1.) How did migration in the Middle East help change its geographical setting?

2.) Explain how cultural influences outside of the Middle East both benefited as well as brought conflict towards its society.

3.) Briefly describe Israel’s journey towards independence as well as how they still struggle to keep it today.

4.) How is the political atmosphere different in Syria today as opposed to the past?

5.) Identify how border disputes in the Middle East help define cultural identity.

6.) Analyze how ethnic differences in the Middle East have changed nations.

7.) Describe the tensions that exist between the Western World (U.S./ Europe) and the Islamic (Middle East).
The 10 Slides Organizer

The Land of Canaan

Monotheistic

The Ten Commandments

The Exodus

Page 2
Lyrics to Jerusalem (Matisyahu)

{Chorus}
Jerusalem, if I forget you,
fire not gonna come from me tongue.
Jerusalem, if I forget you,
let my right hand forget what it’s supposed to do.

In the ancient days, we will return with no delay
Picking up the bounty and the spoils on our way
We’ve been traveling from state to state
And them don’t understand what they say
3,000 years with no place to be
And they want me to give up my milk and honey
Don’t you see, it’s not about the land or the sea
Not the country but the dwelling of his majesty

{chorus}
Rebuild the temple and the crown of glory
Years gone by, about sixty
Burn in the oven in this century
And the gas tried to choke, but it couldn’t choke me
I will not lie down, I will not fall asleep
They come overseas, yes they’re trying to be free
Erase the demons out of our memory
Change your name and your identity
Afraid of the truth and our dark history
Why is everybody always chasing we
Cut off the roots of your family tree
Don’t you know that’s not the way to be

{chorus}
Caught up in these ways, and the worlds gone craze
Don’t you know it’s just a phase
Case of the Simon says
If I forget the truth then my words won’t penetrate
Babylon burning in the place, can’t see through the haze
Chop down all of them dirty ways,
That’s the price that you pay for selling lies to the youth
No way, not ok, oh no way, not ok, hey
Aint no one gonna break my stride
Aint no one gonna pull me down
Oh no, I got to keep on moving
Stay alive

{chorus}
1.) What do you think he is referring to when he speaks of fire coming from his mouth?

2.) What is “milk and honey”? We know that they are substances, but is he using them in the song as such? Explain. Hint: read the whole verse before coming to your conclusion.

3.) What is the temple? Think of Jerusalem.

4.) Referencing WWII, what gas is he referring too? Who was gassed? Explain.


6.) Who is he speaking on behalf of?

7.) Why doesn't he want to forget Jerusalem?
A new poll released by the Pew Research Center last night - combined with the lingering debate over the so-called "ground zero mosque"(1) - is raising questions about just how much tolerance Americans have for Muslims.

The Pew poll showed that nearly one in five Americans believe, incorrectly, that President Obama is a Muslim. The percentage that correctly identifies him as Christian has fallen to just 34 percent, while 43 percent say they don't know what his religion is - an increase of nine points from last year.

The misperceptions might be attributable to simple lack of knowledge were it not for the correlation between those who think Mr. Obama is a Muslim and those who don't like the president. As Pew notes, "Those who say he is a Muslim overwhelmingly disapprove of his job performance, while a majority of those who think he is a Christian approve of the job Obama is doing."

In other words, if you don't like Obama, you think he's Muslim. If you like him, you don't. While there are other factors at play, that would seem to suggest "Muslim" is a term with negative associations for a significant portion of Americans.

In a separate poll released today, meanwhile, Time Magazine asked Americans if Muslims should be allowed to sit on the Supreme Court. Twenty-eight percent said no. Nearly one in three said Muslims should not be permitted to run for president.

And no matter where you stand on the so-called "ground zero mosque" issue, the rhetoric around the issue has been jarring. Newt Gingrich compared efforts to build an Islamic community center two blocks from the former site of the World Trade Center to Nazis trying to put up a sign near Washington's holocaust museum; Sarah Palin called the project an unnecessary provocation that "stabs hearts."

The rhetoric hasn't just come from the right. New York governor David Paterson, Senate Majority Leader Harry Reid and former Democratic presidential candidate Howard Dean have all called for the project to potentially be moved; Dean labeled it "a real affront to people who lost their lives."

In the upcoming issue of Time magazine - the cover of which asks the question "Is America Islamophobic?" - Billy Graham's son, Franklin Graham, suggests Islam "is a religion of hatred. It's a religion of war." Building the cultural center near Ground Zero, he says, means Muslims "will claim now that the World Trade Center property ... is Islamic land."

It is possible, of course, to oppose the project without being Islamophobic. But disillusioned backers of the effort are having a hard time taking the overwhelming opposition to the project any other way. Sixty-one percent of respondents in the Time poll said they oppose construction of the center; asked if they would be willing to have a similar project built two blocks from their home - which is presumably not hallowed ground - just 55 percent said yes. Nearly half of Americans, according to a new Economist poll, does not believe Muslims should be able to build mosques in the same places other religions build their houses of worship.

