a king
b. suitable for growing crops
c. fertile region that has been a center of farming for thousands of years
d. people who move often from place to place
e. a radical Muslim group
f. an organization whose members try to influence the price of oil on world markets
g. the capital of Afghanistan
h. a government ruled by religious leaders
i. water that is not being replaced by rainfall
j. a limit on trade

Answers: 1. b; 2. g; 3. j; 4. d; 5. i; 6. f; 7. a; 8. h; 9. e; 10. c

Comprehension and Critical Thinking

LESSON 1

11. a. **Identify** Through what country do the Tigris and Euphrates Rivers flow? *Iraq*
b. **Evaluate** Do you think oil or water is a more important resource in the region? *Possible answer: Water is more important because all life depends on it.*
c. **Make Inferences** Look at the physical map of Central Asia and the land use and resources map of Central Asia in Lesson 1. Given the information on the maps and what you know about the area, what connections can you make between the physical landforms, resources, and economic activities in Central Asia? *Possible answers: mountainous areas provide mineral resources for mining industries; cities located near resources or water transport routes are major manufacturing and trade centers*

LESSON 2

12. a. **Describe** What kind of government does Saudi Arabia have? *monarchy*
b. **Analyze** In what ways does religion affect Saudi Arabia's culture and economy? *modesty in clothing, laws affecting women's activities, many young people unemployed because they choose to study religion instead of technical subjects*
c. **Explain** What impact has oil had on Saudi Arabia's economy and foreign and domestic policies? *Oil profits helped build roads, schools, hospitals, and universities. It brought wealth and influence through exporting. Today, Saudi Arabia has a sizable middle class and provides its people with free health care and education.*

Review Vocabulary, Terms, and Places

Match the words in the columns with the correct definitions listed below.

- | | | | | |
|-----------|------------|-----------------|--------------|--------------------|
| 1. arable | 3. embargo | 5. fossil water | 7. shah | 9. Taliban |
| 2. Kabul | 4. nomads | 6. OPEC | 8. theocracy | 10. Fergana Valley |
- a. the Persian title for a king
b. suitable for growing crops
c. fertile region that has been a center of farming for thousands of years
d. people who move often from place to place
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Comprehension and Critical Thinking

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Lesson 2

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b. **Analyze** In what ways does religion affect Saudi Arabia's culture and economy?
c. **Explain** What impact has oil had on Saudi Arabia's economy and foreign and domestic policies?

Lesson 3

13. a. **Recall** What is Mesopotamia known for?
b. **Draw Conclusions** Why did Iraq invade Kuwait in 1990?
c. **Analyze** Which past conflicts are most important to understanding current conditions in Iraq? Explain.

Lesson 4

14. a. **Describe** What occurred at the U.S. Embassy in Tehran after the Islamic Revolution?
b. **Compare and Contrast** How is Iran similar to or different from the United States?
c. **Predict** Do you think Iran's government will ever become more democratic? Why or why not?

Lesson 5

15. a. **Describe** How did life in Central Asia change under Russian and Soviet rule?
b. **Identify** How did culture groups influence Central Asia? List at least two positive effects and two negative effects of cultural diffusion in Central Asia.
c. **Evaluate** How have economic decisions in Central Asia affected the region's environment?

ONLINE DOCUMENT-BASED INVESTIGATION

The Arabian Peninsula and Central Asia

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

Use this Informative/Explanatory Essay rubric to score students' work in **Part 2**.

RUBRIC

- Students' essays should
- focus on the topic and support it with explanations and facts
 - present information logically, clearly, and accurately
 - cite at least six sources of relevant, informative text evidence from **Part 1** in support of their topic

- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Explanatory Essay Using the exhibits in Part 1 and your knowledge of the cultures and geography of the Arabian Peninsula to Central Asia, write an explanatory essay on the following topic: How do physical and cultural features distinguish nations within the Arabian Peninsula to Central Asia region? Be sure to cite specific evidence from at least six sources in your response.

Module 20 Assessment, continued

Reading Skills 21st CENTURY

16. **Reread** Use the Reading Skills taught in this module to find main ideas in the reading selection below.

After you read, write down the main ideas of the passage. Then go back and reread the passage carefully. Identify at least one thing you learned from rereading and add it to your list of main ideas.

