

HISTORY OF THE MIDDLE EAST

Grade Level or Special Area: 8th Grade History

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Length of Unit: 8 lessons (approximately 3 weeks (13 days); one day = 55 minutes)

I. ABSTRACT

- A. This unit presents students with a template through which to view the present conflicts in the Middle East. The rich civilizations of the past are a distant reminder of what the region has lost with the past century's strife. The troublesome League of Nations' Mandates and the ensuing conflicts since World War I make a boiling cauldron of politics, culture, and economics; a fascinating and challenging topic of study.

II. OVERVIEW

- A. Concept Objectives
1. Comprehend how the earliest civilizations spread and interacted. (Modified from Colorado State History Standard (CSHS) 3.1.D)
 2. Understand how differing perceptions of people, places, and resources have affected events and conditions in the past through competition and conflict. (Modified from Colorado State Geography Standard (CSGS) 6.1.D)
 3. Develop an awareness of how religious and philosophical ideas have been powerful forces for defending military aggression throughout history. (Modified from CSHS 6)
- B. Content from the *Core Knowledge Sequence*
1. The Middle East and Oil Politics (p. 189)
 - a. History
 - i. League of Nations' territorial mandates in Middle East
 - ii. Creation of Israel in 1948, David Ben-Gurion
 - iii. Suez Crisis, Gamal Abdel Nasser
 - iv. Palestine Liberation Organization, Yasser Arafat
 - v. Arab-Israeli Wars: Six-Day War, Israel occupies West Bank, Gaza Strip, Golan Heights, Yom Kippur War, OPEC oil embargo
 - vi. Camp David Peace Treaty
 - vii. Islamic fundamentalism, Iranian hostage crisis, Iran-Iraq War
 - viii. Persian Gulf War
 - b. Geography of the Middle East
 - i. Overview: heartland of great early civilizations, Nile River, Mesopotamia, "Fertile Crescent"
- D. Skill Objectives
1. Identify characteristics and achievements of ancient civilizations. (CSHS 3.1.D)
 2. Analyze the repercussions of the League of Nations' territorial mandates after World War I. (CSGS 6.1.D)
 3. Interpret the effects on the Middle East of the creation of Israel in 1948. (CSHS 6)
 4. Predict the results of Nasser's nationalization of the Suez Canal. (CSGS 6.1.D)

5. Explain the geographic “tug-o-war” over regions in and around Israel. (CSHS 6)
6. Analyze the impact of OPEC and what it means for the future. (CSGS 6.1.D)
7. Discern the success of President Carter in brokering peace and representing the United States to Israelis and Palestinians. (CSHS 6)
8. Summarize the goals of Islamic fundamentalism both in history and today. (CSGS 6.1.D)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Watson Institute for International Studies, *Shifting Sands: Balancing U.S. Interests in the Middle East*.
 2. Gunderson, *The Israeli-Palestinian Conflict*.
 3. Carter, *The Blood of Abraham*.
- B. For Students
 1. Grade 4: The Spread of Islam and the “Holy Wars,” p. 92-93
 2. Grade 6: Lasting Ideas from Ancient Civilizations, p. 138
 3. Grade 7: World War I: “The Great War,” 1914-1918, p. 162
 4. Grade 8: The Cold War: Origins of the Cold War, p. 187
 5. Grade 8: Geography of the Middle East, p. 189

IV. RESOURCES

- A. Various world history text books for groups (Lesson Five)
- B. Optional: Microsoft *Publisher* or Apple *Pages* (Lesson Five)

V. LESSONS

Lesson One: Visit Ancient Civilizations! (two 55-minute class periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Comprehend how the earliest civilizations spread and interacted. (CSHS 3.1.D)
 2. Lesson Content
 - a. Geography of the Middle East
 1. Overview: heartland of great early civilizations, Nile River, Mesopotamia, “Fertile Crescent”
 3. Skill Objective(s)
 - a. Identify characteristics and achievements of ancient civilizations.
- B. *Materials*
 1. Appendix A: Visit Ancient Civilizations! pages 1-10, three to four paper copies of each page
 2. Poster boards or butcher paper, one piece for each group
 3. Markers, crayons, or paint to embellish posters
 4. Optional: collage materials for posters: magazines, beads, glitter, etc.
- C. *Key Vocabulary*
 1. An advanced state of intellectual, cultural, and material development in human society is called *civilization*.
 2. A belief in many gods is *polytheism*.
 3. A belief in one god is *monotheism*.
- D. *Procedures/Activities*

1. The scope of this lesson precludes any in-depth study. The aim is for students to become aware of the rich civilizations flourishing in ancient times.
 2. **Day One:** Appendix A: Visit Ancient Civilizations! is a collection of ten documents, each giving information on an ancient society.
 3. Have students get into groups of two or three. Give each group information sheets about one civilization from Appendix A. The group is tasked to create a travel poster advertising the accomplishments of that particular civilization.
 4. Students may research and use additional information as time and materials permit.
 5. Tell students they have the entire class period to work. They will have some time on Day Two, but presentations will begin halfway through Day Two.
 6. **Day Two:** Students may finish up their posters and then begin presenting to the class. Within a group, all members are expected to discuss and advertise their civilization.
 7. Posters will be graded on: inclusion of pertinent information from Appendix A (10 points), creativity (10 points), neatness (10 points), and group cooperation (10 points), with forty points possible.
 8. Upon completion, each group will share and “advertise” their poster. Students will learn from each other, from creating posters and from presentations.
 9. Display these travel posters for the duration of the unit.
- E. *Assessment/Evaluation*
1. Grade posters as a formative assessment of great ancient civilizations.

Lesson Two: League of Nations’ Mandates (one 55-minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how differing perceptions of people, places, and resources have affected events and conditions in the past through competition and conflict. (CSGS 6.1.D)
 2. Lesson Content
 - a. The Middle East and Oil Politics
 1. League of Nations’ territorial mandates in Middle East
 3. Skill Objective(s)
 - a. Analyze the repercussions of the League of Nations’ territorial mandates after World War I.
- B. *Materials*
1. Appendix B: League of Nations Territorial Mandates, overhead transparency and a few paper copies, as well
- C. *Key Vocabulary*
1. When the League of Nations authorized a member to administer, or govern, a territory, it was called a *mandate*.
- D. *Procedures/Activities*
1. Tell students they will be taking notes today, but first you will review with them orally.
 2. Introduce the lesson with some reminders about World War I. Briefly review the assassination of Archduke Franz Ferdinand and his wife, Sophie, in Sarajevo in 1914. Germany, Austria-Hungary, and the

Ottoman Empire fought the Allies until they were defeated in 1918. (Students may remember it was the 11th day, the 11th month, the 11th hour when the ceasefire occurred.)

3. Ask students if they know where the Ottoman Empire is. (Turkey) Help them point it out on a classroom map.
 4. Explain to them that because these nations lost the war, they had to give up some land, among other things. Ask who remembers the conditions of the peace. (Germany could not have a larger army, war reparations had to be paid; the Ottoman Empire would be carved up into mandates for England and France.)
 5. At this point in the discussion, have them begin to take notes from the overhead transparency of Appendix B: League of Nations Territorial Mandates.
 6. Collect their notes at the end of class to check for accuracy. **Students with special needs should get a photocopy of the overhead notes.** Keep some extra copies for students who are absent.
 7. Review notes and check for understanding.
- E. *Assessment/Evaluation*
1. Collect notes and award ten points for successful transcription. This is a formative assessment.

Lesson Three: O Israel! (two 55-minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of how religious and philosophical ideas have been powerful forces for defending military aggression throughout history. (CSHS 6)
 2. Lesson Content
 - a. The Middle East and Oil Politics
 1. Creation of Israel in 1948, David Ben-Gurion
 3. Skill Objective(s)
 - a. Interpret the effects on the Middle East of the creation of Israel in 1948.
- B. *Materials*
1. Appendix C: Map Information, paper copies for all students
 2. Appendix D: Maps of Israel, pages 1 and 2 for all students
 3. Appendix E: Maps of Israel KEY, a transparency, with a few paper copies of this as well, for absentees or for **special needs students**
 4. Markers or colored pencils to complete maps
 5. Appendix F: Israel: 1948, overhead transparency and some paper copies
- C. *Key Vocabulary*
1. A word for Jewish people from long ago and also a language is *Hebrew*.
- D. *Procedures/Activities*
1. **Day One:** Students will label and color two maps of Israel; one from 1947 and one from 1949. The purpose of this activity is to show students the conflict over boundaries in the region.
 2. On Day Two, students will discuss the impact on the Middle East the creation of Israel made in 1948.
 3. Pass out Appendix C: Map Information to students. Go over the sheet, advising them to carefully label the places listed in the handout. Students have presumably completed a study of Middle Eastern

geography, so they are aware of the location of Israel compared to surrounding nations.

