

ME 'n' OP (Middle East & Oil Politics)

Grade Level or Special Area: 8th grade History and Geography

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Length of Unit: Seven lessons broken into 55 minute class periods

I. ABSTRACT

This 8th grade history unit is designed to provide basic background knowledge on the Middle East and Oil Politics. The focus is to offer teachers the information to teach the unit without limiting their teaching methods. Activities for enhancing the lessons are provided to ensure student understanding of this complex region of the world.

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occurred there.
2. Students understand how to use and construct maps, globes and other geographic tools to locate and derive information about people, places and environments. (Colorado Geography Standard 1)
3. Students understand that religious and philosophical ideas have been powerful forces throughout history. (Colorado History Standard 6)
4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict. (Colorado Geography Standard 4)

B. Content from the *Core Knowledge Sequence*

1. The Middle East and Oil Politics (page 189)

C. Skill Objectives

1. Students will use note-taking skills.
2. Students will use researching skills and techniques.
3. Students will work with multiple resources.
4. Students will use map-reading skills.
5. Students will label specific places on a map after locating them on a world map or atlas.
6. Students will transfer data from one location to another.
7. Students will analyze data in a bar graph.
8. Students will locate oil reserves on a map.
9. Students will locate shipping routes on a map.
10. Students will use compare and contrasts skills.
11. Students will be able to summarize major conflicts of the Middle East.
12. Students will be able to compare conflicts of the Middle East.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *The Complete Idiot's Guide to the Middle East* by Dr. Mitchell G. Bard
2. *The Arab-Israeli Conflict* by Tony McAleavey
3. *Prentice Hall World Explorer: Asia and the Pacific*

B. For Students

1. Gathering relevant data through library and field research (7th Grade)
2. Summarizing, paraphrasing, and quoting accurately (7th Grade)

3. Participate civilly and productively in group discussions (7th Grade)
4. Give a short speech to the class that is well organized and well supported. (7th Grade)
5. Demonstrate an ability to use standard pronunciation when speaking to large groups in formal circumstances. (7th Grade)

IV. RESOURCES

- A. Atlases
- B. World Maps
- C. Additional research is required for Lesson Four on the following groups: PLO, Yasser Arafat, Shi'ites, Sunni, Islamic Fundamentalism as only minimal notes are provided on these topics.

V. LESSONS

Lesson One: Gathering the Facts

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occurred there.
 2. Lesson Content
 - a. Heartland of great early civilizations, Nile River, Mesopotamia, "Fertile Crescent"
 - b. Generally hot, arid conditions with thin, poor soils
 - c. Generally speak Arabic, except in Turkey (Turkish), Israel (Hebrew), Iran (Persian)
 - d. Predominant religion is Islam
 - e. Sunni and Shiite sects
 - f. League of Nations' territorial mandates in Middle East
 - g. Creation of Israel in 1948, David Ben-Gurion
 3. Skill Objective(s)
 - a. Students will use note-taking skills.
 - b. Students will use researching skills and techniques.
 - c. Students will work with multiple resources.
- B. *Materials*
 1. Appendix A: Teacher Notes (Section Labeled "Middle East and Oil Politics)
 2. Notebook paper
 3. Writing utensil
 4. Overhead transparency (optional)
 5. Appendix B: Country Fact Chart—one copy for each student
 6. Appendix C: Country Fact Chart (teacher key)
 7. Encyclopedias
 8. Books on Middle East countries
- C. *Key Vocabulary*
 1. League of Nations: was an international organization formed in 1919 through which disputes between nations could be settled without war; it was replaced by the United Nations in 1945
 2. Mandate: an order or commission granted by the League of Nations to a member nation for the establishment of a responsible government over another territory
 3. Arid: excessively dry; having insufficient rainfall to support agriculture

4. Islam: the religion based on the Koran and on the reported sayings and acts of the Prophet Muhammad
 5. Sunni: Islamic sect, which originally included followers of the Prophet Muhammad's father-in-law, Abu Bakr
 6. Shiaism: Islamic sect, which originally comprised the supporters of the Prophet Muhammad's cousin and son-in-law, Ali; believers are known as Shi' ites
- D. *Procedures/Activities*
1. To introduce the unit, have students think quietly to themselves what countries they would include under the heading of the "Middle East."
 2. Give students one minute to write those countries down on their notebook paper.
 3. Tell students this unit will cover the history and geography of the Middle East and Oil Politics.
 4. Using Appendix A (Section labeled "Middle East and Oil Politics), provide students with introduction and background notes. This is suitable for a lecture format. However, it may be presented in any format the teacher deems best.
 5. After completing the background information, hand out Appendix B: Country Fact Chart. Note that Appendix B contains a number of squares that are not included the answer key. These squares are provided for you to use at your own discretion.
 6. Using encyclopedias, books on the countries, and any other resources, have students complete the chart. *The chart can be completed in a variety of ways, individually, partners, small group, or through teacher lecture. The decision is up to each individual teacher.
- E. *Assessment/Evaluation*
1. Teacher observation of note taking
 2. Completion of Country Fact Chart

Lesson Two: Mapping the Middle East

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 2. Lesson Content
 - a. Egypt
 - i. Nile River & delta, desert
 - ii. Aswan Dam, Lake Nasser
 - iii. Cairo, Alexandria
 - iv. Suez Canal, Sinai Peninsula, Red Sea
 - b. Israel
 - i. Jerusalem
 - ii. Tel Aviv, West Bank, Gaza Strip, Golan Heights
 - iii. Jordan River, Sea of Galilee, Dead Sea, Gulf of Aqaba
 - c. Middle East states & cities
 - i. Lebanon: Beirut
 - ii. Jordan: Amman
 - iii. Syria: Damascus
 - iv. Iraq: Baghdad
 - a) Kurdish minority population (also in Turkey and Iran)
 - v. Iran: Tehran
 - vi. Kuwait

- vii. Saudi Arabia: Riyadh, Makkah
 - d. Turkey
 - i. Istanbul (formerly Constantinople)
 - ii. Bosphorus, Dardanelles
 - iii. Ataturk Dam controls upper Euphrates River
 - 3. Skill Objective(s)
 - a. Students will use map-reading skills.
 - b. Students will label specific places on a map after locating them on a world map or atlas.
 - c. Students will transfer data from one location to another.
- B. *Materials*
 - 1. Atlases, world maps, or globes
 - 2. Appendix D: Map of the Middle East—one copy for each student
 - 3. Appendix E: Cities & States Instructions—one copy for each student
 - 4. Appendix F: Physical Features Instructions—one copy for each student
 - 5. Appendix G: Cities & States KEY
 - 6. Appendix H: Physical Features KEY
 - 7. Transparency of Appendix D
 - 8. World map or atlases for student use
 - 9. Colored pencils
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Using the overhead of Appendix D, explain and demonstrate the process to be used for completing maps.
 - 2. According to the directions, students will be labeling their maps using colored pencils and the names of places instead of using symbols.
 - 3. This method was chosen for ease of grading and to reinforce name-place recognition.
 - 4. Explain to students that each labeled item is worth three points: one point for using the correct color, one point for having the label in the correct location, and one point for using the correct spelling.
 - 5. Handout one copy of Appendix D: Map of the Middle East to each student.
 - 6. Handout one copy of Appendix E: Cities and States Instructions to each student.
 - 7. If necessary, pass out atlases or world maps.
 - 8. Have students get out colored pencils or pass them out.
 - 9. Students complete Appendix D: Map of the Middle East.
 - 10. While students are working, spot check for accuracy and spelling.
 - 11. As students complete Appendix E: Map of the Middle East, have them exchange it for Appendix F: Physical Features Instructions.
 - 12. Students are to complete Appendix F: Physical Features Instructions in the same format as the previous one.
 - 13. Have students turn in the instruction sheet with the map. It can double as a grade sheet.
- E. *Assessment/Evaluation*
 - 1. Maps will be graded on three factors: correct color, location, and spelling of labeled items.
 - 2. To extend this lesson, discussion could be held as to why cities are located where they are. Students will have to use their maps to explain/justify their answers.
 - 3. This lesson could also have additional maps added if teacher so chooses.

Lesson Three: Oil: The World's Most Valuable Commodity

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places and environments.
 - b. Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
2. Lesson Content
 - a. Location of oil reserves
 - b. Strait of Hormuz, shipping routes and national imports
 - c. OPEC
 - d. Extraction of Arab Oil
3. Skill Objective(s)
 - a. Students will analyze the data in a bar graph.
 - b. Students will locate oil reserves on map.
 - c. Students will locate shipping routes on map.
 - d. Students will use note-taking skills.