In the mid-1800s the Russians became the next major group to conquer Central Asia. Although the Russians built railroads and expanded cotton and oil production, people began to resent their rule.

After the Russian Revolution in 1917, the new Soviet government wanted to weaken resistance to its rule. The new Soviet leaders did this by dividing the land into republics. The Soviets encouraged ethnic Russians to move to these areas and made other people settle on government-owned farms. The Soviets also built huge irrigation projects to improve cotton production.

The Soviet Union collapsed in 1991. As the Soviet government and economy fell apart, it could no longer control its huge territory. The Central Asian republics finally became independent countries.

Social Studies Skills

17. **Create a Database** Use the Social Studies Skills taught in this module to create a database comparing a topic in different world regions.

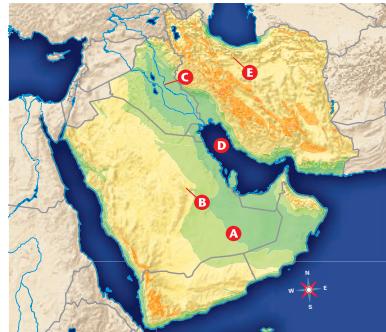
First, select one country from each continent that has indigenous human inhabitants. Then, select one of the following topics: population, disease, or economic activities. Use the Internet or an electronic database to locate information about your topic. Then, create a print or digital database to organize your information.

Map Activity

18. **The Arabian Peninsula to Central Asia**

On a separate sheet of paper, match the letters on the map with their correct labels.

Rub' al-Khali Tehran, Iran
Persian Gulf Riyadh, Saudi Arabia
Baghdad, Iraq



Focus on Writing

19. **Give a Travel Presentation** Select one country from the region your audience might want to visit. Search the Internet for pictures of at least five locations in that country: buildings, monuments, or other interesting places. Gather relevant information from multiple print and digital sources. As you plan your presentation, develop the topic with well-chosen facts, definitions, and concrete details. Create a short introduction, a brief description of each location and its picture, and a conclusion. Incorporate at least one quotation that supports the content. As you make your presentation, hold up each picture and point out all important features. Speak clearly and keep eye contact with your audience. After you have listened to all of the presentations, choose one to retell to a partner. Make sure to retell the main ideas of the presentation.

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LESSON 3

13. a. **Recall** What is Mesopotamia known for? *location of the world's first civilization*
b. **Draw Conclusions** Why did Iraq invade Kuwait in 1990? *Possible answer: because of a conflict over oil resources*
c. **Analyze** Which past conflicts are most important to understanding current conditions in Iraq? Explain. *the U.S. invasion of Iraq and the removal of Saddam Hussein; after the transfer of control back to the Iraqis, ethnic and religious differences and an unstable government have led to continued conflict*

LESSON 4

14. a. **Describe** What occurred at the U.S. Embassy in Tehran after the Islamic Revolution? *American embassy workers were held hostage by students for more than a year.*
b. **Compare and Contrast** How is Iran similar to or different from the United States? *Possible answers: similar—people go to work, go to school, value family, practice religion; different—Iran is more controlled on clothing, media access, contact between boys and girls, and freedom of speech, religion, and press; Iran is a theocracy, while the U.S. is a democracy.*
c. **Predict** Do you think Iran's government will ever become more democratic? Why or why not? *Possible answer: No, the present government is not interested in democratic reform, so there would have to be a revolution before it would become more democratic.*

LESSON 5

15. a. **Describe** How did life in Central Asia change under Russian and Soviet rule? *expanded railroads, cotton and oil production, built many buildings; land and ethnic groups divided into republics, and ethnic Russians moved in; Russian became the official language; many religious buildings closed*
b. **Identify** How did culture groups influence Central Asia? List at least two positive effects and two negative effects of cultural diffusion in Central Asia. *Possible answer: At different times, Arabs, Mongols, and Soviets ruled over and spread cultural traits to the region; positive—introduction of Islam and art styles by the Arabs; negative—Mongols destroyed cities and Soviets banned religious practices*
c. **Evaluate** How have economic decisions in Central Asia affected the region's environment? *Possible answer: overuse of rivers for irrigation by farmers caused Aral Sea to shrink; winds swept the dry sea floor and blew dust, salt, and pesticides hundreds of miles; overuse of crop chemicals to increase crop production has ruined some farmlands*

Essential Question ESSAY

Can the Arabian Peninsula to Central Asia region achieve stability after a long history of conflict?