The statistics do not all point to American Islamophobia. More than half of those surveyed WHICH survey said most Americans are "patriotic Americans," and violence against Muslims has not increased. Compared to some
foreign countries, particularly in Europe, America appears relatively tolerant. (Unlike the Swiss, for example, Americans have not voted to ban minarets.)

But today, as Time puts it, "to be a Muslim in America now is to endure slings and arrows against your faith -- not just in the schoolyard and the office but also outside your place of worship and in the public square, where some of the country's most powerful mainstream religious and political leaders unthinkingly (or worse, deliberately) conflate Islam with terrorism and savagery." Indeed, nearly half of Americans say Islam is more likely than other religions to encourage violence.

There are plenty of Americans who would gladly defend that position - who point to images of celebration by Muslims following the Sept. 11 attacks as evidence both of Islam's propensity toward violence and the legitimacy of treating Muslims differently than members of other religions. Others note that the vast majority of Muslims are peaceful and argue that condemning all Muslims for the actions of their religion's most extreme elements goes against the very nature of a country founded on the basis of religious freedom.

The latter position was essentially that of President Bush, who went out of his way to stress that Osama bin Laden did not represent all Muslims following the September 11th attacks. He suggested while in office that it would be a victory for al Qaeda if Americans turned against Islam. Some are now calling for Mr. Bush to reaffirm that position in light of the recent controversy.

"We respect your faith," Mr. Bush said back then, speaking directly to Muslims. "It's practiced freely by many millions of Americans. And by millions more in countries that America counts as friends. Its teachings are good and peaceful. And those who commit evil in the name of Allah blaspheme the name of Allah."

Asked where he stands on the "ground zero mosque" controversy, a spokesman for Mr. Bush told Hotsheet the president had no comment.

(1) A Islamic church placed where the World Trade Center use to be in New York City.

Questions: Answer the following using COMPLETE SENTENCES

1.) Why are Americans so concerned with what religion Barack Obama follows?

2.) What are “Misperceptions” and why might Americans have them?
3.) Sarah Palin said that the ground zero project is one that would “stab hearts”. Whose hearts specifically would they stab? Why would they stab them?

4.) What does “Islamophobic” Mean? Can you think of an words ending in “phobic”?

5.) How can Americans be compared to the Swiss?

6.) How does President Bush feel about Americans and Islam? (Read the Whole article before answering).

EXTRA CREDIT (10pts)

Research Billy and Franklin Graham. Why do their opinions even matter in this article? Explain on the back of this page.
Sumerians
3000 B.C. – 2400 B.C.

Babylonians
1750 B.C. – (5000 B.C. – 500 B.C.)

Assyrians
900 B.C. – 612 B.C.
Carto0ning a Fact Rubric

Facts are like walnuts: shells are hard and boring, but if you crack one open, sweet meat awaits inside. One way to crack open facts and numbers is to cartoon them for the reader and for yourself. What do I mean by cartoon? Well, let me show you. If I am doing a report on ants, I may stumble across a true fact such as that an ant can carry up to twenty times its own body weight. Now that is an interesting fact that will get more interesting if I cartoon it. The simplest way to do this is to say: if I were an ant, I could carry twenty times my body weight. If I weight 150 pounds, that is 3000 pounds. Now we have a number, but let's not stop there. Let’s make this number something a reader can see. An average refrigerator weighs 300 pounds. If I were an ant, I could carry ten refrigerators at once. Or one Ford Focus.

Directions:

Using the facts sheet that was given to you, as well as the blank sheet of paper, pick one fact and create a cartoon explaining what that fact means. Be sure that you find a fact that is interesting to you. This will help you greatly.

Tip:

Try using wacky comparisons when you cartoon a numerical fact. If your dinosaur has a neck eighty feet long, compare it to the local church that has a steeple only fifty feet high.

Requirements:

_______ / 10pts A written description of your fact. This can be in the first, second or third person. Be sure that it is a complete sentence.

_______ / 10pts A creative, drawn out image of your fact. This image must have color and cover at least half of your page. A viewer must be able to look at the picture and understand the fact.