4. Pass out Appendix D: Maps of Israel, pages 1 & 2, and give students the class period to work. They may use resources available in the classroom or they may look at the overhead transparency of Appendix E to help them locate the places listed on Appendix C.
5. Suggest that they label first, then color. If they run out of time, they can color the maps for homework.
6. Students need to bring their maps to every class during this unit, as a reference source, and save Appendix C for Lesson Five.
7. Collect these at the end of the class period, allowing students to finish coloring at home, if need be. **For special needs learners, more time may be necessary. Allow these students to take a paper copy of Appendix E: Maps of Israel KEY and finish this for homework.**
8. **Day Two:** Go over notes with students on Appendix F: Israel: 1948, on the overhead.
9. They should retain the notes as a study guides, after you check them over.
10. Have some paper copies **for special needs students** and those who are absent.
11. Any class time left at the end of the hour should be spent discussing current issues in the news pertinent to this unit.

E. *Assessment/Evaluation*

1. Day One: Collect maps and award ten points for each successful individual map that is filled out and colored from Appendix D: Maps of Israel, for a total value of twenty points in all for a formative assessment.
2. Day Two: Check over notes for a formative assessment.

Lesson Four: Let's visit the Suez Canal! (one 55-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how differing perceptions of people, places, and resources have affected events and conditions in the past through competition and conflict. (CSGS 6.1.D)
2. Lesson Content
 - a. Middle East and Oil Politics
 1. Suez Crisis, Gamal Abdel Nasser
3. Skill Objective(s)
 - a. Predict the results of Nasser's nationalization of the Suez Canal.

B. *Materials*

1. Appendix G: Suez Canal Teacher Notes, several paper copies
2. Computer with Internet access
3. LCD projector, with a Y- cord to computer and monitor
4. Screen for viewing (blank wall can be used)

C. *Key Vocabulary*

1. An *Arab* is a person who speaks Arabic and lives in the Middle East.
2. A *Palestinian* is an Arab who wants to live in the geographic location that is Israel today, and he wants to rename the area Palestine.

D. *Procedures/Activities*

1. Tell students you are going to tell them about the Suez Canal and then you will visit it.

2. Share the notes from Appendix G: Suez Canal Teacher Notes, with students, informally. They do not need to take notes.
 3. After you share a bit of history and information about the canal, tell students about the Suez Crisis of 1956.
 4. Have your computer connected to the LCD projector. The Y- cord enables you to see the image on your monitor and the computer screen.
 5. Practice with this before sharing with the students. Download the free program of “GoogleEarth,” available URL: <http://earth.google.com/>.
 6. Type in a search for Suez, Egypt.
 7. You will zoom in from outer space and take an aerial tour of the canal. Students will get a bird’s eye view of this magnificent structure.
 8. While viewing, ask students why this canal would be so valuable worldwide. (Ships don’t have to circumnavigate Africa with the canal operating.)
 9. After viewing and discussing, type in “Aswan” and have students get a bird’s eye view of the Aswan Dam. Point out Lake Nasser and the Nile River, too.
 10. Instructions are available for this free program, but practicing first will help you get comfortable using it. After the tour, you can type in your school address and come back home by zooming over the ocean from out in space, once again. You will be able to see your school building from above.
 11. Have students write a short paragraph at the end of class, or for homework, telling their thoughts on the repercussions of nationalizing the Suez Canal.
 12. Remind them that the Cold War was going on at this time, and have them put their thoughts about the Soviet Union and the U.S. interests in the Suez region into their paragraphs. (Both superpowers wanted to be influential in the region; the canal was extremely important for trade.)
- E. *Assessment/Evaluation*
1. Award ten (10) points credit for a well-thought out paragraph on the Suez Crisis.

Lesson Five: Chronicle of Conflict (two 55-minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of how religious and philosophical ideas have been powerful forces for defending military aggression throughout history. (CSHS 6)
 2. Lesson Content
 - a. Middle East and Oil Politics
 1. Palestine Liberation Organization, Yasser Arafat
 2. Arab-Israeli Wars: Six-Day War, Israel occupies West Bank, Gaza Strip, Golan Heights, Yom Kippur War,
 3. Iran-Iraq War
 4. Persian Gulf War
 3. Skill Objective(s)
 - a. Explain the geographic “tug-o-war” over regions in and around Israel.
- B. *Materials*
1. Appendix H: Chronicles of Conflict, several copies of all pages

2. Appendix I: Map of Israel: 1967
 3. Some world history textbooks
 4. Helpful software: Microsoft Publisher or Apple's Pages
 5. Some general history books on the Middle East, juvenile level
- C. *Key Vocabulary*
1. A *theocracy* is a government where the religious authority rules.
- D. *Procedures/Activities*
1. **Day One:** Students will work together to write newspaper articles for the *Chronicle of Conflict*, a newspaper explaining the continuous wars in this region.
 2. Arrange students in groups of three or four and assign one of the eight topics listed in Appendix H: *Chronicles of Conflict*, to each group.
 3. Pass out the appropriate appendix of information to each group. Tell them this is a starting point for their articles.
 4. Encourage students to find other sources to supplement the information you are sharing with them. They may use world history textbooks, library books, encyclopedias, or Internet articles.
 5. Talk to students about the second part of the newspaper assignment (see Appendix H: *Chronicles of Conflict*). Read the directions over with them so they are aware of both parts of this assignment.
 6. The second part of the assignment gives students some choices; they may create an appropriate political cartoon about their topic, they may devise an advertisement, they may write some geographic information pertinent to their topic, or write about a political personage related to their topic.
 7. Give students the class period remaining to discuss with their group and gather their thoughts. Tell them they will have one more day to work together in class and then, on the third day, both parts of the assignment are due.
 8. **Day Two:** Students work in class, in their groups.
 9. If possible, arrange some school library research time. An alternative help is for the teacher to check out a stack of Middle East books from the public library for students to peruse in the classroom. Do not allow students to take these books home.
 10. Remind students to credit their sources of information for their articles.
 11. **Day Three:** Students will share their articles with the class (teaching them the information) and then the newspaper will be compiled for study.
 12. Recommend to students that they pay close attention to presentations, as they will be tested over the information.
 13. When the Six-Day War is presented, pass out Appendix I: Map of Israel: 1967 to students so they can fill this map in, just like the map work for Lesson Three, with Appendix C. This may be completed for homework.
 14. If you have Microsoft *Publisher* or Apple's *Pages* software programs for page layouts, this will make the newspaper compilation easy and attractive. In *Pages*, drawings, such as political cartoons, can be added and moved around easily. (Microsoft Word can be used, but it will not be quite as user friendly for creating the newspaper format.)
 15. When compiled, pass out copies of the newspapers to all students, with extras for sharing with staff members and other students.
- E. *Assessment/Evaluation*

1. Grade group work according to Appendix H instructions as a formative assessment.
2. Collect maps from Appendix I and award 10 points for this formative assessment.

Lesson Six: Oil Politics: Do the Math! (one 55-minute class period)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand how differing perceptions of people, places, and resources have affected events and conditions in the past through competition and conflict. (Modified from Colorado State Geography Standard (CSGS) 6.1.D)
2. Lesson Content
 - a. Middle East and Oil Politics
 1. Arab-Israeli OPEC oil embargo
3. Skill Objective(s)
 - a. Analyze the impact of OPEC and oil consumption and what it means for the future.

B. Materials

1. Appendix J: OPEC, paper copies for all students
2. Appendix K: World Oil Reserve Assignment, pp. 1-3, copies for students
3. Appendix K: World Oil Reserves Assignment KEY, pp. 4 -5, one copy
4. Appendix L: World Oil Consumption, paper copy to post in the room

C. Key Vocabulary

1. A prohibition on certain trade with a foreign nation is an *embargo*.

D. Procedures/Activities

1. Ask students what they know about the oil crisis. Answers may include the fact that the price of gas has risen; we are in a war with oil producers, etc.
2. Tell students we will look at some figures and do some math. Don't entertain groans about math; in a matter-of-fact tone, inform them that math is a huge part of life and we must all just learn to calculate answers, with or without electronic devices. (This is somewhat of a show-and-tell; our goal is to learn about oil, but some may get the point that in this lesson and many of life's daily tasks, math is essential!)
3. Pass out Appendix J: OPEC and read over it with students.
4. Tell them they will see the numbers on our oil reserves and calculate some answers about usage.
5. Pass out Appendix K: World Oil Reserve Assignment, pp. 1-3, to students.
6. Have students look at the information on the first page. Then, they should proceed to answer the questions on the second page.
7. They should graph the information on page 3 of the handout for a visual representation of the world oil situation.
8. Collect their packets at the end of the period. Ask them the obvious questions, such as: which countries produce the most oil? (The Middle East and OPEC nations)
9. Ask them to guess which country uses the most oil. (The U.S.)
10. Using Appendix L: World Oil Consumption, write a few nations' usage figures on the board. Tell students you will post this list of consumption near the Middle East bulletin board.

- E. *Assessment/Evaluation*
1. Students earn ten (10) points for coloring and labeling the graph; twenty (20) points for answering questions and writing a paragraph, as a formative assessment.