B. Materials

1. Appendix A: Teacher Notes (Section labeled "Oil")
2. Appendix D: Map of the Middle East—Need one copy for each student
3. Appendix I: Graph of Annual Oil Production in Southwest Asia—one copy for each student
4. Appendix J: Graph of 1990 Estimated Oil Production—one copy for each student
5. Appendix K: Graph of 1990 Estimated Oil Consumption—one copy for each student
6. Appendix L: Reading and Comparing Graphs Worksheet—one copy for each student
7. Notebook paper and writing utensil

C. Key Vocabulary

1. Petroleum—an oily substance found under the Earth's crust; the source of gasoline and other fuels
2. Nonrenewable resource—a resource that cannot be replaced once it is used
3. Export—something sold to one country by another in trade
4. Y axis—horizontal axis
5. X axis—vertical axis

D. Procedures/Activities

1. Prior to class, display the following topic to be answered by students in a paragraph: "Think back on the last few days. How would your life have been affected if gasoline was not available?"
2. Ask students to share their responses with the class.
3. Teacher will lecture on oil and students will take notes. See "Oil" section in Appendix A.
4. Hand out Appendix D: Map of the Middle East.
5. Have students label the location of petroleum areas on the map. This information may be found in a variety of resources. One that we suggest is *Prentice Hall World Explorer: Asia and the Pacific*. However, this is not the only resource that this information may be found.

6. Have students draw the export routes for petroleum on the map. This information may be found in a variety of resources. One that we suggest is *Prentice Hall World Explorer: Asia and the Pacific*. However, this is not the only resource that this information may be found.
 7. Hand out Appendices J and K: Graph of 1990 Estimated World Oil Production and Graph of 1990 Estimated World Oil Consumption.
 8. Review the skills of reading a graph.
 9. Hand out Appendix I: Graph of Annual Oil Production in Southwest Asia.
 10. Hand out Appendix L: Reading and Comparing Graphs Worksheet.
 11. Have students complete the Reading and Comparing Graphs Worksheet.
 12. For homework, have students answer the following questions. Why is the location of Saudi Arabia's oil fields an advantage? What would be the disadvantages of having oil fields in the Rub al-Khali?
- E. *Assessment/Evaluation*
1. Reading and Comparing Graphs Worksheet
 2. Homework Writing Analysis

Lesson Four: Influential Groups

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that religious and philosophical ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. Palestine Liberation Organization, Yasser Arafat
 - b. Islamic fundamentalism
 - c. Sunni and Shi'ite sects
 3. Skill Objective(s)
 - a. Students will use note-taking skills.
 - b. Students will use compare and contrast skills.
- B. *Materials*
1. Appendix A: Teacher Notes (Section labeled "PLO, Yasser Arafat, Shi'ites, Sunni, Islamic Fundamentalism)
 2. Appendix M: Venn Diagram—one copy for each student
- C. *Key Vocabulary*
1. Review difference in Sunni and Shi'ite from Lesson One
 2. Fundamentalism: a movement or attitude stressing strict and literal adherence to a set of basic principles
- D. *Procedures/Activities*
1. In Appendix A: Teacher Notes (Section labeled "PLO, Yasser Arafat, Shi'ites, Sunni, Islamic Fundamentalism) you will find a minimal amount of notes have been provided for this lesson. Teacher will need to do additional research prior to teaching the unit. See bibliography for possible resources.
 2. Lecture on the four groups. You may use the minimal amount of notes provided in Appendix A: Teacher Notes (Section labeled "PLO, Yasser Arafat, Shi'ites, Sunni, Islamic Fundamentalism) in addition to the additional research you did on these groups prior to this lesson.
 3. Have students take notes.
 4. At end of lecture have students complete Appendix M: Venn Diagram, comparing two of the groups discussed.
 5. Answers to the Venn Diagram will vary based on the two groups chosen by the individual student and the information you provided in your lecture.

- E. *Assessment/Evaluation*
1. Completion and accuracy of the Venn diagram.

Lesson Five: The Conflicts Explored (this lesson will last a minimum of five 55-minute class periods)

- B. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
 - b. Students understand that religious and philosophical ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. Suez Crisis, Gamal Abal Nasser
 - b. Arab-Israeli Wars
 - c. Six Day War
 - d. Israel occupies West Bank, Gaza Strip, Golan Heights
 - e. Yom Kippur War
 - f. Camp David Peace Treaty
 - g. Iranian hostage crisis
 - h. Iran-Iraq War
 - i. Persian Gulf War
 3. Skill Objective(s)
 - a. Students will be able to summarize major conflicts of the Middle East.
 - b. Students will use researching skills and techniques.
 - c. Students will be able to compare conflicts of the Middle East.
 - d. Students will present information to the class.
- B. *Materials*
1. Appendix N: Project Requirement Handout—one copy for each student
 2. Appendix O: Conflict Fact Chart/Active Listening Chart—one copy for each student for each group that is presenting
 3. Appendix P: Oral Presentation Rubric—one copy for each student and teacher will need one copy for each group that is presenting
 4. Various research materials available in class or access to a library
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Hand out Appendix N: Project Requirements.
 2. Discuss the project with the students and answer any questions.
 3. Divide the students into small groups. Use a method that works for you. One method that we suggest is through random selection divide the students in to groups of four.
 4. Assign each group a topic. Topics are listed under lesson content.
 5. Allow students time to research and work on their topics. We suggest allowing students three class periods (55 minute class periods) to research and work on their topics.
 6. You may want to have them use Appendix O: Conflict Fact Chart for organizing their research.
 7. After research has been completed and presentations are to begin, hand out a copy of Appendix O: Conflict Fact Chart/Active Listening Chart to each student for each group that is presenting.

8. Explain to the students that the chart must be completed for each groups' presentation.
 9. In chronological order have student groups begin their presentations. Presentations may take two class periods.
- F. *Assessment/Evaluation*
1. Conflict Fact Chart/Active Listening Chart
 2. Oral Presentation Rubric

VI. CULMINATING ACTIVITY

- A. Appendix Q: Middle East and Oil Politics Charades
- B. Appendix R: Middle East and Oil Politics Final Assessment

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher Notes
- B. Appendix B: Country Fact Chart
- C. Appendix C: Country Fact Chart Key
- D. Appendix D: Map of the Middle East
- E. Appendix E: Cities & States Map Instructions
- F. Appendix F: Physical Features Map Instructions
- G. Appendix G: Cities & States Key
- H. Appendix H: Physical Features Key
- I. Appendix I: Graph of Annual Oil Production in Southwest Asia
- J. Appendix J: Graph of 1990 Estimated Oil Production
- K. Appendix K: Graph of 1990 Estimated Oil Consumption
- L. Appendix L: Reading & Comparing Graphs Worksheet
- M. Appendix M: Venn Diagram
- N. Appendix N: Project Requirements
- O. Appendix O: Conflict Fact Chart/Active Listening Chart
- P. Appendix P: Oral Presentation Rubric
- Q. Appendix Q: Middle East & Oil Politics Charades Direction Sheet
- R. Appendix R: Middle East & Oil Politics Final Assessment

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Appendix A

Teacher Notes

I. Middle East & Oil Politics Notes

- A. Historical Geography of the Middle East
 - 1. Heartland of great early civilizations
 - 2. Nile River
 - 3. Mesopotamia
 - 4. “Fertile Crescent”
 - a. Crescent-shaped region from Mediterranean coast to southern Palestine
 - b. Includes modern day Iraq, Syria, Lebanon, Israel, and Jordan
- B. Climate
 - 1. Generally hot
 - 2. Arid
 - 3. Thin, poor soils
- C. Religions
 - 1. Islam predominate
 - 2. Sunni
 - 3. Shi’ ite
- D. Religious Cities
 - 1. Mekkah (Mecca), Saudi Arabia
 - 2. Medina, Saudi Arabia
 - 3. Jerusalem, Israel
 - a. Holy city for three different religious groups
 - b. Judaism: Wailing Wall, Temple Mount
 - c. Christianity: Church of the Holy Sepulcher
 - d. Islam: Dome of the Rock
- E. Languages
 - 1. Arabic in most countries
 - 2. Turkish in Turkey
 - 3. Hebrew in Israel
 - 4. Persian in Iran
- F. History
 - 1. League of Nations created territorial mandates in the Middle East
 - a. League awarded Britain a mandate to govern Palestine, September 23, 1922
 - i. Palestine is not a country
 - ii. Palestine is a historical name for an area between the Mediterranean Sea and the Jordan River
 - iii. Home of Palestine Arabs and Israeli Jews
 - iv. Britain’s role was to prepare Palestine for independence
 - v. League’s goal was to establish national homeland in Palestine for the Jewish people
 - vi. Under the mandate Britain agreed to encourage immigration to Palestine
 - vii. Immigration had been cut-off due to World War II
 - b. December, 1947
 - i. Britain announced it was giving up its mandate
 - ii. Britain said it would be leaving Palestine on May 15, 1948
 - c. Declaration of Israel’s Independence