_______ / 5pts This rubric must be stapled to the front of your cartoon.

_______ / 25pts Total

Example:

If I were an ant, I could carry 20 times my body weight.
Sumerians
3000 B.C. – 2400 B.C.
- Fertile land, attractive to wandering herdsmen, many conquerors in the region
- People settled and grew crops in the Tigris-Euphrates valley
- Used metal and developed writing
- Rich and advanced culture, like that of Egypt
- City-states each had their own ruler
- Nobles, priests, government officials, merchants, peasants, slaves
- Writing called cuneiform – soft clay used to write on, hardened into tablets
- Most were farmers, grains, vegetables, dates
- Domestic animals – cows, sheep, goats, oxen, donkeys
- Used plows, had a dairy industry
- Wove woolen cloth, grew flax to make linen cloth
- Made clay bricks, dried in the sun, to build with, invented the arch, a curved opening in a door
- May have been first people to use the wheel
- Developed some principles of algebra
- Numbers based on 60, divided a circle into 360 degrees, degrees into 60 minutes, minutes into 60 seconds
- Developed 12-month lunar calendar
- Practiced polytheism, belief in many gods

Babylonians
1750 B.C. – (5000 B.C. – 500 B.C.)
- Hammurabi, ruler of ancient Babylon who created the “Code of Hammurabi,” 282 laws that controlled all aspects of life (an eye for an eye punishment is an example)
- Most people were farmers – grew large amounts of food, wove cloth, traded with Egypt and India
- Used complex system of irrigation to water crops
- Made sun-dried, clay bricks to build buildings
- Advanced at city planning, buildings arranged in useful and pleasing ways
- Focus on education
- Advanced arts and crafts, math, literature
- Created 7-day week
- Focus on astronomy, astrology, relation of planets and stars to earth
- Noblemen, priests, artisans, merchants, peasants, slaves
- Women had legal rights, laws protected their property, but women and children could be sold to help a man pay off his debts
- Polytheists

Assyrians
900 B.C. – 612 B.C.
- Fiercest, cruelest and most warlike of all ancient peoples
- Controlled present land that today is Syria, Iraq, and Egypt
- Exelled in warfare – used cavalry, a group of military riders on horses
- Used iron weapons
- Invented battering ram- crushed brick walls of cities they invaded
- Killed and enslaved enemies
- Captured Babylon in around 700 B.C., destroyed it completely
- Changed the course of the Euphrates River to flow over the site of Babylon
- King had total power
• Postal service (spread news about conquering army)
• Collected taxes
• Effective method of governing an empire
• Nineveh was the capital – had double wall, 50 feet thick, 100 feet high
• Build a large library, collected clay tablets
• Diverted 18 mountain streams for water supply to Nineveh

The Hebrews
1200 – 586 B.C.
• Hebrews, or Jews, inhabited Canaan (present day Israel, the southern part)
• No forests and few minerals or resources
• Farmers grew grain, olives, figs, grapes
• Desert regions
• Region was a land bridge between Egypt and Fertile Crescent
• Many armies conquered the region
• Abraham, leader of Hebrews, led this nomadic people
• Hebrews enslaved by Egyptians, 1500 B.C.
• Moses, great leader, led Hebrews out of slavery into the Sinai Peninsula
• Ten Commandments, moral laws Moses said were given to him by Yahweh, Hebrew god
• Moses said Canaan was a promised land where he would found a holy nation
• Twelve tribes of nomadic Hebrews were united under one king: Saul, then David, then Solomon
• King David occupied Jerusalem, made a capital and religious center (1000 B.C.)
• Solomon built a great temple, end of his reign 922 B.C., kingdom split- the northern part became Israel, with the capital at Samaria. The southern part was Juda, with Jerusalem as a capital.
• Many conquerors came and took over the region, enslaving people
• The religion of the Hebrews is Judaism; this is an example of monotheism, belief in one god.

Persia
550 B.C. – 331 B.C.
• This area was called Persia, in spite of future conquerors, until March 21, 1935, when the world was asked to call this area “Iran.”
• Spoke Indo-European language
• Came to land that is Iran today in about 1800 B.C.
• Raised cattle and horses
• Cyrus, one of great leaders of history, Conquered Babylon in 539 B.C.
• Other great rulers include Darius and his son, Xerxes
• Mightiest empire up to that time period
• Wise rulers, showed concern for justice and fairness
• Allowed conquered people to keep their customs, religions, and laws
• Taught children to tell the truth
• Taught good and evil
• Conquered in 331 B.C. by Alexander the Great, from Greece

Phoenicians
1000 – 700 B.C.
• Great influence on modern world
• Lived in Phoenicia
• Loose union of city-states, each had a king
• Lebanon Mountains blocked path to the east, so they turned to the sea
• Seaports of Tyre and Sidon became world famous
• Built seagoing ships with sails and oars, fearless sailors
• May have sailed as far as Britain and around the tip of Africa
• Greatest Traders in the ancient world
• One resource: lumbar from Lebanon Mountains – cedar trees – used for building
• Bought metal from other regions, made beautiful things from gold, silver, copper, and bronze
• Learned how to make exquisite glass
• Discovered shellfish, murex, and used this to make purple dye
• Ancient people throughout the world wanted cloth dyed with the purple dye; it became the color of clothes worn by kings and queens.
• Established colonies throughout the Mediterranean Sea
• One colony on the site of modern Cadiz, Spain
• No belief in afterlife, sometimes sacrificed their children to the many gods worshipped
• Important contribution to Western civilization: the alphabet that became the model for later alphabets
• Commerce spread their ideas - cultural diffusion
• Wrote contracts and bills for business, so their alphabet became famous throughout the region
• Greeks later adopted and improved the alphabet, added signs for vowel sounds
• Romans further adapted it to the one we use today
Middle East Maps

Map #1
Use the maps on pages _______ in the _______________ textbook to label the Middle East Countries on the map in BLACK. Use 4 or 5 different colored pencils to lightly shade in each country.