Lesson Seven: Camp David and U.S. Involvement (one 55-minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of how religious and philosophical ideas have been powerful forces for defending military aggression throughout history. (CSHS 6)
 2. Lesson Content
 - a. Middle East and Oil Politics
 1. Camp David Peace Treaty
 2. Iranian Hostage Crisis
 3. Skill Objective(s)
 - a. Discern the success of President Carter in brokering peace and representing the United States to Israelis and Palestinians.
- B. *Materials*
1. Appendix M: Teacher Notes: Hostage Crisis
 2. Appendix N: Timeline of American Involvement, paper copies for all students
 3. Large paper, 11" x 13" for all students
 4. Colored pencils or markers for all students
- C. *Key Vocabulary*
1. A settlement of points at issue between nations is an *accord*.
- D. *Procedures/Activities*
1. Students will make a timeline of American involvement in the Middle East, highlighting the Camp David Accords and the Iran Hostage Crisis; two examples of interaction with the Middle East.
 2. Before assigning the timeline, tell students about President Carter's efforts in 1978 to bring Menachem Begin, of Israel, and Anwar Sadat, of Egypt, to a peaceful compromise.
 3. The points of contention between Israel and Egypt included the autonomy of the West Bank, the Gaza Strip, and the return of the Sinai Peninsula to Egypt from Israel.
 4. The Camp David Accord earned both Begin and Sadat Nobel Peace Prizes.
 5. The Arab world was so opposed to Sadat's coalescence in the treaty that his own people assassinated him three years later, over his policies.
 6. Tell students about the Iranian Hostage Crisis, using information from Appendix M: Teacher Notes: Hostage Crisis.
 7. Share with students that the history of conflict in the Middle East is long and continuing, as they saw in Lesson Five. Today, they will create timelines of American involvement in the Middle East, including the Camp David Peace Treaty and the Hostage Crisis.
 8. Pass out Appendix N: Timeline of American Involvement to all students. Tell them the purpose of the assignment is for them to grasp the continuing conflict and eruption of violence between groups who live in Southwest Asia.

9. Using the information on the timeline appendix, students should choose at least ten events that they consider important for their timeline. (They are welcome to include more.)
 10. They should embellish the timelines by using colored pencils or markers to write the information, or to add small appropriate drawings to the timelines.
 11. The timelines should be informative (10 points), creative (10 points), and easy to follow (10 points). They will be worth thirty points, total, based on these factors.
 12. Display timelines near the posters from Lesson One.
- E. *Assessment/Evaluation*
1. Assess timelines at a value of thirty points, as a formative assessment.

Lesson Eight: Islamic Fundamentalism (two 55-minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of how religious and philosophical ideas have been powerful forces for defending military aggression throughout history. (CSHS 6)
 2. Lesson Content
 - a. Middle East and Oil Politics
 1. Islamic fundamentalism
 3. Skill Objective(s)
 - a. Summarize the goals of Islamic fundamentalism both in history and today.
- B. *Materials*
1. Appendix O: Islamic Fundamentalism, overhead transparency
 2. Appendix P: Examples of Terrorist Activity, paper copies for students
 3. Appendix Q: Socratic Seminar Set-up, one copy for the teacher
- C. *Key Vocabulary*
1. Interpreting every word of sacred text as literal truth is *fundamentalism*.
- D. *Procedures/Activities*
1. **Day One:** Tell students you will discuss the difference between Islam and Islamic Fundamentalism today. It is important to the understanding of the Middle East today and current events that this distinction is made.
 2. Put Appendix O: Islamic Fundamentalism on the overhead.
 3. Tell students they should take notes. Provide copies of the notes to **students with special needs** and save a few copies for students who are absent.
 4. Share and discuss the tenets of the religion of Islam.
 5. Then, share and discuss the beliefs of Islamic Fundamentalists. Check with students orally to make sure they understand that not all Moslems want to do violent acts.
 6. Assign students a compare/contrast paragraph for homework. They should compare and contrast the religion of Islam with Islamic Fundamentalists. Remind them they are encouraged to do additional research, but they must credit any sources they use.
 7. Paragraphs will be awarded ten (10) points, as follows: Two points for an introductory statement, two points for a summative conclusion, and six points for the body. Remind students to back up statements with details and to use complete sentences.

8. They may begin by using any remaining class time.
 9. **Day Two:** Pass out Appendix P: Examples of Terrorist Activity. Take time to go over the sheet with students, telling them these are just a few examples.
 10. Tell students that today, we will have a Socratic Seminar. Students should put their desks in a circle, with seven desks or chairs placed inside the circle, also in a circular pattern. The effect is like a donut of seats, with all seats facing the center.
 11. Six students take seats in the “inner” circle. One empty seat is for a student in the outer circle, if he or she feels the need to contribute to the discussion. If, at any time, a student in the outer circle feels the need to join in the discussion, he or she may approach the empty seat.
 12. Students take turns participating in the discussion in this manner.
 13. No one in the outer circle may speak, (not even the teacher!)
 14. The inner circle will discuss a question given to them by the teacher in the beginning of the seminar.
 15. Students in the outer circle need a sheet of paper and a pen or pencil. They will draw a circle on their paper, and write the names of seminar participants around the circle, diagramming the seating arrangement of the inner circle students.
 16. See Appendix Q for how the inner circle will be set up. The drawing also shows what the outer circle participants will be doing to create their socio-grams.
 17. When the discussion begins, the outer circle-students track the discussion with this socio-gram. For example, if Sam speaks first and Elisha responds, the student in the outer circle draws a line on his paper from Sam to Elisha. As students continue to participate, the sociograms become a jumble of lines, revealing which students participate the most in this discussion.
 18. In this way, all students are focused and involved.
 19. When everyone is situated and ready to begin the seminar, ask the students in the inner circle this question: **What should the role of the United States be in the Middle East, based on what you have learned about the ethnicities, religions, politics, and economics of the region? Use information you have learned to support your viewpoint.**
 20. At the end of class, tell students there will be one day of review and then have a test on the history of the Middle East.
- E. *Assessment/Evaluation*
1. Day One: Grade paragraphs as a formative assessment.
 2. Day Two: All students present earn ten points as part of a formative assessment for participating in the Socratic Seminar, either from discussion or from making a socio-gram.

VI. CULMINATING ACTIVITY

- A. Unit Test: Pass out Appendix R: History of Middle East Test, pp. 1-7, to all students. They should follow directions and turn the test in upon completion. Use Appendix R: History of Middle East Test: KEY, pp. 8-9, to grade the tests as a summative assessment.
- B. Continue taking a few minutes out of class several days a week to discuss current events in the Middle East. Once students understand some of what is causing the

strife in this region, it will be easier for them to understand the continuing conflicts and events.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Visit Ancient Civilizations! (Lesson One)
- B. Appendix B: League of Nations Territorial Mandates (Lesson Two)
- C. Appendix C: Maps of Israel Information (Lesson Three)
- D. Appendix D: Maps of Israel (Lesson Three)
- E. Appendix E: Maps of Israel KEY (Lesson Three)
- F. Appendix F: Israel: 1948 (Lesson Three)
- G. Appendix G: Suez Canal Teacher Notes (Lesson Four)
- H. Appendix H: Chronicles of Conflict (Lesson Five)
- I. Appendix I: Maps of Israel: 1967 (Lesson Five)
- J. Appendix J: OPEC (Lesson Six)
- K. Appendix K: World Oil Reserve Assignment (Lesson Six)
- L. Appendix L: World Oil Consumption (Lesson Six)
- M. Appendix M: Teacher Notes: Iranian Hostage Crisis (Lesson Seven)
- N. Appendix N: Timeline of American Involvement (Lesson Seven)
- O. Appendix O: Islamic Fundamentalism (Lesson Eight)
- P. Appendix P: Examples of Terrorist Activity (Lesson Eight)
- Q. Appendix Q: Socratic Seminar Set-up (Lesson Eight)
- R. Appendix R: History of Middle East Test (Culminating Activity)

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Egypt

3000 B.C. – 1237 B.C.

3800 B.C.

- Ancient Egyptians used copper to make needles, tools, jewelry
- Made bronze
- Potter's wheel – used to make pots, jars, and bowls out of pottery

3100 B.C.

- Egypt united into one kingdom, ruled by a **pharaoh**

3000 B.C.

- **Hieroglyphics** writing system using symbols and pictures
- Papyrus, made from plants, used to write on, our word paper derives from it
- Rosetta Stone: French scholars found in 1798, enabled hieroglyphics to be deciphered

2700 B.C. – 2100 B.C.

- Greatest period of Egyptian history
- Largest **pyramids** built, huge stone structures used as tombs for pharaohs
- **Polytheism:** belief in many gods

1379 B.C. – 1362 B.C.

- Amenhotep ruled, tried to change religion to belief in one god, **monotheism**

Accomplishments of ancient Egypt:

- Lunar calendar, 12 month year, 365 days in a year
- Number system based on 10, fractions, geometry
- Canals and irrigation ditches
- Medicine: classified diseases, used herbs and medicines
- Education system, trained people to be scribes, training clerks for the government
- Believed in life after death

Egyptians built magnificent pyramids, tombs for the pharaohs to be buried in. They created artistic murals that told stories, created lifelike statues from copper, bronze, stone, or wood. The long and rich history of this ancient civilization has shown us how people lived and prospered in long ago times.