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 whether or not the Arabian Peninsula to Central Asia region can achieve stability after a long history of conflict. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative 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.

(continued)

Print Assessment (continued)

Reading Skills



16. **Reread** Use the Reading Skills taught in this module to find main ideas in the reading selection below. After you read, write down the main ideas of the passage. Then go back and reread the passage carefully. Identify at least one thing you learned from the passage when you reread it and add it to your list of main ideas.

In the mid-1800s the Russians became the next major group to conquer Central Asia. Although the Russians built railroads and expanded cotton and oil production, people began to resent their rule.

After the Russian Revolution in 1917, the new Soviet government wanted to weaken resistance to its rule. The new Soviet leaders did this by dividing the land into republics. The Soviets encouraged ethnic Russians to move to these areas and made other people settle on government-owned farms. The Soviets also built huge irrigation projects to improve cotton production.

The Soviet Union collapsed in 1991. As the Soviet government and economy fell apart, it could no longer control its huge territory. The Central Asian republics finally became independent countries.

Students should identify at least one new piece of information that they learned from rereading the passage and add it to their list of main ideas.

Social Studies Skills

17. **Create a Database** Use the Social Studies Skills taught in this module to create a database comparing a topic in different world regions. First select one country from each continent that has indigenous human inhabitants. Then select one of the following topics: population, disease, or economic activities. Use the Internet or an electronic database to locate information about your topic. Then create a print or digital database to organize your information.

Student responses will vary but should show an understanding of how to create a print or digital database to effectively organize the information.

Map Activity

18. **The Arabian Peninsula to Central Asia** On a separate sheet of paper, match the letters on the map with their correct labels.

Rub' al-Khali A Tehran, Iran E
Persian Gulf D Riyadh, Saudi Arabia B
Baghdad, Iraq C

Focus on Writing

19. **Give a Travel Presentation** Select one country from the region your audience might want to visit. Search the Internet for pictures of at least five locations in that country: buildings, monuments, or other interesting places. Gather relevant information from multiple print and digital sources. As you plan your presentation, develop the topic with well-chosen facts, definitions, and concrete details. Create a short introduction, a brief description of each location and its picture, and a conclusion. Incorporate at least one quotation that supports the content. As you make your presentation, hold up each picture and point out all important features. Speak clearly and keep eye contact with your audience. After you have listened to all of the presentations, choose one to retell to a partner. Make sure to retell the main ideas of the presentation.

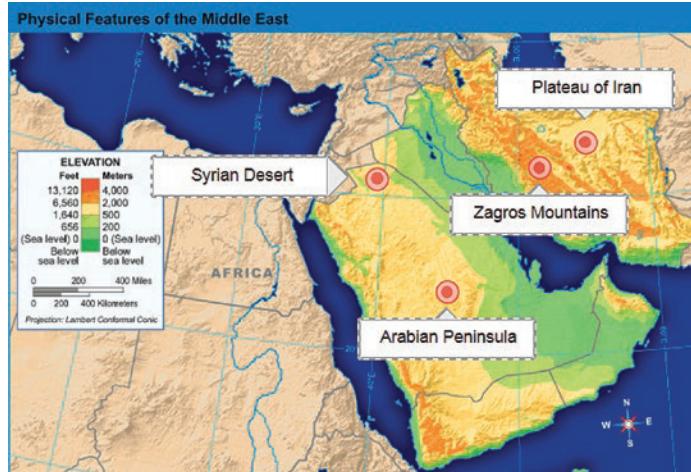
RUBRIC

Student presentations should

- be organized and focused on the topic
- include vivid descriptions
- be persuasive
- include information from multiple print and digital sources
- include at least one relevant quotation
- be easily heard and understood by the audience

► Online Assessment

1. Drag the name of the Middle Eastern physical feature into the space provided.



2. How have the Bedouins adapted to life in the desert?

- They ride horses as their main source of transport.
- They wear headresses to protect them from the sun.
- They wear heavy clothing to protect them from blowing sand.
- They live in permanent settlements near good grasslands for their grazing animals.