- Iraq
- Iran
- Lebanon
- Syria
- Bahrain
- Israel
- Oman
- Turkey
- Cyprus
- Jordan
- Qatar
- United Arab Emirates
- Iran
- Kuwait
- Saudi Arabia
- Yemen

Map #2
Use the maps on pages _______ in the _______________ textbook to label each city on the map next to a small dot in RED.

- Kabul
- Jerusalem
- Musqat
- Ankara
- Mecca
- Manama
- Amman
- Doha
- Abu Dhabi
- Medina
- Tehran
- Kuwait City
- Riyadh
- Sanaa
- Basra
- Baghdad
- Beirut
- Damascus
- Istanbul
- Nicosia

Map #3
Use the map on page ______ in the _______________ textbook to label the major water features on the map using a BLUE colored pencil. Shade all the water features BLUE on your map.

- Persian Gulf
- Gulf of Oman
- Caspian Sea
- Gulf of Aden
- Tigris River
- Arabian Sea
- Black Sea
- Euphrates River
- Red Sea
- Jordan River
- Dead Sea
- Indian Ocean
- Mediterranean Sea

Map #4
Use the map on page ______ in the _______________ textbook to label and shade the major landforms on the map using a GREEN colored pencil.

- Taurus Mountains
- Zagros Mountains
- Mount Ararat
- Rub’ Al-Khali
- Pontic Mountains
- Anatolian Plateau
- Mount Damavand
- Arabian Peninsula
- Elburz Mountains
- Plateau of Iran
- Syrian Desert
- Mesopotamia
- Hindu Kush
- Khyber Pass
- Great Salt Lake
- An Nafud

Page 21
Three major religious groups all claimed Jerusalem in the land of Palestine as their holy city.
- **To Christians**, it was the place where Jesus was crucified and ascended to heaven
- **To Muslims**, it was the place where Muhammad ascended to heaven
- **To Jews**, it was the site of the ancient temple built by Solomon

In 600 CE, Arabs entered the city and took control. The Arabs allowed Christian and Jewish pilgrims to visit Jerusalem. In fact, Jews and Christians could live in Palestine as long as they paid their taxes like everyone else.

**The First Crusade:**

**The Problem:** Around 1095, a new group of Arabs took control of Jerusalem. They closed the city to Jewish and Christian pilgrims.

**The Solution:** The Pope acted. He called for a crusade - a volunteer army whose goal was to retake Jerusalem. Many people volunteered. About 30,000 men left Western Europe to fight in Jerusalem.
- For knights, this was a chance to use their fighting skills, something they enjoyed and did well. They were delighted to have such a worthy battle to fight.
- For peasants, this was a chance to escape from their dreary life in the feudal system. The pope promised that if they died while fighting a holy crusade, they would automatically be welcomed into heaven.
- For others, it was a chance to have an adventure, and perhaps even to get rich.

**Sign of the Crusade - The Red Cross:** Each crusader had a huge red cross, made out of fabric, stitched onto their shirts or armor. It made all crusaders, irrespective of rank or background, appear to be a unified army. It reminded the crusaders that they were fighting a holy cause. The red cross was added to flags and banners.

**The Results:** After about two years of harsh traveling, hunger, disease, freezing weather, and quarrels amongst themselves, the crusaders finally arrived in Jerusalem. After a two-month siege of the city, the city fell. The crusaders had won back Jerusalem. Some men stayed. Some headed home. Those who returned brought back new foods and new forms of culture.

**More Crusades:** It was a short victory. Less than 50 years later, Muslims once again conquered Jerusalem. Again the pope called for a crusade to take back the city.
- The Second Crusade lasted from 1147-1149. It was not successful.
- The Third Crusade lasted from 1189-1192. It was not successful.
- The Fourth Crusade lasted from 1202-1204. Instead of attacking Jerusalem, the crusaders attacked Constantinople. They stole statues, money, paintings and jewelry. They burned libraries. They destroyed churches. Their ridiculous excuse was that they needed money to defend Constantinople from the same fate as Jerusalem, as well as to fund the rescue of Jerusalem. The people of Constantinople did not find this excuse acceptable, and they were filled with hatred for the west.
- The Children's Crusade in 1212 was a terrible tragedy. Many thousands of French and German children died trying to reach Jerusalem. They believed God would help them because they were children. Many died of hunger. Other froze to death. When the survivors reached the Mediterranean Sea, they expected the waters to part and let them pass. When this did not happen, those who were left returned dismally home.
- Over the next 70 years, there were several other crusade attempts, but they were motivated more by personal gain than by religious purpose. None succeeded. By 1291, 200 years after the first crusade, European leaders lost interest. Western Europe never admitted defeat. They simply stopped asking for new crusaders.
The Roots
of the
Arab-Israeli Conflict
(1890–1947)
Directions: Using the information provided in the Simulation Handout, students will imagine themselves to be one of the characters listed. In character, and working in groups, students will simulate a conversation that would be held around the table, in each family setting. Depending upon the size of your class, either arrange multiple table arrangements, to allow the kids to talk in groups, at one time; or if time and space allow, present each group, in turn, in front of the class.