Ellis, E.G., and Esler, A. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, Inc., 1999. 0-3-434660-2.

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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

Ellis, E.G., and Esler, A. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, Inc., 1999. 0-3-434660-2.

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Akkadians

2340 - 2125 B.C.

- Conquered Sumerians in 2400 B.C.
- Largest empire ever until this time period
- Magnificent capital city of Akkad later became city of Babylon, one of the most important places in the Middle East for 2000 years
- Kings fought wars to protect trade interests
- Spoke Semitic language, close to modern Hebrew (Jewish language) and Arabic
- Great empire, lasted about 100 years

Adapted from: Hooker, R. "Mesopotamia." Available URL:
<http://www.wsu.edu:8001/~dee/MESO/AKKAD.HTM>, 1996.

Adapted from: Guiseppi, R. and Williams, F. "The Akkadians." Available URL:
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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

Adapted from: Gappa, A., “Babylonians.” Available URL:

http://www.mnsu.edu/emuseum/cultural/oldworld/middle_east/babylonians.html, 2006.

Adapted from: “Babylonia.” Wikipedia: The Free Encyclopedia, Available URL:

<http://en.wikipedia.org/wiki/Babylonians>, 2006.

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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
- Excelled 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

Ellis, E.G., and Esler, A. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, Inc., 1999. 0-3-434660-2.

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Chaldeans

612 B.C. – 539 B.C.

- Ruled by a wise king named Nebuchadnezzar, 605 B.C. - 562 B.C.
- Conquered most of the fertile crescent
- High standard of living
- Created the Hanging Gardens, one of the Seven Wonders of the (Ancient) World
- City of Babylon became the center of civilization in the Fertile Crescent
- Took over Judah, Jerusalem was another important city
- Focus on astronomy; calculated length of a year to within 7 minutes
- **Forced 10,000 Jews to relocate, beginning exile of Jewish people**

Adapted from: Hooker, R. "Mesopotamia: the Chaldeans." Available URL: <http://www.wsu.edu:8001/~dee/MESO/CHALDEAN.HTM>, 1999.

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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: lumber 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

Adapted from: "Phoenicia." Wikipedia: The Free Encyclopedia. Available URL: <http://en.wikipedia.org/wiki/Phoenicia>, 2006.

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Lydians

700 – 547 B.C.

- Located in present day Turkey
- Significant contribution to modern world: **coined money**
- Created money economy- didn't have to have goods to trade, or barter
- Prices could be charged for items
- Fertile soil
- Main occupations were agriculture and mining gold and silver
- King Croesus, 560 B.C., was so rich, people today still use the expression to say someone is "as rich as Croesus."
- Greatly influenced Greek civilization

Adapted from: Carr, Dr. K., "The Lydians." Available URL:
<http://www.historyforkids.org/learn/westasia/history/lydians.htm>, 2006.

Ellis, E.G., and Esler, A. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, Inc., 1999. 0-3-434660-2.

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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.

Ellis, E.G., and Esler, A. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, Inc., 1999. 0-3-434660-2.

Fertile Crescent Civilizations

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

Adapted from: “The Persian Empire.” Wikipedia: The Free Encyclopedia. Available URL: <http://en.wikipedia.org/wiki/Persia>, 2006.

Ellis, E.G., and Esler, A. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, Inc., 1999. 0-3-434660-2.

Appendix B

League of Nations Territorial Mandates

When Imperial Germany and the Ottoman Empire lost World War I, they lost the privilege of controlling certain territories. Some of the Allies, the winners of World War I, Great Britain and France, would be given control over the territories by the **League of Nations**. People who lived in these regions felt like they were becoming colonies of Great Britain and France. When the League of Nations authorized a member to administer, or govern, a territory, it was called a **mandate**. The mandates were:

France: Syria and Lebanon

Great Britain: Palestine, Iraq, Trans-Jordan

Problems of European Dominance in the Middle East

- Diversity of the region
 - **Religions**: Judaism, Islam, Christianity
 - **Languages**: Arabic, Turkish, Persian, Hebrew, Kurdish, Armenian
 - **Borders**: created by European nations without thought to ethnic makeup of the region

Nationalism: Independence was gained in the following years:

- 1923 – Trans-Jordan from Britain
- 1930 - Iraq gained freedom from British; borders gave limited access to Persian Gulf and religious and ethnic tensions prevailed
- 1936 - Egypt independence from Britain, but military control of the Suez Canal for Britain for 20 years
- Lebanon, Syria, Jordan gained independence after World War II
- Pan-Arab dream was to create a united Arab state

Adapted from: “Dictionary.com,” Available URL: <http://dictionary.reference.com/browse/>

Appendix C

Israel Map Information

Find and label the following places on the maps. We will complete these two maps, “1947: UN Partition,” and “1949: Israel’s Independence,” while we look at Israel’s establishment in 1948. Complete the maps and map keys by coloring the Arab State and Israel and labeling the places, below, on the maps. Notice how the occupied territory of Israel changed after the war for Independence.

1. 1947: UN Partition

1. Palestine
2. Jerusalem
3. Tel Aviv
4. Gaza
5. TransJordan
6. Sinai Peninsula
7. Syria
8. Saudi Arabia
9. Dead Sea
10. Mediterranean Sea

2. 1949: Israel’s Independence

1. Israel
2. Jerusalem
3. Tel Aviv
4. Gaza Strip
5. Jordan
6. Sinai Peninsula
7. Syria
8. Saudi Arabia
8. Dead Sea
9. Mediterranean Sea
10. West Bank

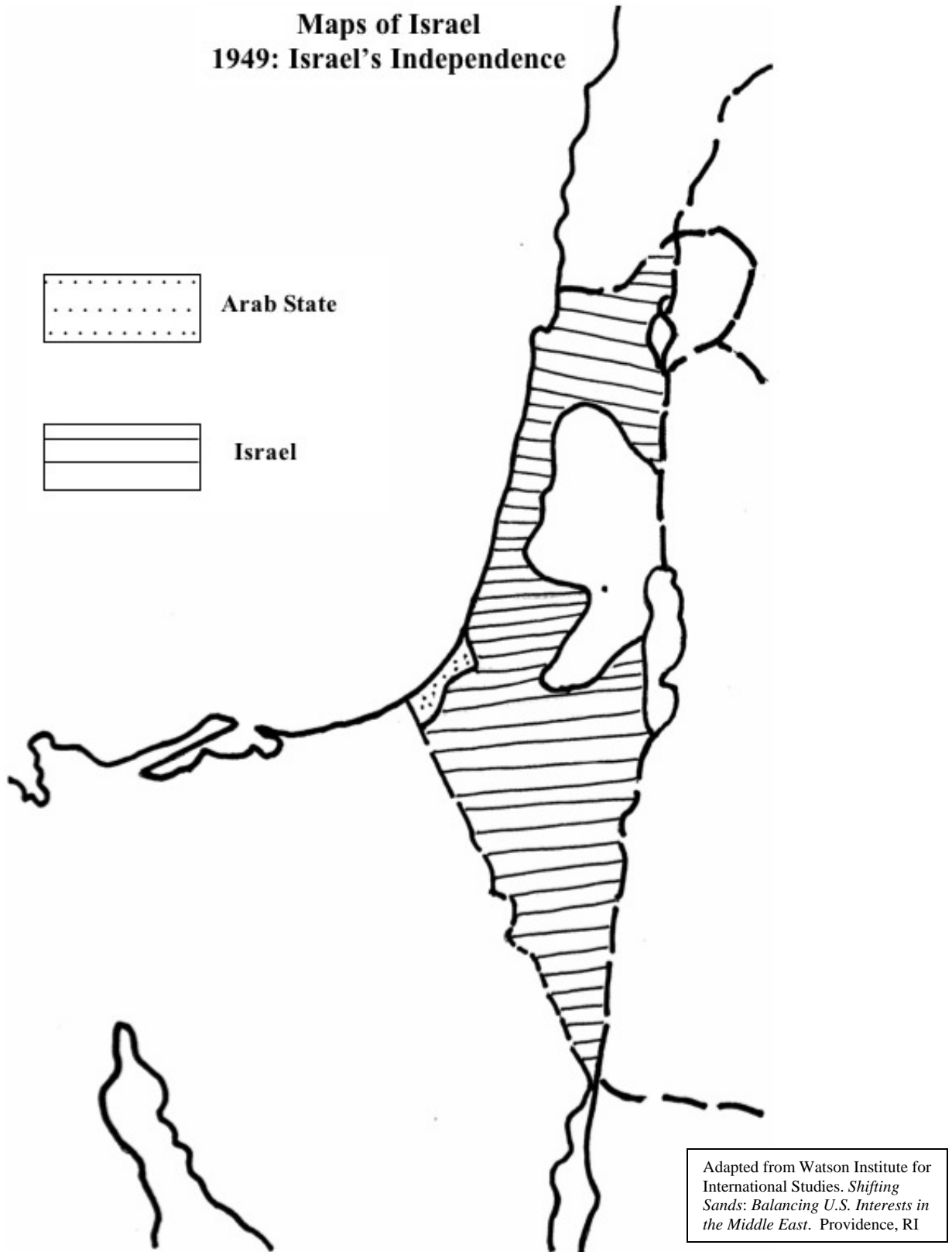
3. 1967: After the Six-Day War

1. Israel
2. Jerusalem
3. Tel Aviv
4. Gaza Strip
5. Jordan
6. Sinai Peninsula
7. Syria
8. Dead Sea
9. Mediterranean Sea
10. West Bank