Appendix A, page 2

- i. At 4 p.m., on May 14, 1948, just hours before Britain's departure
 - ii. David Ben-Gurion read the declaration to the people
 - d. David Ben-Gurion
 - i. A political activist in Israel
 - ii. Elected as Israel's first Prime Minister
 - iii. Remained politically active off and on until his death in 1973
- G. Countries
 - 1. Egypt
 - 2. Israel
 - 3. Turkey
 - 4. Lebanon
 - 5. Jordan
 - 6. Syria
 - 7. Iraq
 - 8. Iran
 - 9. Kuwait
 - 10. Saudi Arabia

II. Palestine Liberation Organization-PLO Notes

- A. Created 1964 umbrella organization for all clubs, societies, and paramilitary groups dealing with Palestinian Arabs
- B. Includes Fatah, Marxist Popular Front for the Liberation of Palestine, and others
- C. Executive board appointed
- D. National charter created
 - 1. Called for destruction of Israel
- E. Originally controlled by Arab states
- F. After 1967, war taken over by genuine Palestinian nationalist groups
- G. Focus: Palestinian Arabs fight to regain homeland within the borders of the old British mandate
- H. Arabs had right of self-determination in Palestine
- I. Wanted to replace State of Israel
- J. Suggested creating a "secular democratic state" where Jews, Christians, and Muslims peacefully coexist
- K. Involved with terrorist attacks
- L. 1974 Arab states recognize PLO as single, legitimate representative of Palestinians
- M. Begins fighting on diplomatic front

III. Yasser Arafat Notes

- A. Leader of Fatah
- B. Becomes PLO leader
- C. Most visible PLO symbol

IV. Shi'ites Notes

- A. Sect of Islam
- B. Believe imams are descendants of Muhammad
- C. Believe Muhammad's interpretation of Koran infallible
- D. Most believe Muhammad, twelfth imam, was the last
- E. Known as Twelver Shi'ites

Appendix A, page 3

- F. A political influence
- G. Reject first three caliphs
- H. Follow fourth caliph, feel closer to the prophet

V. Sunni Notes

- A. Originates from sunna term for prophet's behavior
- B. Follow first four caliphs
- C. Believe these were Muhammad's rightful successors
- D. Favor an inclusion system of beliefs
- E. Allow most of the community's views and practices to be adopted

VI. Islamic Fundamentalism Notes

- A. Return to basic Islamic beliefs
- B. Believed groups had strayed too far from original teachings
- C. Generally conservative in nature
- D. Militant element
 - 1. Believe western ways have corroded basic Islamic values
 - 2. Denounced nonreligious governments of Muslim lands

VII. Suez Crisis Notes

- A. Gamal Abdel Nasser
 - 1. Ruler of Egypt
 - 2. Upset when US & Great Britain refused supply arms
 - B. July 1956, US withdrew support of project at Aswan Dam
 - 1. Response
 - a. Asked for Soviet support
 - b. Seized Suez Canal
 - C. Britain and France plan to take Suez Canal back by force
 - 1. Secretly invite Israel
 - a. The Plan
 - i. Israel invade Egypt
 - ii. France & Britain pretend they are interested separating two; send troops to Suez Canal
 - iii. Resulting turmoil Nasser lose power
- D. Israel invaded Egypt October 29, 1956
 - 1. Successful
 - 2. By November 5 control Sinai peninsula
- E. Plan Goes Wrong
 - 1. November 5, Britain and France seize mouth Suez Canal
 - 2. United Nations condemned all 3 nations
 - 3. US refused support allies
 - 4. Britain & France withdrew
 - 5. US pressure forced Israel pull out
 - 6. UN forces move in to keep peace

VIII. The Six-Day War Notes

- A. 1958 Egypt & Syria officially merge
 - 1. Called United Arab Republic
 - 2. Syria objected taking orders from Egypt

Appendix A, page 4

3. Syria pulled out 1961
- B. 1962 Egypt involved Civil War in Yemen
 1. Nasser hoped quick end
 2. Ended up being prolonged fighting
- C. By mid 1960's many Arab leaders critical Nasser
- D. 1966 & 1967 Syria leads small guerrilla attacks Israel
 1. Put pressure on Nasser to prove wants overthrow Israel
 2. 1967 Nasser made threatening speeches
 - a. extermination of Israel
 - b. Believed no danger of retaliation
 - i. Ben-Gurion left office
 - ii. New prime minister Israel Levi Eshkol considered weak in approach to defense
- E. May 1967 tension on border between Israel & Syria
 1. Created problem for Nasser
 2. Nasser felt Israel launch full scale attack Syria
 - a. Egypt not ready war
 - b. Public felt not seen supporting Syria, Nasser labeled coward
 3. Nasser increased threats Israel
 - a. Hoped to stop Israel from attacking Syria
 - b. Thought Israel did not want war on two fronts
- F. Causes of War
 1. May 15, 1967 Nasser sent troops into Sinai peninsula close the Israeli border
 2. May 18, 1967 Nasser demanded withdrawal UN peacekeeping along Egypt-Israeli border; UN complied
 3. May 22, 1967 Nasser closed Gulf of Aqaba to Israeli ships
 - a. Publicly, Israel government called for Egyptians pull back
 - b. Privately, Israel decided to attack Egypt
 4. Israel determined to fight
 - a. Make sure US oppose military action
 - b. May 31 US said would not stop Israeli attack
- G. Six Day War
 1. Began morning June 5, 1967
 2. Egypt taken by surprise; air force destroyed
 3. Jordan & Syria joined war on Egypt's side June 5
 4. Israel attacked Jordan & Syria air force
 5. Israel advantage after day 1
 - a. Complete air superiority
 - b. Israel ground forces conquered Egyptian Sinai peninsula
 6. June 7, 1967
 - a. Israel took control of Arab east of Jerusalem
 - i. First time 2000 years Jerusalem under Jewish control
 - b. Israel soon took control West Bank
 7. June 9, 1967
 - a. Israel attacked Syrian positions on Golan Heights
 - b. Fierce fighting; Israel victory
 8. June 10, 1967
 - a. Israel agreed cease-fire
 - b. Six Day War ended

Appendix A, page 5

- c. Great victory Israel
 - i. Delighted with successful military
 - ii. Conquest east Jerusalem great contained Western Wall, Jews believed remains of ancient Jewish Temple
- H. Resolution 242
 - 1. After 1967 many demanded Israel withdraw land occupied during war
 - 2. UN Security Council met November 1967 agreed to Resolution 242
 - 3. Two principles of Resolution 242
 - a. Israel should withdraw conquered territories
 - b. All states involved should renounce war and recognize the right of all countries in the region to live in peace
 - 4. Became known as idea “land for peace”
- I. Arab Reaction
 - 1. Arab leaders rejected idea peace or negotiations with Israel
 - 2. Realized that Arab governments would never defeat Israel
 - ii. Depend less on governments
 - iii. Began developing own organizations
- J. Israel Dilemma
 - 1. Agreed Jerusalem should never be divided again
 - 2. Did not agree what to do with other conquered territories
 - a. Some want return to Arab control in return for promise peace
 - b. Others want keep control land
 - 3. July 15, 1967 Jewish settlement established on Golan Heights
 - a. First settlement established by Israel on land taken during war
- IX. Yom Kippur War Notes**
 - A. Why?
 - 1. Since 1967 little progress toward peace between Arabs & Israelis
 - 2. 1969 Egypt & Israel fighting over Suez Canal
 - 3. Fall 1970 Anwar el-Sadat took power
 - a. President Egypt
 - b. Negotiate with Israel
 - i. Wanted Israel out of Sinai
 - ii. Wanted Suez Canal reopened
 - c. Israel refused to negotiate
 - d. Sadat believed military power only way to force Israel to negotiate
 - B. Attack
 - 1. Began October 6, 1973
 - 2. Jewish religious holiday Yom Kippur
 - 3. Egypt & Syria launch surprise attack
 - a. Israel unprepared
 - b. Israel lacked resources
 - 4. First few days success for Egypt and Syria
 - C. Counter Attack
 - 1. October 10 Syrians driven out
 - 2. October 11 Israel entered Syria
 - 3. Israel reestablished position at Golan Heights
 - 4. Israel defeated Syria focus on Egypt
 - a. October 14 battle in Sinai desert; Israel wins