Orally presented problem: Based on an individual's life experience, and what each believe to be true, their behavior, and their response to a particular problem could be very different.

From their point of view, they would be behaving in a sensible, necessary, good or proper manner.

From your point of view, they might be behaving in a way that makes no sense to you.

Even if people behave in the same way, are they behaving that way for the same reason? If you don't understand another person's point of view, do you think you might misunderstand them? Could that lead to problems that might be completely unnecessary? Of course!

It's important to try and understand other peoples points of view, and important for them to try and understand yours.

Discussion

Close Class

Simulation Handout Portion

Using the information provided below, simulate a conversation that could be held around the table after dinner, in each family setting.

Family One: A Palestinian home

Ahmed: A young Palestinian boy about 12 or 13. Deeply religious, he believes that if he is martyred, he will go directly to heaven. Since he was a baby, he has been told that the Israelis are evil. He has seen the rioting and would like to join in.

Miriam: The older sister of Ahmed. She was to be married, but her fiancee was killed in a riot by Israeli soldiers. She considers herself to be a widow. She is very angry and bitter towards the Israelis.

Abdullah: The oldest son of Muhammed. He is a member of the Al Fatah. He is deeply religious, and has committed terrorist acts towards Israelis. He is wanted by the Israeli police.

Muhammed: The father of Abdullah, Miriam, Mustafa and Ahmed. He was born and grew up in the refugee camp. His father was killed in the 1949 war with Israel and his family home burnt down. He does not want his children involved with the demonstrations. He too is very religious.

Serapin: Mother of Ahmed. She is troubled by the violence and does not want any of her children hurt. She wants to move to America where her brother lives and is prospering.
Family Two: An Israeli home

**David Rothberg:** An 18 year old Israeli citizen. Currently serving in the Israeli army, he believes all Arabs want to destroy Israel. He is not very religious, but he is very proud to be an Israeli soldier. He has never been in any of the rioting. He has just been assigned to riot duty in the Gaza strip.

**Ben Rothberg:** David's father. Born in Israel, his parents were both survivors of the Holocaust. He is a true believer in the country of Israel as a Jewish state. Deeply religious, he has been trained as a Rabbi. He runs a small grocery store and his employees are all Arabs. He always complains about how lazy they are, yet he pays only the minimum allowed by law.

**Sarah:** Mother of David. Immigrated from the United States. She hates the violence. She is afraid for her son and wishes he had a safe job. Not very religious, she mostly goes along with whatever Ben says. Her American upbringing and ideas conflict with those of Ben and her neighbors.

**Judith:** Younger sister of David. She worships him but doesn’t want him to know. She is planning on following him into the army when she is old enough. She is extremely bright and could go to the University if she wants to.

**Mariam:** David's girlfriend. She was raised on a kibbutz and her parents were killed in a terrorist attack. She professes to hate all Arabs. She says she is glad David has a chance to kill Arabs. She wants all Arabs out and only Jews living in Israel.

Notes (Family 2)
Afghanistan Triangles

(Overview of Afghanistan)

Geography:

Afghanistan is a land-locked country in central Asia. It is a small country – a little smaller than Texas – but it has a big history and a rich culture!

People and Languages:

The people of Afghanistan speak many different languages, particularly Dari (a form of Persian) and Pashto. (Notice that people do NOT speak Arabic as a native language – though some learn Arabic in school.) People belong to many different ethnic groups too. Almost everyone is Muslim; most belong to the Sunni branch, but others are Shi’a. (Sunni and Shi’a are two kinds of Muslims, just as Protestants and Catholics are different kinds of Christians.) Most people are illiterate, meaning they don’t know how to read or write. This is because of many years of war that interrupted people’s education and the fact that girls were not allowed to attend school during the time of the Taliban. The life expectancy is much shorter than in the U.S. since many babies die at birth; young children often die because of lack of medical care; and fighting claims the lives of others.