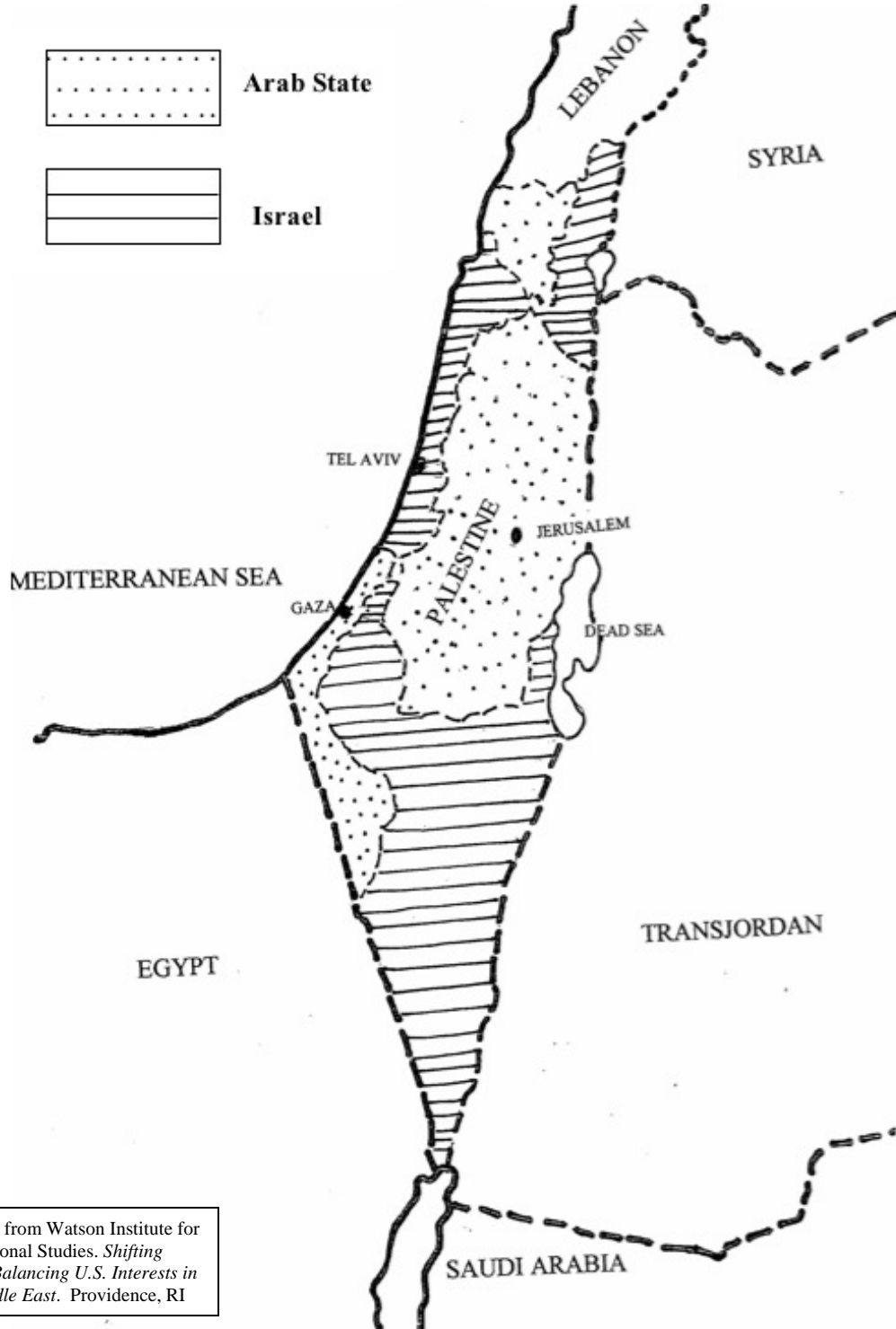
**Maps of Israel
1947: UN Partition**



Maps of Israel 1949: Israel's Independence

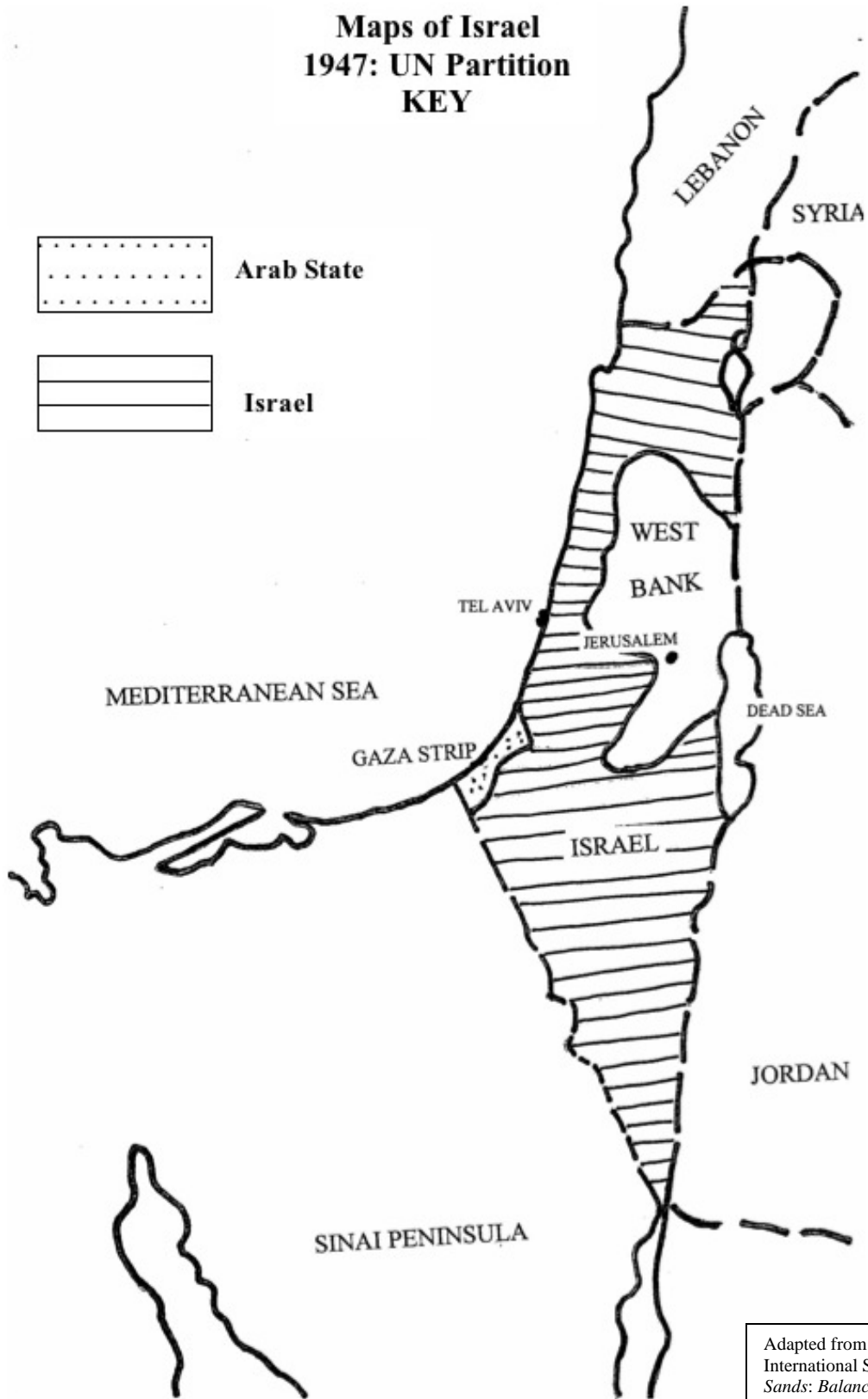


Maps of Israel 1947: UN Partition KEY



Adapted from Watson Institute for International Studies. *Shifting Sands: Balancing U.S. Interests in the Middle East*. Providence, RI

Maps of Israel 1947: UN Partition KEY



Adapted from Watson Institute for International Studies. *Shifting Sands: Balancing U.S. Interests in the Middle East*. Providence, RI

Appendix F

Israel: 1948

1917

- **Balfour Declaration:**
- Promised Palestinian Arabs independence if they helped beat the Turks in World War I.
- Promised Jews a homeland

1920's -1940's

- Jewish immigration increases in Palestine, Zionist movement

1947

- Britain asked the UN to intervene as a result of continuing rioting and terrorism between Palestinians and Jews.
- United Nations called for a plan to partition Palestine into two states; one Palestinian and one Jewish, with Jerusalem controlled by the UN
- The plan didn't work. Arabs rejected it; Jews rejoiced and prepared for war.