Appendix A, page 6

- b. Israel moved & crossed Suez Canal
 - i. Egypt forces surrounded
 - ii. Israel wanted push on & destroy
 - iii. US pressured Israel to stop fighting
 - iv. Israel agreed cease fire October 26, 1973
- D. Aftermath
 - 1. Victory for Israel
 - a. Damage at first of war showed Israel no longer invincible
 - b. Now more sympathy for Arab position
 - i. During war OPEC placed ban on supplying oil to countries helped Israel
 - ii. After war OPEC increased oil prices
- E. Israeli Reaction
 - 1. No sense victory in Israel
 - 2. Agrant Commission set up to find out why the army was so badly prepared at start of the war
 - a. Failed to blame Prime Minister Golda Meir & Minister of Defense Moshe Dayan
 - b. Anger at this April 1974 Meir and Dayan forced resign
 - 3. Yitzhak Rabin new Labour Party becomes prime minister
- F. US & the Middle East
 - 1. Henry Kissinger, US Sec. State, spent endless time trying organize separation Israeli & Arab armies
 - 2. Known as Kissinger's Shuttle Diplomacy
 - 3. Egypt signed two agreements with Israel with Kissinger's help
 - a. January 1974 & September 1975
 - b. Second agreement gave Egypt control oilfields of Sinai

X. Persian Gulf War Notes

- A. "The Players"
 - 1. President Saddam Hussein—Iraq
 - 2. President George Bush—US
 - 3. Gen. H. Norman Schwarzkopf—US
 - 4. Gen. Colin Powell—US
 - 5. Sec. Defense—Dick Cheney—US
 - 6. King Fahd—Saudi Arabia
 - 7. Sec. of State—James Baker—US
- B. "The Coalition"
 - 1. Afghanistan, Argentina, Australia, Bahrain, Bangladesh, Belgium, Canada, Czechoslovakia, Denmark, Egypt, France, Germany, Greece, Hungary, Honduras, Italy, Kuwait, Morocco, The Netherlands, New Zealand, Niger, Norway, Oman, Pakistan, Poland, Portugal, Qatar, Saudi Arabia, Senegal, South Korea, Spain, Syria, Turkey, The United Arab Emirates, The United Kingdom, US
- C. "The Lead Up"
 - 1. Kuwait part Ottoman Empire from 18th. Century to 1899
 - 2. 1961 Britain granted Kuwait rightfully there's
 - a. Iraq's claim merely historical basis
 - 3. Iraq recognized Kuwait 1963

4. Kuwait assisted Iraq during Iran-Iraq War

Appendix A, page 7

- a. Loans
- b. Diplomatic backing
5. 1988
 - a. Iraq wanted Kuwait to forgive war debt
 - b. Iraq claimed Kuwait pumping oil from field on border & not sharing revenue
 - c. Iraq accused Kuwait producing more oil than allowed under OPEC quotas
6. August 1, 1990 Kuwait & Iraq meet negotiate differences in Jiddah, Saudi Arabia
 - a. No progress made
 - b. Schedule to meet again in Baghdad
- D. "The Invasion"
 1. August 2, 1990 Iraq invades Kuwait
 - a. By dawn Iraq controlled Kuwait City, the capital
 - b. Soon have complete control of Kuwait
 - c. Saddam Hussein lead invasion
 - d. Iraq installed puppet government
 2. UN Security Council & Arab League immediately condemned Iraq invasion
 3. August 5, 1990 Pres. Bush declares invasion will not stand
 4. August 6, 1990 UN imposed economic embargo on Iraq
 5. August 6, 1990 King Fahd meets with Cheney; requests US military assistance
 6. Within one week military forces gather Saudi Arabia; initial goal prevent further Iraqi action
 7. Iraq shows no sign of retreat
 8. November 29 UN Security Council authorizes use of "all means necessary" to eject Iraq from Kuwait
 9. January 9, 1991 Baker meets in Geneva unsuccessful effort to find a peaceful solution
 10. January 12, 1991 Congress authorizes use of force
 11. January 15, 1991 US deadline for Iraqi withdrawal; not met
 12. January 17, 1991 Allied attack begins
 13. January 18, 1991 First Scuds hit Israel. First American air attacks launched from Turkey
 14. February 3, 1991 First battleship gunfire against targets in Kuwait
 15. February 26, 1991 Iraqis flee Kuwait City
 16. February 28, 1991 Cease-fire declared
 17. Iraq accepts UN Security Council cease fire resolution on March 3, 1991
- E. Consequences of War
 1. April 2, 1991
 - a. UN Security Council laid out strict demands ending sanctions
 - i. Iraq must accept liability for damages
 - ii. Iraq must destroy chemical & biological weapons
 - ii. Iraq must forego any nuclear weapons programs
 - iii. Iraq must accept international inspection to ensure demands were met

XI. Oil Notes

- A. Petroleum
 1. Oily substance found under Earth's crust

2. Source of gasoline and other fuels
 3. Non-renewable
 4. Takes millions years to form
- B. Southwest Asia largest oil-producing region in world
- C. Oil is Southwest Asia's number one export
- D. Southwest Asia has more than half world's oil reserves
- E. Drilling for Oil
1. Relatively recent phenomenon
 2. 1859 first oil well drilled
 3. Workers drill through layers of rock
 4. Build framework called derrick
 5. Derrick is usually 80-200 feet high
 6. Derrick system made up of pulleys & cables that raise & lower drilling equipment
 7. When oil is reached, equipment is removed
 8. Special pipes let oil flow to surface put in place
- F. Oil Affects Standard of Living
1. Oil wealth increases standard of living
 2. Allows countries money to build schools, hospitals, import goods
 3. Import workers from other countries
 4. Countries not as oil rich still benefit from wealth

**Appendix B
Country Fact Chart**

COUNTRY	POPULATION	CLIMATE	RELIGION	MAJOR CITIES	MAJOR BODIES OF WATER	NATURAL RESOURCES	UNIQUE FEATURES
EGYPT							
ISREAL							
TURKEY							
LEBANNON							
JORDAN							

**Appendix B, page 2
Country Fact Chart**

COUNTRY	POPULATION	CLIMATE	RELIGION	MAJOR CITIES	MAJOR BODIES OF WATER	NATURAL RESOURCES	UNIQUE FEATURES
SYRIA							
IRAQ							
IRAN							
KUWAIT							
SAUDI ARABIA							

Appendix C
Country Fact Chart (Teacher Key)

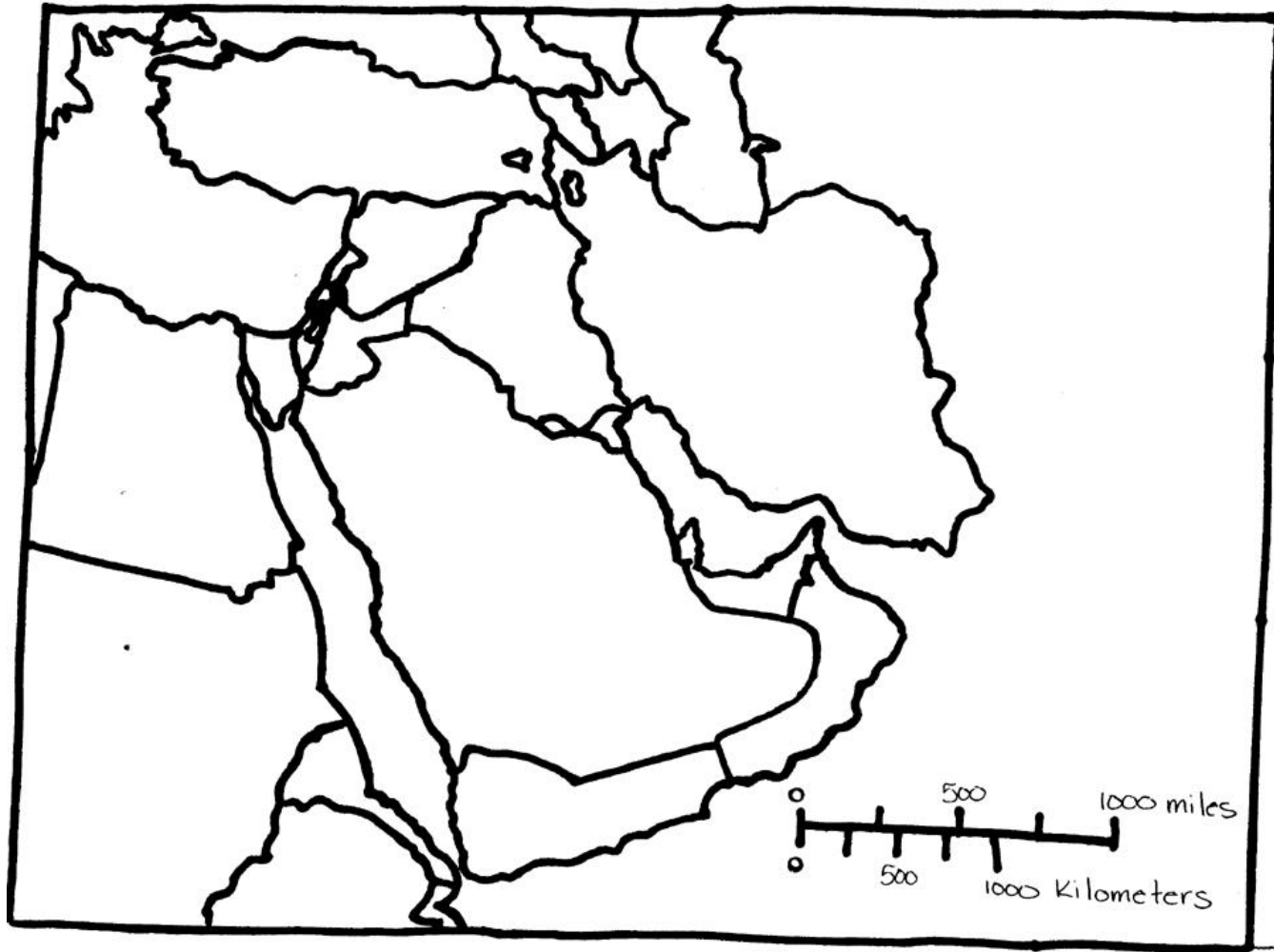
COUNTRY	POPULATION	CLIMATE	RELIGION	MAJOR CITIES	MAJOR BODIES OF WATER	NATURAL RESOURCES	UNIQUE FEATURES
EGYPT	<i>66 million</i>		<i>Islam Sunni 92%</i>	<i>Cairo, Alexandria</i>	<i>Gulf of Aqaba, Lake Nassar, Mediterranean Sea, Nile River, Red Sea, Suez Canal</i>		
ISREAL	<i>5.6 million</i>		<i>Judaism 83% Muslims 14%</i>	<i>Jerusalem</i>	<i>Dead Sea, Jordan River, Mediterranean Sea, Sea of Galilee</i>		
TURKEY				<i>Istanbul</i>	<i>Agean Sea, Black Sea, Bosporous, Dardanelles, Sea of Marmara</i>		
LEBANNON	<i>3.4 million</i>		<i>Islam Shi'ite 57% Christian 43% (Maronite majority)</i>	<i>Beirut</i>	<i>Mediterranean Sea</i>		
JORDAN	<i>4.3 million</i>		<i>Islam Sunni 90%</i>	<i>Anamn</i>			