Modern History:

Afghanistan has had a long history, but during the past several hundred years, it has been controlled by Great Britain (England) and Russia. By the 1960s, however, Afghanistan seemed to be succeeding as an independent country. It even had a constitution and an elected government. In the 1970s, however, Afghani people started fighting about what kind of government they wanted. By 1979, the Soviet Union began sending military forces to help one side of the conflict. For the next 10 years, there was fighting: both a civil war (with different groups of Afghans fighting each other) and an invasion by the Soviet army. Many people were killed, and millions of others became refugees, people who left their homes to flee to a neighboring country (Pakistan or Iran). In 1988 and early 1989, the Soviet army left Afghanistan. Unfortunately, the civil war continued and grew worse. By 1994 a group named the Taliban started gaining control in Afghanistan. Soon they took over the entire country. The Taliban were Muslim fundamentalists, which means that they wanted their strict religious values to become the law of the country. Men had to let their beards grow and had to follow many rules. But life was especially terrible for women. Women were forbidden to work and could not go out of the house without a man accompanying them. (Since many men had died fighting in the wars, this meant that many women and children were starving.) They were required to wear the burqa, a veil covering their entire body. Girls were not allowed to go to school – and people who taught or attended secret girls’ schools could be killed. Many people didn’t like this government, so fighting continued too. By the late 1990s, the United Nations – and the United States – was against the Taliban government because of the terrible things it was doing to its own people and its terrorist bombings abroad. Then in 2001, the Taliban assisted al-Qaeda and its leader, Osama bin-Laden, after they attacked the twin towers in New York City and the Pentagon Building in Washington DC on September 11. (Although Osama bin-Laden was from Saudi Arabia, he was living in Afghanistan.) The U.S. declared war on Afghanistan and kicked the Taliban out of power. Today Afghanistan has a new, elected government, and international troops have tried to help rebuild the country. However, fighting continues in many parts of the country. The Taliban is still an important force that is trying to take over Afghanistan again. Whether or not they succeed, there are still many important issues on which people
disagree: How should women dress and behave? Should girls go to school? Should all education be religious? How should the government be organized? Which ethnic group should lead the country? The answers to these questions will have a big effect on the life of the people of Afghanistan – and as we learned on September 11, 2001, they could affect our lives as well.

Directions: Using the information from the past few pages display it in the triangles on the next page. Refer to the key for specifics.
Graph of Annual Oil Production in Southwest Asia
Graph of 1990 Estimated Oil Production
1990 Estimated Oil Consumption

Mexico
Total barrels: 1

United Kingdom
Total barrels: 2

Canada
Total barrels: 2

France
Total barrels: 2

Italy
Total barrels: 2

China
Total barrels: 3

Germany
Total barrels: 4

Japan
Total barrels: 5

USA
Total barrels: 16
Reading and Comparing Graphs Worksheet

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?
Why did terrorism draw considerable attention in 2001?
Editor's Note: An important debate has begun in the United States and abroad about U.S. policy toward Iraq and its leader Saddam Hussein. This lesson has been developed by the Choices for the 21st Century Education Program at Brown University’s Watson Institute for International Studies. It is designed to help teachers engage their students in consideration of this important international issue.

### Considering Alternative Policy Options

The policy options presented in this material are not intended as a menu of choices. Rather, they are framed in stark terms to highlight very different policy approaches, each driven by different underlying values, each with pros and cons, risks and tradeoffs.

Break your class up into four groups. Assign three of the groups a policy option (one for each group). Their task will be to review their assigned option, consider the values that underlie it and its pros and cons, and then develop a short presentation to give to the class. This presentation should make the best possible case for this option. (If your class is large, you may also want to assign some students the role of representatives of other nations. They can be asked to present their views on the options after all of them have been presented.)

Assign the remaining group the role of U.S. President and his advisers or of the Senate Foreign Relations Committee. Their task will be to review each of the options presented in the material and prepare challenging questions to ask of the advocates of each option after their presentation.

### Articulating Student Views

After all of the groups have presented their assigned options and the U.S. President or Senate group has asked questions to clarify the options, give all of the students an opportunity to come to terms with their own views on this issue.

**What should we do?** Have them articulate their own considered judgments on the issue by framing their “Option 4.” It may help them to use the questions provided with the options as an organizing tool.

### Suggested Background Resources

**Intervention in Iraq? The U.S. debates whether to oust Saddam Hussein**


This PBS site includes reports, interviews, and debates on the subject.

**Shifting Sands: Balancing U.S. Interests in the Middle East**

[www.choices.edu/edsummaries/mideastpage.html](http://www.choices.edu/edsummaries/mideastpage.html)

This unit includes background readings on the history of the Middle East as well as the current issues in the news.
As you frame your “Option 4,” think about the following questions:

- What is the history of U.S. relations with Iraq?
- What are the U.S. interests at stake?
- How immediate is this issue?
- What steps should the United States take in the coming weeks and months?
- How does the war on terrorism fit into discussion about this issue?