1948

- Britain left Palestine. Violence escalated.
- **Israel declared independence.**
- Iraq, Jordan, Egypt, Syria, and Lebanon prepared to fight Israel.
- Israel overcame these armies and took more land than partition had suggested.
- 750,000 Palestinians displaced
- Jordan occupied Jerusalem's Old City and the West Bank
- Egypt occupied the Gaza Strip
- **David Ben-Gurion became the first prime minister of Israel**

Appendix G

Teacher Notes: Suez Crisis

The Suez Canal is west of the Sinai Peninsula and is 101 miles long! At the narrowest point, it is 984 feet wide. It is located between Port Said on the Mediterranean Sea and Suez on the Red Sea. The canal provides two-way north and south water transport between Europe and Asia. With the canal in use, circumnavigation around Africa is unnecessary.

It is believed that Rameses II may have had a canal built in this area, around the 13th century, B.C. The canal was modified, destroyed, and rebuilt several times. The present canal was built in 1858 and was completed eleven years later, in 1869. Over 125,000 people died while working on the Suez Canal.

In 1875, Egypt sold its shares in the canal to Great Britain for 400,000 pounds. The building of the canal coincided with the American trans-continental railroad, built around the same time. These modern marvels permitted convenient and speedy transporting of goods around the world.

Great Britain pulled out of managing the canal in 1954. Around this time, Egypt tried to obtain weapons from the Soviet Union. Great Britain and the U.S. withdrew pledges to help build the Aswan Dam as a result. The Egyptian president, Gamal Abdel Nasser nationalized the canal in 1956. As a result, Britain, France and Israel invaded, creating the “Suez Crisis of 1956.” The canal had to be closed for a year to clear away sunken ships from the conflict. The United Nations stepped in and helped maintain neutrality around the canal.

Adapted from: “The Suez Canal,” Wikipedia: the Free Encyclopedia, available URL: http://en.wikipedia.org/wiki/Suez_Canal, 2006.

Chronicle of Conflict

The class will publish a newspaper called *Chronicle of Conflict*. You will work in groups writing articles for the paper. Each group is responsible for one article, on one of the assigned topics, below, and one other contribution to the paper. You may use handouts of information and do your own research. The final copy of the newspaper will be circulated to staff and students.

The topics for articles include:

1. The Six-Day War
2. The Yom Kippur War
3. The Iran-Iraq War
4. Persian Gulf War
5. The Palestine Liberation Organization and Yasser Arafat
6. The West Bank
7. The Gaza Strip
8. The Golan Heights

The second contribution will be your choice of:

1. A political cartoon depicting an editorial comment about the Middle East
2. An advertisement that fits in with the theme of the newspaper
3. An article about a geographic location in the Middle East
4. A brief biography about a famous personage in the Middle East

Assessment

Each group's members are eligible for twenty-five (25) points:

*Main Article: ten (10) points assessed on clear, organized thinking that:

- Informs the reader
- Uses appropriate grammar and spelling
- Answers the questions:
 - Who's involved, what is the event or place?
 - What is the event or place, why is it important and of lasting significance?
 - When did the event occur?
 - Where was it, or is it?

*The second contribution is worth ten (10) points, based on creativity, effort, and critical thinking skills.

*The last five (5) points will be assessed on cooperative, supportive, group effort.

Additional assessment: Everyone will read and study the newspaper. The final test on this unit will have questions pertinent to subject matter from the articles!

Chronicles of Conflict: Six-Day War

After the Suez Crisis in 1956, the United Nations stationed troops along the border of Israel and Egypt. In May of 1967, President Nasser of Egypt demanded that the UN leave the border and stop policing the boundary between Israel and Egypt. Then Nasser announced the closing of the Gulf of Aqaba. This would block Israel's sea route to Africa and Asia, thereby cutting off their trade routes.

In June of 1967, Israel began a lightning war against Egypt. Israel captured the Sinai Peninsula and the Gaza Strip from Egypt. Then Israel captured the Golan Heights from Syria and took the entire west bank of the Jordan River from Jordan. The "West Bank," had remained in Arab hands after the Arab-Israeli War of 1948. Lastly, Israel annexed Jerusalem, which the United Nations had made into an international city.

This war became known as the "Six-Day War." It changed Middle Eastern nations' views of Israel. Palestinians realized that Arab governments could not get their land back from Israel. They joined guerrilla fighting organizations, such as the PLO, led by Yasser Arafat.

The United States and the Soviet Union were in the Cold War. They did not want to be drawn into Arab-Israeli wars, so they tried to help create a peaceful resolution in the area. Even though nations tried to seek compromise, the mutual suspicions and fears doomed any attempts at lasting peace.

Ellis, E.G., and Esler, A. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, Inc., 1999. 0-3-434660-2.

Chronicle of Conflict: Yom Kippur War

The Yom Kippur War lasted from October 6 – October 26, 1973. It was fought between Israel and a group of Arab nations. Egypt and Syria were the leaders of the opposition to Israel. The war began on Yom Kippur, a Jewish holy day, with a two-pronged attack by Egypt and Syria.

These Arab nations invaded the Sinai Peninsula and the Golan Heights, land that Israel had captured during the Six-Day War in 1967. Within two weeks, Israel had pushed the Syrians back out of the Golan Heights. Then, the Israelis cut off the entire Egyptian army near the Suez Canal. After this, the United Nations declared a ceasefire. Israel would hold the territories until the peace agreements several years later.

The significance of this war was that the early victories won by the Egyptians helped take away some of the humiliation they had suffered during the Six-Day War. A few years later, in 1978, the Camp David Accords would be signed by both Israel (Mechacem Begin) and Egypt (Anwar Sadat). This would be the first time an Arab nation had recognized the existence of Israel. One more result of this conflict was that the Soviet influence over the nation of Egypt lessened after this. There was no longer such a concern that the Soviet Union would win over the Egyptians to become an ally to the communists in the Cold War.

Adapted from: Gunderson, C. *The Israeli-Palestinian Conflict*. Edina, MN: ABDO & Daughters, 2004. 1-59197-416-X.

Adapted from: “Yom Kippur War.” Wikipedia: The Free Encyclopedia. Available URL: http://en.wikipedia.org/wiki/Yom_Kippur_War, 2006.

Chronicles of Conflict: Iran-Iraq War

The Iran-Iraq War took place from September 1980 – August 1988. The combatants were the nations of Iran and Iraq. This conflict has been called the longest conventional war of the twentieth century. It cost one million casualties and 1.19 trillion dollars. Over fifty towns and cities were ruined.

Iraq invaded Iran in 1980 because of border disputes. The leader of Iraq was Saddam Hussein and the leader of Iran was Ayatollah Khomeini. Iran wanted the government of Saddam Hussein overthrown. (At this time, the U.S. was on the side of Saddam Hussein!) Iraq borrowed seven billion dollars from Kuwait to keep the war going when oil revenues were low.

The business of shipping oil was stifled by this war. There were 546 commercial vessels damaged and 430 civilians from the commercial ships were killed. Kuwait asked world nations to protect their ships. Both the U.S.S. R. and the U.S. provided weapons to the nations at war and protections for the oil industry.

This war became a war of attrition, like Europe in World War I. It became a matter of which side could last longer. The UN called for an end to the conflict several times, but the participants in the war would not heed the United Nations' demands. The war went on until 1988, with the last prisoners of war not being exchanged until 2003.

A significant point about this war is that Iraq used chemical weapons against the Iranians, killing over 4,000 Kurds. The United Nations reported that both sides used chemical weapons. The UN also stated that Iraq used mustard gas attacks on Iranian civilians.

Adapted from: "Iran-Iraq War." Wikipedia: The Free Encyclopedia. Available URL: http://en.wikipedia.org/wiki/Iran-Iraq_War, 2006.

Adapted from: Ovendale, R. The Longman's Companion to the Middle East Since 1914. New York: Longman Publishing, 1992. 0-582-06306-X.

Chronicles of Conflict: The Persian Gulf War

The Persian Gulf War, also called Desert Storm, began when Iraq invaded Kuwait in August of 1990. Iraq believed that Kuwait was “slant” drilling petroleum across Iraq’s border. The value of the oil that was supposedly taken illegally from Iraq was \$2,400. Iraq further stated that Kuwait was hurting Iraq’s economy by keeping oil prices low because of overproduction. Iraq also thought that Kuwait should cancel war debts owed from the Iran-Iraq War (1980-1988).

Kuwait sent urgent messages to the United Nations to say that Iraq was drilling for oil in Kuwait. Kuwait also notified the United States that the U.S. was committed to defending Kuwait if attacked.

Iraq placed 100,000 troops along the border and invaded Kuwait in August. The United Nations immediately condemned Iraqi actions and told Iraq that economic sanctions and military force would be necessary if Iraq did not withdraw from Kuwait. The U.S. and the U.S.S.R. issued a joint statement condemning the action and requested immediate halt of arms deliveries to Iraq.