Appendix C, page 2
Country Fact Chart (Teacher Key)

COUNTRY	POPULATION	CLIMATE	RELIGION	MAJOR CITIES	MAJOR BODIES OF WATER	NATURAL RESOURCES	UNIQUE FEATURES
SYRIA	<i>16.1 million</i>		<i>Islam Sunni 75% Shi'ite 10%</i>	<i>Damascus</i>	<i>Euphrates River</i>		
IRAQ	<i>21.7 million</i>		<i>Islam Sunni 40% Shi'ite 50%</i>	<i>Baghdad</i>	<i>Euphrates River, Persian Gulf</i>		
IRAN	<i>68.9 million</i>		<i>Islam Shi'ite 93%</i>	<i>Tehran</i>	<i>Caspian Sea, Persian Gulf, Strait of Hormuz</i>		
KUWAIT	<i>1.8 million</i>		<i>Islam Sunni 75% Shi'ite 25%</i>	<i>Kuwait City</i>	<i>Persian Gulf</i>		
SAUDI ARABIA	<i>20 million</i>		<i>Islam Sunni 85% Shi'ite 15%</i>	<i>Riyadh, Makkah</i>	<i>Gulf of Aqaba, Red Sea, Persian Gulf</i>		

Appendix D

Middle East Map



Middle East

Appendix E

Cities, States, & Territories Map Instructions

Find and label the cities and states below using the appropriate color. Remember you are actually writing each city and state name with colored pencil, in the assigned color.

Label states in black.

Label cities in green.

Label territories in orange.

Egypt	Israel	Lebanon	Jordan
Syria	Iraq	Iran	Kuwait
Saudi Arabia	Turkey		
Cairo	Alexandria	Jerusalem	Tel Aviv
Beirut	Amman	Damascus	Baghdad
Tehran	Riyadh	Istanbul	Medina
Makkah (also spelled Mecca)			
West Bank	Gaza Strip	Golan Heights	

Appendix F

Physical Features Map Instructions

Find and label the physical features below using the appropriate color. Remember you are actually writing the name of each physical feature with colored pencil, in the assigned color.

Label bodies of water including straits and canals in blue.

Label rivers in purple.

Label dams in red.

Label peninsulas in brown.