**Option 1: Act Alone to Remove Saddam Hussein from Power**

**Line of Reasoning:** Since the 1991 Gulf War ended, Saddam Hussein has shown that he is the same dangerous dictator that he was before the U.S.-led action against him. In fact, he has continued to amass weapons of mass destruction to use against his neighbors and our allies. These actions are in direct violation of the Gulf War cease-fire and cannot be tolerated. Since 1998, Saddam Hussein has prevented the UN weapons inspectors from completing their task of dismantling his nuclear, biological, and chemical weapons programs. In doing so, he is disregarding international law. We also know that he has already used weapons of mass destruction against his own people. Enough is enough. It is time for the world’s lone superpower to act preemptively—with or without the support of other nations. We should seize this opportunity to remove Saddam Hussein from power and wipe out his weapons programs. An all-out military effort will provide the opportunity to do what we did not do in the Gulf War—remove Saddam Hussein and make room for new leadership in Iraq.

**Goals**

- Destroy all weapons of mass destruction, cripple Iraq’s capability to produce such weapons in the future, remove Saddam Hussein from power, and demontrate to any other rogue states that such reckless behavior will not be tolerated.
- Send a message to other dangerous countries and terrorist groups that the United States is willing to carry the burden even when others flinch.

**U.S. Policies to Achieve These Goals**

- Launch a military campaign against Iraq, alone if necessary. Although the campaign may start with air strikes, removing Saddam Hussein will probably require the use of ground troops as well.
- Encourage and support Iraqi resistance groups in their efforts to gain control.

**Underlying Beliefs**

- As the only remaining superpower, it is up to the United States to take the lead. A volatile dictator and his weapons of mass destruction threaten an entire region as well as U.S. security. We cannot leave this problem to a future administration; the risks will only get greater with time and the cost will only get higher. Although we may not be appreciated now for taking such a strong stand, we will be when our mission is successful.
- The principle of state sovereignty and non-intervention in the domestic affairs of other countries should not prevent the United States from eliminating tyrants who threaten us or the rest of the world. The time has come to make preemption the new norm for intervention.

**Criticisms**

- Acting unilaterally would harm the alliances necessary for the war on terrorism.
- Overthrowing a foreign leader would set a dangerous precedent, whereas requiring him to live up to his international obligations is a normal expectation in today’s interdependent world.
- There is no convincing proof that the threat is imminent. We should not race into unilateral action when there is time to work with others to address the threat.
- This unilateral military action to remove Saddam Hussein from power would cost the lives of many Americans.
- A unilateral military campaign would heighten resentment against Americans, making us more likely targets of terrorism at home and abroad.
- If attacked, there would be a danger that Iraq might use weapons of mass destruction against U.S. troops or other states in the region, in particular, Israel.
- Military action would further destabilize a region already torn by violence and end any chance of success for the Middle East peace process.
- The financial cost of unilateral military action would be enormous and could be better spent on helping the ailing U.S. economy or improving the condition of the world’s poor.
- Military action against Iraq would harm innocent Iraqi civilians and worsen their already dire humanitarian situation.
- Interfering in the internal affairs of a sovereign state violates principles of international law that we support.
- International law prohibits the use of force except in self-defense or with UN approval.

**Option 2: Work with the International Community to Eliminate Iraq’s Weapons of Mass Destruction**

**Line of Reasoning:** The Iraqi government is a rogue government that threatens its own citizens, the rest of the Middle East, and the world. Something must be done to stop Saddam Hussein’s blatant disregard for international law and world safety. However, the United States should not take unilateral action that violates international law in order to force Saddam Hussein from power. Action taken against Iraq should be decided upon and enforced by the UN. After the Gulf War, UN inspectors did more to reduce Saddam Hussein’s chemical and biological weapons programs through their work than did six weeks of massive bombing during the actual war. Saddam Hussein’s 1998 decision to prevent the UN inspectors from continuing their work was in clear violation of the Gulf War cease-fire agreement and therefore international law. The United Nations must be allowed back into Iraq to continue inspecting and dismantling these weapons of mass destruction. It is both unwise and unacceptable for the United States to act alone in deciding to take up arms against Iraq. The United States must work together with the UN to establish a long-term policy toward Iraq that enjoys the broadest possible support from the UN member-states, including all five permanent members of the Security Council. Any military action should be entered into only as a result of new UN Security Council resolutions.

**Goals**

- Work with the UN and within the bound-
Saddam Hussein continues to work on his weapons of mass destruction. Saddam Hussein has already used weapons of mass destruction against the Kurds of Northern Iraq and won't hesitate to use them again. He is a terrible danger to all in the region and needs to be removed from power.

- Conflicting political interests within the UN would prevent a unified and meaningful response to a real and present danger.
- Saddam Hussein intentionally fuels instability in the region by sponsoring terrorism against Israel. He needs to be removed from office if the Middle East peace process is to move forward.
- As long as Saddam Hussein is in power, it will remain impossible to conduct effective weapons inspections in Iraq.
- Appeasement has proven to be an ineffective way of dealing with dictators.