Iraq announced the union of Iraq and Kuwait. The UN declared the union of Iraq and Kuwait null and void. Libya and the PLO supported Iraq. Saddam said foreigners held in Iran and Kuwait would be used as “human shields” on military bases. Saddam was seen on television with British hostages, including children.

Meanwhile, Saudi Arabia invited allies to reinforce defenses against Iraq. The US sent in paratroopers, and armored brigade, and jet fighters to protect Saudi Arabia from an Iraqi invasion. The president of the United States was George Herbert Bush, the father of George Walker Bush.

Other nations sent help, as well. Great Britain sent two fighter squadrons to the Middle East. Arab nations met and voted (twelve out of twenty-two) to send troops to help defend Saudi Arabia against Iraq. Syria, Egypt, and Morocco sent troops to Saudi Arabia.

There were thirty nations in the coalitions forces fighting Iraq. The United States led the forces under the direction of General Norman Schwarzkopf. The war did not expand out of the countries of Iraq, Kuwait, and Saudi Arabia, but Iraq took the opportunity to fire missiles on Israeli cities. Iraq also set fire to 571 oil wells on fire in Kuwait.

Saddam Hussein said he would withdraw troops from Kuwait if Syria withdrew from Lebanon and Israel withdrew from Gaza, the West Bank, the Golan Heights, and Lebanon. The U.S. and Israel rejected this plan and Iraq was removed from Kuwait in February 1991.

Chronicles of Conflict: The Persian Gulf War

President George Herbert Bush said, April 5, 1991, that the U.S. did not intend to intervene in the internal affairs of Iraq and it was not an objective of the coalitions forces to overthrow Saddam Hussein.

In June, 1991, a UN delegation goes to Baghdad to investigate nuclear facilities. Then, in October, the United Nations made a resolution aimed at eliminating Iraq's nuclear, chemical, and biological weapons arsenal. The Iraqis continued to fight internally, with the Kurds.

Adapted from: Ovendale, R. *The Longman's Companion to the Middle East Since 1914*. New York: Longman Publishing, 1992. 0-582-06306-X.

Chronicles of Conflict: Palestine Liberation Organization

After the creation of the State of Israel in 1948, hundreds of thousands of Palestinians were refugees, with no place to go and no nation of their own. Many lived in camps, in tents, without clean water or other necessities. The Palestine Liberation Organization was created in 1964 to represent Palestinians. The original goal was the destruction of the State of Israel, to be replaced by an independent Palestinian state.

In the 1970's, this group used violence against Israel to reach its goals. Many massacres, including the killing of Jewish athletes at the Olympics in Munich, Germany, in 1972, are attributed to the PLO. Another example of the terrorism of the PLO was in 1985, when a cruise ship was stopped on its way to Israel. A disabled American man (in a wheel chair), Leon Klinghoffer, celebrating his anniversary with his wife, was shot and thrown overboard off of the cruise ship. Airplane hijacking was another form of terrorism during this time. The PLO took credit for these and many more terrorist activities.

More recently, the PLO adopted a two-state solution as a goal, with Israel and Palestine living side by side. In 1993, Yasser Arafat, the leader of the PLO, recognized the State of Israel. Yitzhak Rabin, prime minister of Israel, in turn, recognized the PLO as the representative of the Palestinian people. Arafat was the leader of the PLO from 1969 until his death in 2004. Today, the leader of the PLO is Mahmoud Abbas.

Quotes from PLO:

"We plan to eliminate the state of Israel and establish a purely Palestinian state. We will make life unbearable for Jews by psychological warfare and population explosion . . . We Palestinians will take over everything, including all of Jerusalem." -- Yasser Arafat, Chairman of the PLO (in front of an Arab audience in Stockholm in 1996)

"Whoever thinks of stopping the uprising before it achieves its goals, I will give him ten bullets in the chest." --Yasser Arafat, Chairman of the PLO

"We know only one word: Jihad, Jihad, Jihad. When we stopped the intifada, we did not stop the jihad for the establishment of a Palestinian state whose capital is Jerusalem. And now we are entering the phase of the great jihad prior to the establishment of an independent Palestinian state whose capital is Jerusalem...We are in a conflict with the Zionist movement and the Balfour Declaration and all imperialist activities." --Yasser Arafat, Chairman of the PLO (During an October 21,1996 speech at the Dehaishe refugee camp)

Adapted from: "Palestine Liberation Organization." Wikipedia: The Free Encyclopedia.
Available URL: <http://en.wikipedia.org/wiki/PLO>, 2006.

Chronicles of Conflict: The West Bank

The West Bank is the name of the area west of the Jordan River. The area is smaller than the state of Delaware. The government of Jordan named it after it was taken by Jordan in 1948. In the early twentieth century, this region was part of the British mandate. It was to be part of Palestine after the breakup of the Ottoman Empire. This area was taken over by Israel in 1967, in the Six-Day War. Israel continues to occupy this region today.

The area is under some jurisdiction of the Palestinian Authority; however, Israel has overall control. This includes the Israeli settlements, rural areas, and border regions. The area is mostly Palestinians, 84%, with a minority Jewish population. Part of Jerusalem, the eastern portion, is in the West Bank region. Israel claims to have annexed it, but other nations and the United Nations do not recognize the annexation.

Since the West Bank holds part of the city of Jerusalem, a city that is holy to Judaism, Islam and Christianity, the importance of it geographically cannot be overstated. This is a region that three major world religions claim as their own.

Adapted from: "The West Bank." Wikipedia: The Free Encyclopedia. Available URL: http://en.wikipedia.org/wiki/West_Bank, 2006.

Chronicles of Conflict: The Gaza Strip

The Gaza Strip is a long region of coastal land adjacent to the Mediterranean Sea. About 1.4 million people, Palestinians, live there. The area is slightly more than twice the size of Washington, D.C. This strip of land does not belong to any country, although it was occupied by Israel for the last forty years. The Israeli government has been controlling the airspace and coastline of the Mediterranean Sea; the Palestinian Authority controlled the border with Egypt and had jurisdiction within the area. In 2005, Israel began to dismantle some of the settlements in the Gaza Strip that had been created after the Six-Day War in 1967. The homes occupied by the Israelis would be destroyed and high rise apartment buildings would be built to house the Palestinians that had waited for the return of this small bit of land.

Adapted from: "The Gaza Strip." Wikipedia: The Free Encyclopedia. Available URL: http://en.wikipedia.org/wiki/Gaza_Strip, 2006.

Chronicles of Conflict: The Golan Heights

This small but disputed area had been the territory of Syria before the Six-Day War. Afterwards, the 80,000 Syrians fled and now there is a population of about 33,000 living in the region. The area is important for boundary security, for Israel, between Lebanon and Syria, and for water rights. Syria believes the Golan Heights is their territory. Israel offered the return of the Golan Heights to Syria in 2000, if Syria recognized Israel and promised peace. Syria refused.

The Golan Heights continues to be a land of contention in the Middle East, another point of conflict for Israel and her neighbors.

Adapted from: "The Golan Heights." Wikipedia: The Free Encyclopedia, Available URL: http://en.wikipedia.org/wiki/Golan_Heights

Appendix I

**Maps of Israel: 1967
After the Six-Day War**



Adapted from Watson Institute for International Studies. *Shifting Sands: Balancing U.S. Interests in the Middle East*. Providence, RI

Appendix J

OPEC

- **Organization of the Petroleum Exporting Countries**
- Algeria, Indonesia, Iran, Iraq, Kuwait, Libya, Nigeria, Qatar, Saudi Arabia, the United Arab Emirates, and Venezuela
- Created in 1960, very influential in the 1970's
- Headquarters in Vienna, Austria
- Goal is to coordinate petroleum policies and prices; safeguard members' interests by providing steady income to member countries

1973 Oil Embargo

- 1973 OPEC, plus Egypt and Syria, announced there would be no oil to any nation that supported Israel in the Yom Kippur War. (US, allies in Western Europe)
- OPEC quadrupled the price of world oil
- Many nations began to make an effort to lessen dependence on OPEC
- Results in US:
 - National speed limit of 55mph until 1995
 - Department of Energy created in 1977
 - US Strategic Petroleum Reserve established – 1978
 - Downsized cars, smaller engines
 - Alternative renewable energy sources sought

Adapted from: "OPEC." Wikipedia: The Free Encyclopedia. Available URL: <http://en.wikipedia.org/wiki/OPEC>, 2006.

Appendix K, page 1

World Oil Reserves in Billions of Barrels

List of Nations

Rank	Country	Oil Reserves Billion Barrels
1.	Saudi Arabia	265.3
2.	Iraq	115
3.	Kuwait	98.8
4.	Iran	96.4
5.	United Arab Emir.	62.8
6.	Russia	54.3
7.	Venezuela	47.6
8.	China	30.6
9.	Libya	30
10.	Mexico	26.9
11.	Nigeria	24.1
12.	United States	22
13.	Algeria	12.7
14.	Norway	10.1
15.	Indonesia	9.7
16.	Angola	9
17.	Brazil	8.5
18.	Oman	5.8
19.	Canada	5.6
20.	Qatar	5.6

Adapted from: "Countries with Largest Oil Reserves." Available URL:
<http://www.aneke.com/oil.html>, 2006.