Lake Nasser

Suez Canal

Red Sea

Sea of Galilee

Dead Sea

Gulf of Aqaba

Persian Gulf

Strait of Hormuz

Bosporus

Dardanelles

Nile River

Jordan River

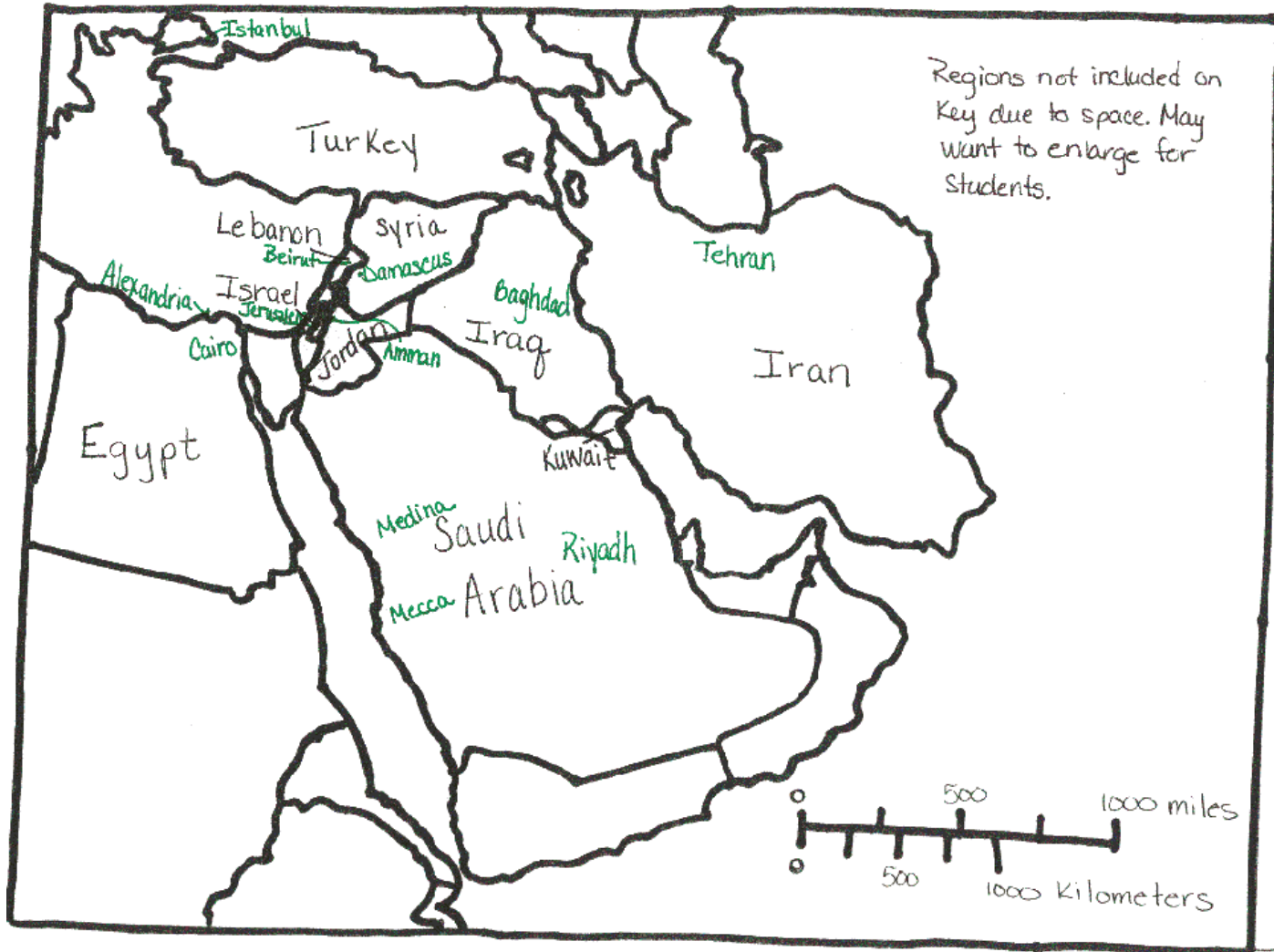
Euphrates River

Aswan Dam

Ataturk Dam

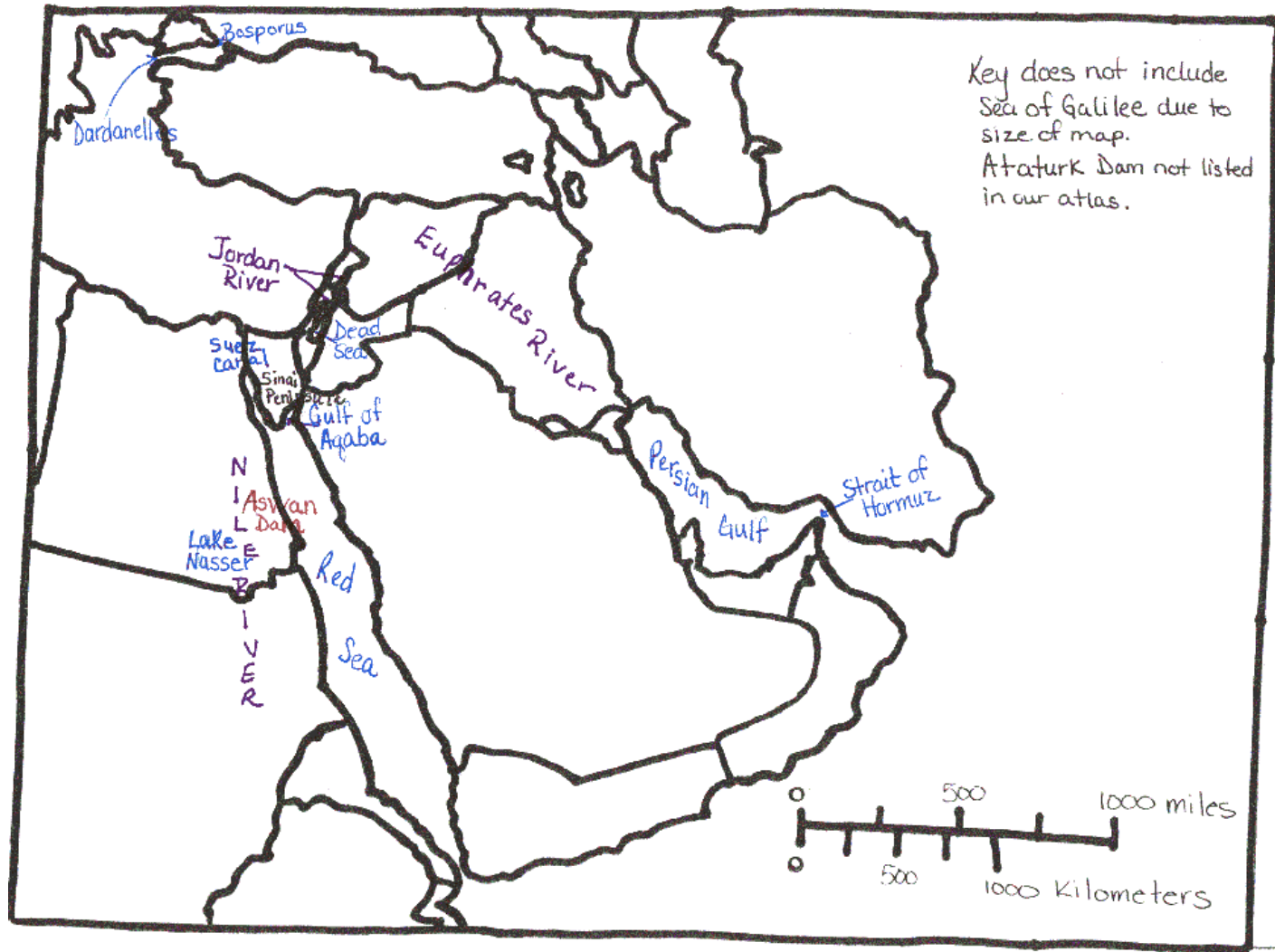
Sinai Peninsula

Appendix G
Cities & States KEY



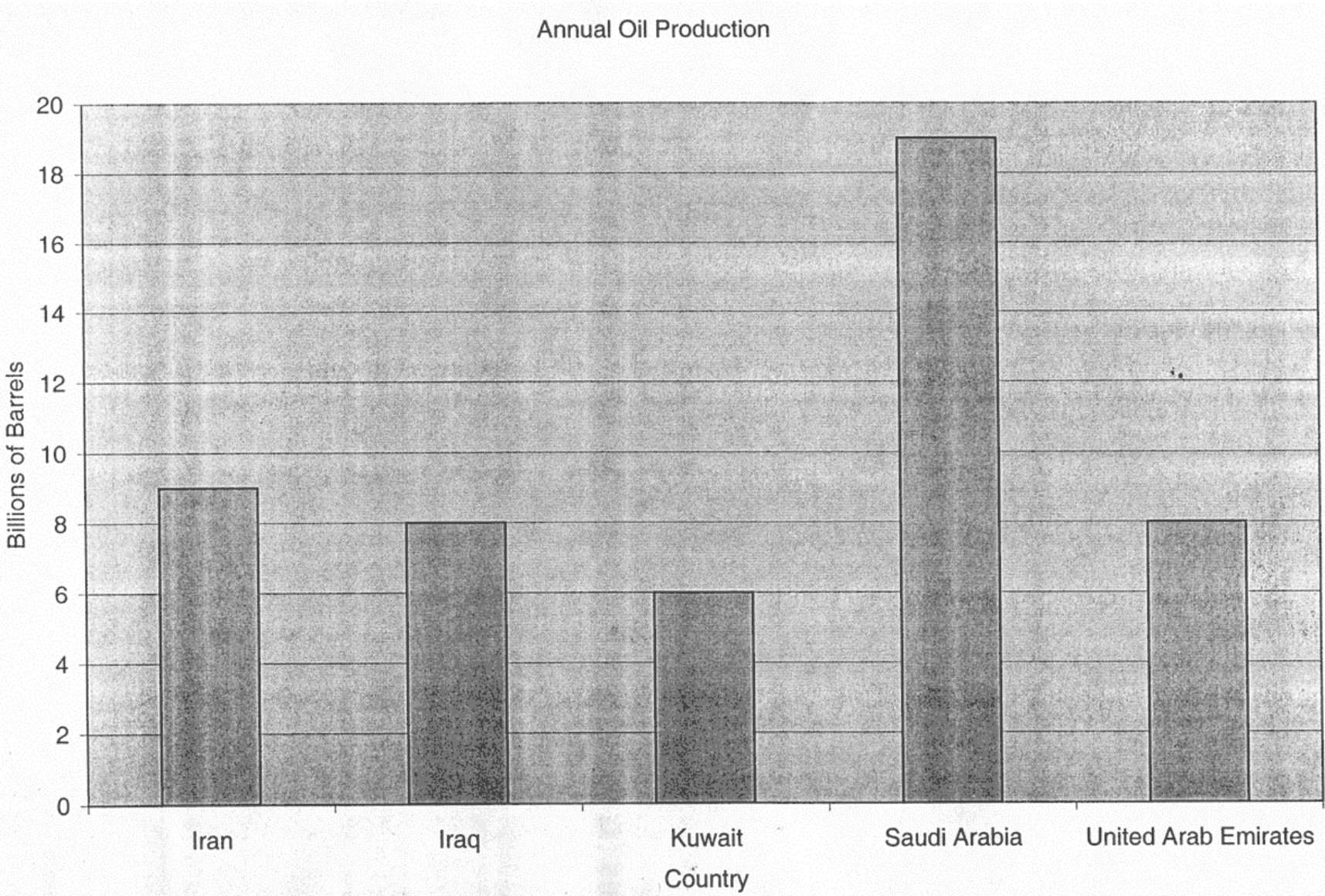
Middle East

Appendix H
Physical Features KEY

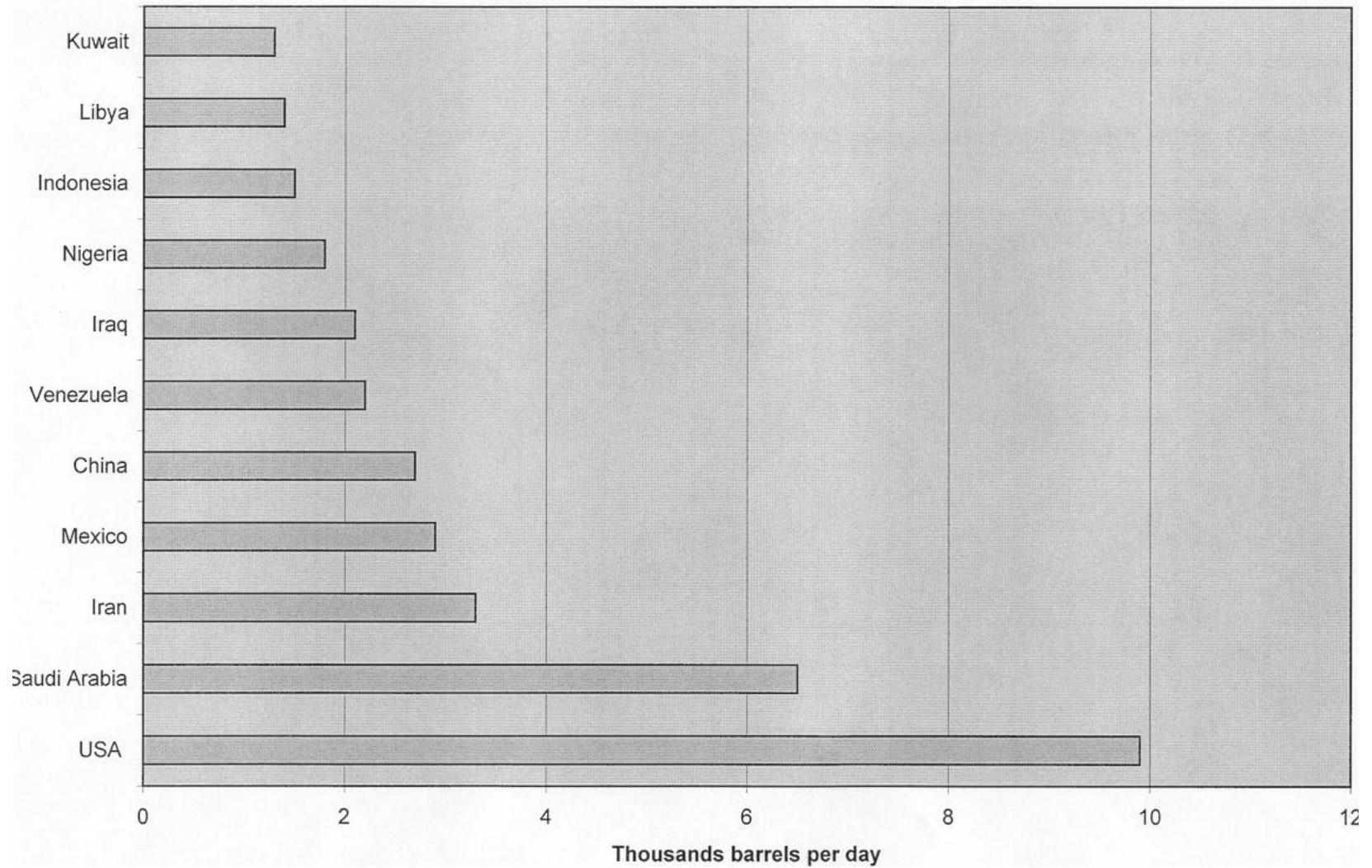


Middle East

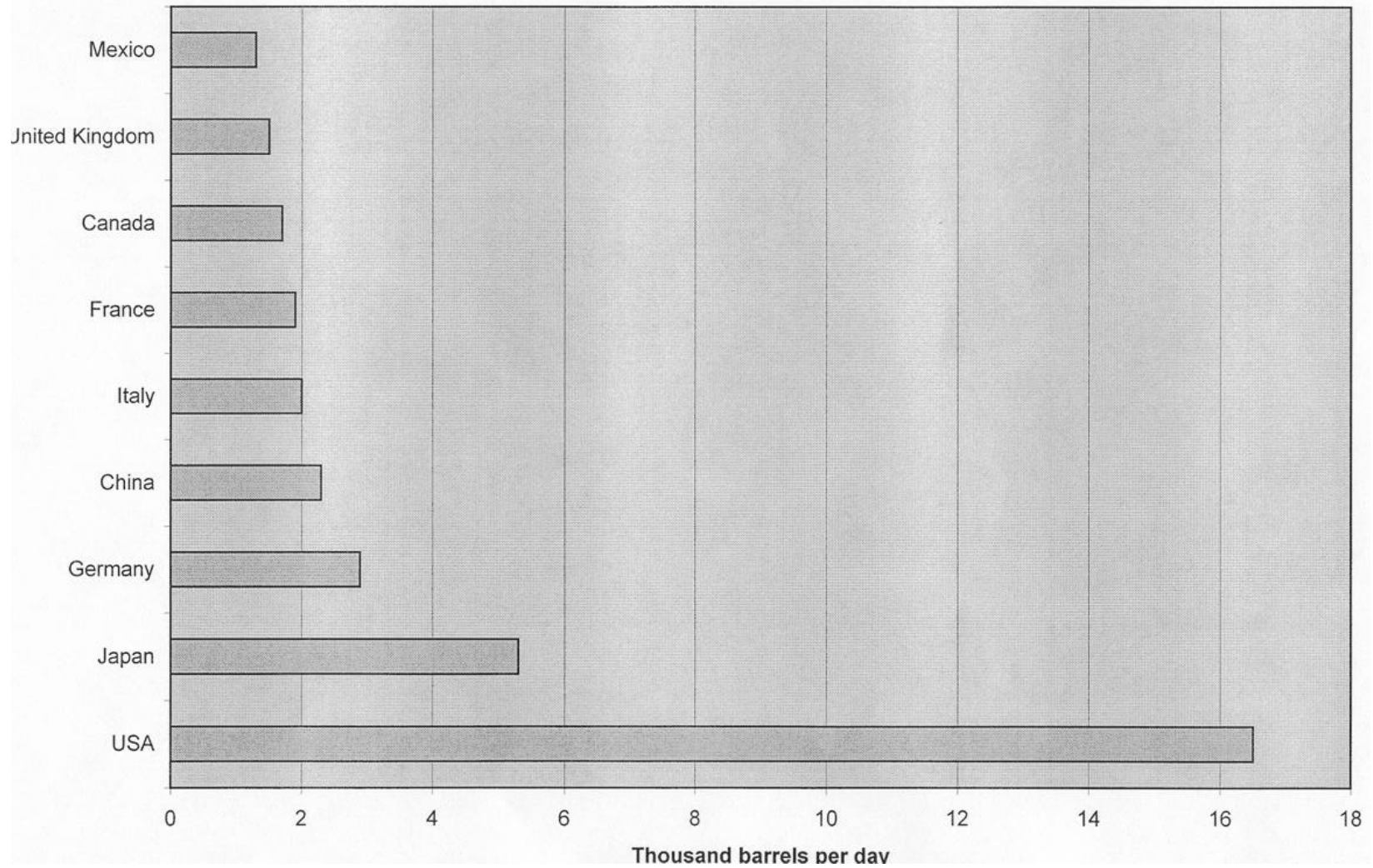
Appendix I
Graph of Annual Oil Production in Southwest Asia



Appendix J
Graph of 1990 Estimated Oil Production
1990 Estimated Oil Production



Appendix K
Graph of 1990 Estimated Oil Consumption
1990 Estimated Oil Consumption



Appendix L
Reading and Comparing Graphs Worksheet

Name _____ Date _____

Directions: Look at the three graphs: “Estimated World Oil Production”, “Estimated Consumption”, and “Annual Oil Production in Southwest Asia”. Using the information on the 3 graphs, answer each of the following questions in complete sentences.

Look at the graph “Estimated World Oil Production.” What information does the “y” axis show?

Look at the graph, “Estimated World Oil Production.” What information does the “x” axis show?

Which country uses the most barrels of oil per day? How many barrels of oil does this country use?

Which graph would you use to determine the country that uses the least amount of oil?