Option 3: Reduce Our Foreign Policy Profile

Line of Reasoning: Although the United States has interests in the Middle East, no vital ones are directly or immediately threatened by Iraq. Saddam Hussein is more of a threat to his neighbors than he is to us. We want to see Saddam Hussein's biological, chemical, and nuclear capability controlled. However, following the terrorist attacks of September 11, 2001, it would be unwise to take the lead on this issue. Our high-profile foreign policy programs have bred much resentment against us and created enemies who are intent on doing us harm. Expanding our international efforts now would only increase our vulnerability by increasing this resentment against us. We must lower our foreign policy profile and turn our attention to our own needs here at home, particularly homeland security. If we continue to single out Iraq, we run the risk of acting in opposition to most of the states in the region and fanning hatred of the United States. This would make us vulnerable to more terrorism. It would also threaten the flow of oil to our country. We should step back and encourage the states in the Middle East to play a more active role in dealing with Saddam Hussein.

Goals
- Reduce our visibility in the region to avoid becoming a target of further terrorism and violence.
- Improve relations with Iraq's neighbors.

U.S. Policies to Achieve These Goals
- Reduce the U.S. military presence in the Persian Gulf.
- Let the Middle East states know that we consider this to be first and foremost a regional problem. Let them know we will support them if asked but that we will not take a leading role.

Underlying Beliefs
- Meddling in the affairs of other nations and peoples inevitably creates resentment against us.
- We should not send troops abroad or engage in air strikes unless the United States or its allies are under immediate threat and no other options exist to protect them.
- Military action might cause Saddam Hussein to use his weapons of mass destruction.

Criticisms
- If we do not take action to remove Saddam Hussein from power in Iraq, we or our allies would eventually become targets of his weapons of mass destruction.
- Any successful UN engagement in the Middle East would probably depend on support from the United States. If the United States backed out, then world security would be jeopardized.
- It is unrealistic to think that the states in the region have the political will or the resources to take the leading role to address this issue. They would feel too vulnerable to retaliation.
- The United States cannot disengage from the Middle East—our economy depends on the oil we receive from the region.
- If we do not take action, we would once again let this dangerous dictator walk away unscathed. Others would learn only one lesson: they can operate outside the rule of law and get away with it. In the post-September 11th environment, this position is irresponsible.
- After September 11, the way to reduce the threat of terrorism is to directly confront state sponsors of terrorism like Iraq.
- Nations around the world count on the United States to contain threats to a region's stability. We cannot just walk away from our role as a force for world stability.
- Like it or not, as the most powerful nation on Earth, the United States has the moral responsibility to confront threats to the safety of the world.
- Reducing our foreign policy profile and disengaging from international affairs would not solve any problems; it would only make them worse.
Syria Current Event

Title of Article: _____________________________________________________________

Date Article was Written: ________________________________________________

Author: ________________________________________________________________

Is the article’s audience local, national, or international? _______________________

1.) Summarize the article in a paragraph (4 to 5 sentences).

2.) What point was the author trying to argue in the article? Do you agree with them? Explain.

3.) What questions do you have that the article did not answer? Think about what was left out.

4.) What do you think the intent of this article is? Why was it written.
Staple Your Article to This Page
The Middle East Menu

Directions: Choose two activities from the menu below. The activities must equal a total of 80 points. Place a check mark next to each box to show which activities you will complete.

30 Points

☐ Create a timeline that displays the middle east’s history. Your timeline must have 20 events, pictures, descriptions and must include color.

☐ Design a mind map that displays the different themes that make up one of the following religions: Islam, Judaism, or Christianity. Use your organizers for this and be sure to use color.

50 points

☐ Create a class game that helps your classmates reinforce their knowledge of the middle east.

☐ Design a questionnaire to determine how much people know about the middle east. Questions can be based on the organizers from this packet. Share your findings either through a poster, prezi, or power point presentation.

☐ Create a 9/11 scrapbook with authentic photos and information gathered from primary sources. Your scrapbook must be at least 4 pages long and have a cover.

☐ Free Choice—Prepare a proposal form and submit your idea for approval to your teacher.

80 Points

☐ Using the internet, locate at least 4 primary sources about the war in Iraq. Create a news report that documents one of the situations described in your sources. Be sure to include a bibliography of your sources.

☐ Create a newspaper reporting on the current political conflicts in Syria. Your newspaper must: look like an actual newspaper; have a newspaper title; have an article title; the date the newspaper was created; two pictures in color; between 200 and 300 words.
Middle East Check List:

Unit Self Assessment

Please answer in all honesty using complete sentences

Overall this unit.....

I am most proud of.....

I could’ve improved upon.....

The most interesting thing I learned.....

What really made me think.....

My packet had the following items completed to the best of my ability:

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