3. Drag the name of the country into the space provided.



4. The two main branches of Islam are Sunni and Shia. Select the correct button in the table to show whether each statement characterizes Sunni or Shia Islam.

	Shia	Sunni
They believe that the first four caliphs were "rightly guided."	<input type="radio"/>	<input checked="" type="radio"/>
They believe that all Muslim rulers should be descended from Muhammad.	<input checked="" type="radio"/>	<input type="radio"/>
They believe that Muslim rulers should follow the Sunna, or Muhammad's example.	<input type="radio"/>	<input checked="" type="radio"/>
They believe that Ali, Muhammad's son-in-law, should have succeeded the prophet.	<input checked="" type="radio"/>	<input type="radio"/>

5. Which of the following challenges does Saudi Arabia face?

- The country is running out of oil.
- The majority of its people refuse to follow religious laws.
- The majority of its population is reaching retirement age.
- The country needs to create other industries besides petroleum production.

6. Drag the name of the country into the box next to its description.

There are more foreign oil workers here than citizens.	United Arab Emirates
The 2003 constitution gave more power to elected officials.	Qatar
Iraq's invasion of this country in 1990 started the Persian Gulf War.	Kuwait
This is the poorest country in the Arabian Peninsula and has been affected by civil war.	Yemen

7. Who controlled Mesopotamia starting in World War I until a kingdom was established in 1932?

- Persia
- Sumer
- Great Britain
- the Ottoman Empire

8. Which of the following challenge Iraq's future?

Select the **three** correct answers.

- terrorism
- few natural resources
- widespread corruption
- few democratic elections
- lack of international support
- fighting among religious groups

9. Why did many nations join with the United States in defeating Saddam Hussein in the Persian Gulf War?

- They did not want Iraq to support the terrorist group ISIL.
- They did not want Iraq to have control over nearly a quarter of the world's oil supply.
- They did not want Iraq to defy the UN prohibition on nuclear weapons development.
- They did not want Iraq to suppress the religious freedom of the country's minority groups.

10. Drag the name of the country or empire into the box next to its capital city.

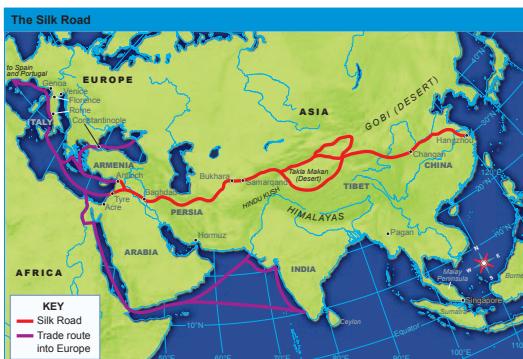
Esfahan	Safavid Empire
Persepolis	Persian Empire
Tehran	Iran

11. Which of the following accurately describes the Safavid Empire?

- It created the title of shah for its leaders.
- Shia Islam became the official state religion.
- It defeated the Ottomans and took over their empire.
- Persian and Christian traditions were blended to create a new culture.

12. Why did the United Nations (UN) impose an economic embargo on Iran?

- The UN believed that Iran was funding terrorist groups.
- The UN believed that Iran was halting religious reforms.
- The UN believed that Iran was halting democratic reforms.
- The UN believed that Iran was trying to build nuclear weapons.



13. Use the map to answer the question.

Which conclusion can be made from the information in the map?

- There were many bandits along the Silk Road.
- The Silk Road was the only trade route to Asia.
- The Silk Road connected European and Asian cities.
- The Silk Road passed through harsh climates and rugged geography.

14. Drag the name of the Central Asian country into the box next to its description.

It has the largest population in the region.	Uzbekistan
It has one of the longest irrigation channels in the world.	Turkmenistan
Years of civil war have left it as the poorest country in the region.	Tajikistan
Clan identity is important in this nation where many people are nomads.	Kyrgyzstan

15. Why is domestic terrorism a problem in Kyrgyzstan?

- Shia and Sunni Muslims disagree on religious issues.
- Many people do not want to extend civil rights to women.
- Many people cannot agree on the best form of government for their nation.
- The shrinking of the Aral Sea threatens the livelihood of many farmers and fishermen.