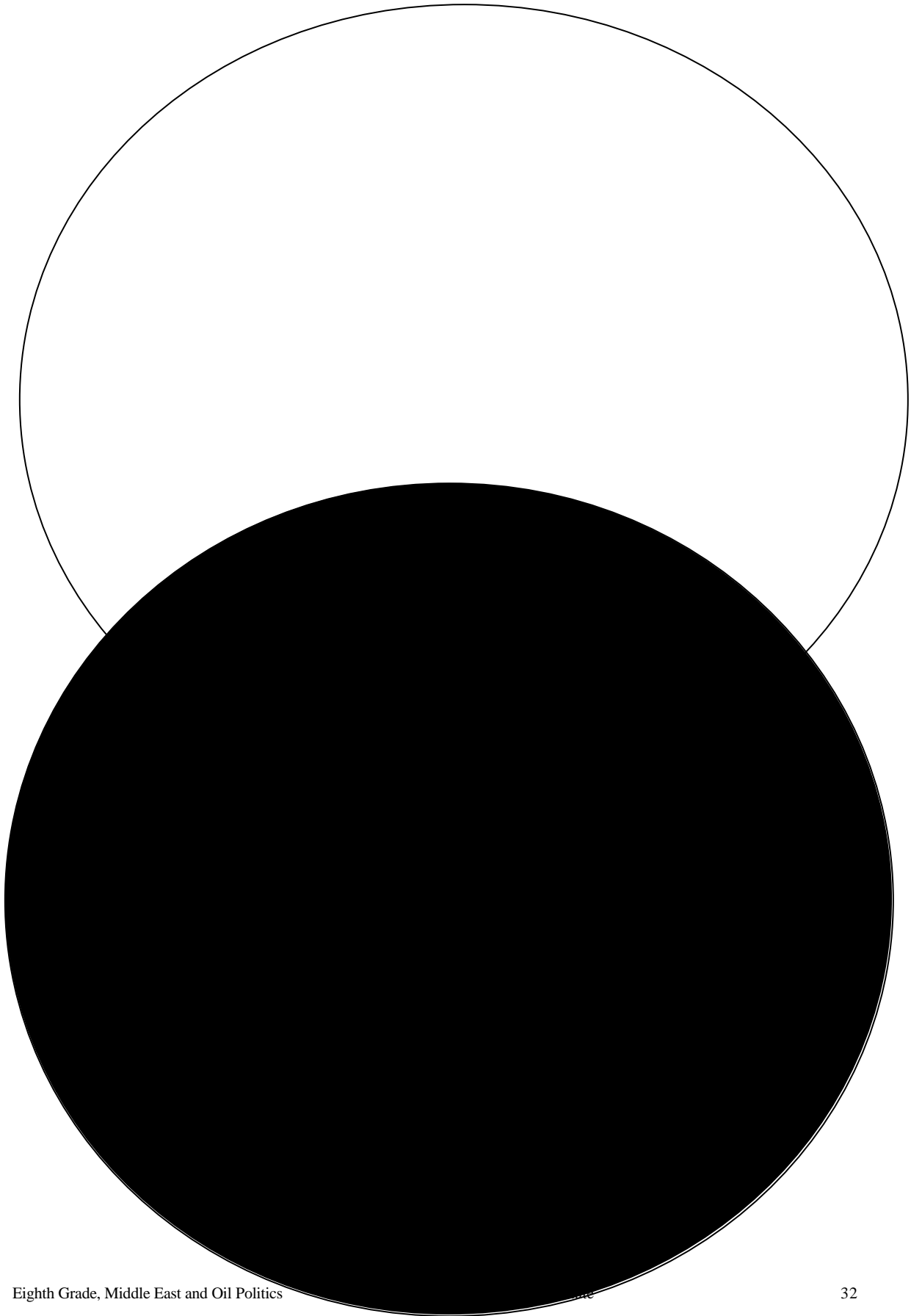
Which countries produce more oil than they actually use?

Which country in southwest Asia produces the most oil?

Which country in southwest Asia produces the least amount of oil?

Which countries use more oil than they produce?

Appendix M



Appendix N Project Requirements

Topic _____

Group Members _____

Due Date _____

Each group will be assigned a topic related to the Middle East and Oil Politics. Your group will be responsible for researching your topic and presenting the information to the class. On the assigned day your group will be required to present. Each member of your group is required to participate in the presentation. The presentation must also include a visual aid. Please refer to a copy of the rubric to know exactly how the presentation will be assessed. The following information must be included in your presentation:

What?

The Players

Where?

When?

Why?

Results

Appendix O

CONFLICT FACT CHART/ACTIVE LISTENING CHART

WHAT	
PLAYERS	
WHERE	
WHEN	
WHY	
HOW	
RESULTS	

Appendix P
Oral Presentation Rubric

Group Members: _____

Topic: _____

Evaluator: _____

Here is what your presentation was scored on:

_____ **Poise:** The speakers are confident in their presentation. They appear relaxed and at ease with the topic.

_____ **Audience Relations:** The speakers directly speak to each audience member. They utilize good eye contact and body language appropriate for the subject matter.

_____ **Participation:** All members of the group participate equally in the presentation.

_____ **Visual Aide:** The group uses an appropriate visual aid to present material. The visual aid is neat, easily viewed by all, and enhances the presentation.

_____ **Content:** This is the bulk of your presentation. Each component received an individual score.

_____ What—Topic clearly stated

_____ The Players—Evident who was involved; all parties involved are included

_____ Where—Specifically stated where this event took place and identified specific places of importance for this topic.

_____ When—Dates were specifically stated for this topic.

_____ Why—Reasons and background that answers the why for this conflict

_____ Results—Results of this event were clearly stated

_____ **Total Score**

Comments:

Appendix P, page 2
Oral Presentation Rubric Continued

Here is what the scores mean. If you received a:

Score of 1: You were still in a “searching” stage, and you were still researching and studying your topic in attempt to understand it. You were not prepared to share your knowledge with a large group.

Score of 2: You were in a “beginning” stage but did not yet show real strengths.

Score of 3: You showed a balance of strengths & problems. You are showing minimal competency.

Score of 4: You showed more real strengths than problems and needed only a bit more work.

Score of 5: You showed many strengths. You were fully in control of your topic.

Appendix Q
Middle East and Oil Politics Charades
Direction Sheet

1. Using the following topics, write one topic on an individual slip of paper to be placed in a bucket.

Creation of Israel	Sinai Peninsula
David Ben-Gurion	Red Sea
Suez Crisis	Jerusalem
Gamal Abal Nasser	Wailing Wall
Palestine Liberation Organization	Temple Mount
Yasser Arafat	Church of Holly Sepulcher
Six Day War	Dome of the Rock
West Bank	Tel Aviv
Gaza Strip	Jordan River
Golan Heights	Sea of Galilee
Yom Kippur War	Dead Sea
OPEC oil embargo	Gulf of Aqaba
Camp David Peace Treaty	Lebanon: Beirut
Islamic fundamentalism	Jordan: Amman
Iran hostage crisis	Syria: Damascus
Iran-Iraq War	Iraq: Baghdad
Persian Gulf War	Iran: Tehran
Nile River	Kuwait
Mesopotamia	Saudi Arabia: Riyadh
Fertile Crescent	Saudi Arabia: Makkah
Sunni	Turkey: Istanbul
Shiite	Bosporus
Oil	Dardanelles
Strait of Hormuz	Ataturk Dam
Egypt	Cairo
Aswan Dam	Lake Nasser
Alexandria	Suez Canal

2. Before you begin, have the entire class be quiet for 30 seconds. This helps the students realize that 30 seconds is a substantial amount of time.
3. Each student will draw a slip out of the bucket when it is his/her turn to present.
4. After drawing the slip the students can consult his/her notes and has 30 seconds to decide how to present the topic selected to the class. The presentation can include only actions, no verbalizations.
5. The student will have 1 minute to present the topic.
6. During the presentation, other students may begin guessing at the topic.
7. At the completion of the presentation, if the correct answer is not given, provide it and repeat the process.
8. Have FUN!

Appendix R
Middle East and Oil Politics Final Assessment

Directions: A copy of Appendix D: Map of the Middle East is required for this section. Label each of the following on the map: Egypt, Israel, Lebanon, Jordan, Syria, Iraq, Iran, Kuwait, Saudi Arabia, Turkey, Suez Canal, Persian Gulf, Red Sea, Dead Sea, and Sea of Galilee.

Directions: Answer each of the following in complete sentences. Provide as much detail as you know.

What is the “Fertile Crescent”?

What effect does oil have on the standard of living in the Middle East?

Compare the Shiites and the Sunni?

What are the two principles of Resolution 242?

What were the consequences for Iraq after the Persian Gulf War?

Appendix R, page 2

Directions: Match the clues in column A with the correct answer in column B. Not all the answers in column B will be used.

<u>Column A</u>	<u>Column B</u>
_____ Predominate religion in the Middle East	A. Anwar el-Sadat
_____ Holy city for three different religious groups	B. Arabic
_____ Language spoke in most Middle East countries	C. Coal
_____ Historical name for area between Mediterranean Sea and the Jordan River	D. David Ben-Gurion
_____ Elected as Israel's first prime minister	E. Gamal Abdel Nasser
_____ Most visible PLO symbol	F. George Bush
_____ Spent endless time trying to organize a separation of Israeli and Arab armies	G. Hebrew
_____ Lead the Iraqi invasion of Kuwait	H. Henry Kissinger
_____ Southwest Asia's number one export	I. Iron
_____ Created in 1964 as umbrella organization for all clubs, societies and paramilitary groups dealing with Palestinian Arabs	J. Islam
	K. Jerusalem
	L. Medina
	M. Mekkah
	N. Oil
	O. OPEC
	P. Palestine
	Q. PLO
	R. Saddam Hussein
	S. Yasser Arafat