Appendix K, page 2

**World Oil Reserves
Assignment**

Read these directions before you begin.

The following pages include a list of nations with oil reserves and a graph that will illustrate the world's oil reserves in billions of barrels. Use the information from the list to fill in the bar graph. Notice the nations that have an asterisk (*) before their names, which are located across the bottom of the graph. These nations are members of OPEC, Organization of Petroleum Exporting Countries.

Use two colors to create the bars on the graph: use one color for the OPEC nations and one color for the other nations. Write in the amount of oil reserves in the boxes above each bar. For example, after coloring in the bar for the U.S., you will enter "22" above that bar.

After completing the bar graph, answer the questions, below.

1. What is the total oil reserve, in billions of barrels, for all of these nations? _____
2. What is the total oil reserve, in billions of barrels, for the OPEC nations? _____
3. What is the total oil reserve, in billions of barrels, for the non-OPEC nations? _____
4. What percent of world oil reserves do the OPEC nations have? _____
5. What percent of world oil reserves do the non-OPEC nations have? _____
6. Write a summarizing paragraph about your findings; evaluating world oil reserves and which nations have the advantage of holding the most oil.

Appendix K, page 3

**World Oil Reserves
In Billions of Barrels**

270																				
260																				
250																				
240																				
230																				
220																				
210																				
200																				
190																				
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170																				
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100																				
90																				
80																				
70																				
60																				
50																				
40																				
30																				
20																				
10																				
OIL IN BILLIONS OF BARRELS	*SAUDI ARABIA	*IRAQ	*KUWAIT	*IRAN	*U.A.E.	RUSSIA	*VENEZUELA	CHINA	LIBYA	MEXICO	NIGERIA	UNITED STATES	*ALGERIA	NORWAY	*INDONESIA	ANGOLA	BRAZIL	OMAN	CANADA	*QATAR

***Members of OPEC (Organization of Petroleum Exporting Countries)**

Appendix K, page 4

World Oil Reserves

KEY

7. What is the total oil reserve, in billions of barrels, for all of these nations? 940.8
8. What is the total oil reserve, in billions of barrels, for the OPEC nations? 713.9
9. What is the total oil reserve, in billions of barrels, for the non-OPEC nations? 226.9
10. What percent of world oil reserves do the OPEC nations have? 76%
11. What percent of world oil reserves do the non-OPEC nations have? 24%
12. Write a summarizing paragraph about your findings; evaluating world oil reserves and which nations have the advantage of holding the most oil.

Answers will vary. Students should include the fact that OPEC nations hold more of the world oil reserves than non-OPEC nations. They may say OPEC nations have $\frac{3}{4}$ of the world supply, or three times as much oil as non-OPEC nations.

Appendix K, page 5

World Oil Reserves
In Billions of Barrels
KEY

270	265.3																			
260																				
250																				
240																				
230																				
220																				
210																				
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130																				
120		115																		
110			98.8																	
100				96.4																
90																				
80																				
70					62.8															
60						54.3														
50							47.6													
40								30.6	30											
30										26.9	24.1	22								
20													12.7	10.1	9.7	9	8.5			
10																		5.8	5.6	5.6
OIL IN BILLIONS OF BARRELS	*SAUDI ARABIA	*IRAQ	*KUWAIT	*IRAN	*U.A.E.	RUSSIA	*VENEZUELA	CHINA	LIBYA	MEXICO	NIGERIA	UNITED STATES	*ALGERIA	NORWAY	*INDONESIA	ANGOLA	BRAZIL	OMAN	CANADA	*QATAR

*Members of OPEC (Organization of Petroleum Exporting Countries)

Appendix L, page 1

World Oil Consumption in Barrels per Day

	Country	Barrels per Day
1	United States	20,030,000
2	China	6,391,000
3	Japan	5,578,000
4	Russia	2,800,000
5	Germany	2,677,000
6	India	2,320,000
7	Canada	2,193,000
8	Korea, South	2,168,000
9	Brazil	2,100,000
10	France	2,060,000
11	Italy	1,874,000
12	Saudi Arabia	1,775,000
13	Mexico	1,752,000
14	United Kingdom	1,722,000
15	Spain	1,544,000
16	Iran	1,425,000
17	Indonesia	1,155,000
18	Netherlands	920,000
19	Taiwan	915,000
20	Australia	875,600
21	Thailand	851,000
22	Turkey	715,100
23	Singapore	705,000
24	Belgium	624,200
25	Egypt	566,000
26	Venezuela	530,000
27	Malaysia	510,000
28	South Africa	484,000
29	Poland	476,200
30	Argentina	450,000
31	Greece	435,700
32	Ukraine	401,000
33	Pakistan	365,000
34	Iraq	351,500
35	Sweden	346,100
36	Philippines	335,000
37	Portugal	326,500
38	United Arab Emirates	310,000
39	Nigeria	310,000
40	Kuwait	305,000
41	Austria	286,200
42	Israel	270,100
43	Colombia	270,000
44	Hong Kong	260,000
45	Switzerland	258,900
46	Norway	257,200

47	Belarus	252,000
48	Syria	240,000
49	Libya	236,000
50	Romania	235,000
51	Algeria	232,000
52	Chile	228,000
53	Kazakhstan	221,000
54	Finland	219,700
55	Puerto Rico	218,000
56	Vietnam	216,000
57	Cuba	205,000
58	Denmark	188,300
59	Czech Republic	185,200
60	Ireland	175,600
61	Morocco	158,000
62	Peru	157,000
63	Ecuador	155,000
64	New Zealand	151,900
65	Hungary	134,100
66	Dominican Republic	128,000
67	Azerbaijan	123,000
68	Uzbekistan	120,000
69	Bulgaria	107,000
70	Virgin Islands	105,000
71	Jordan	103,000
72	Lebanon	102,000
73	Croatia	90,000
74	Tunisia	90,000
75	Lithuania	89,000
76	Serbia and Montenegro	85,000
77	Bangladesh	84,000
78	Turkmenistan	80,000
79	Yemen	80,000
80	Sri Lanka	79,000
81	Panama	78,000
82	Netherlands Antilles	72,500
83	Slovakia	71,400
84	Sudan	70,000
85	Jamaica	69,000
86	Guatemala	66,000
87	Oman	62,000
88	Luxembourg	55,700
89	Cyprus	52,000
90	Kenya	52,000
91	Slovenia	52,000
92	Bolivia	48,000
93	Angola	46,000
94	Armenia	40,000

Appendix L, page 2

World Oil Consumption

Country	Barrrels per Day	Country
95	Costa Rica	40,000
96	El Salvador	40,000
97	Ghana	39,000
98	Uruguay	38,000
99	Moldova	37,000
100	Honduras	37,000
101	Qatar	33,000
102	Burma	32,000
103	Senegal	31,000
104	Latvia	29,000
105	Trinidad and Tobago	29,000
106	Ethiopia	27,000
107	Bahrain	26,000
108	Nicaragua	25,200
109	Tajikistan	25,000
110	Korea, North	25,000
111	Estonia	25,000
112	Paraguay	25,000
113	Mauritania	24,000
114	Gibraltar	23,500
115	Bahamas, The	23,000
116	Cameroon	23,000
117	Zimbabwe	22,500
118	Tanzania	22,000
119	Mauritius	21,000
120	Macedonia, Republic of	21,000
121	Bosnia and Herzegovina	21,000
122	Côte d'Ivoire	20,000
123	Guam	19,000
124	Réunion	18,500
125	Malta	18,000
126	Iceland	17,280
127	Namibia	16,000
128	Nepal	15,400
129	Papua New Guinea	15,000
130	Madagascar	15,000
131	Suriname	14,000
132	Martinique	13,800
133	Georgia	13,000
134	Guadeloupe	13,000
135	Gabon	12,250
136	Zambia	12,250
137	Benin	12,000
138	Botswana	12,000

139	Brunei	12,000
140	Djibouti	12,000
141	Macau	12,000
142	Haiti	11,800
143	Guyana	11,300
144	Kyrgyzstan	11,000
145	Mozambique	11,000
146	Mongolia	11,000
147	Fiji	10,000
148	New Caledonia	10,000
149	Barbados	10,000
150	Uganda	10,000
151	Togo	8,500
152	Guinea	8,400
153	Congo, Democratic Republic of the	8,300
154	Burkina Faso	8,000
155	Seychelles	7,600
156	Albania	7,500
157	French Guiana	6,600
158	Sierra Leone	6,510
159	Aruba	6,500
160	Belize	6,000
161	Rwanda	6,000
162	Malawi	5,450
163	Niger	5,400
164	Congo, Republic of the	5,200
165	Afghanistan	5,000
166	Somalia	5,000
167	French Polynesia	4,800
168	Eritrea	4,600
169	Faroe Islands	4,500
170	Mali	4,250
171	American Samoa	4,000
172	Bermuda	4,000
173	Maldives	4,000
174	Greenland	3,850
175	Cambodia	3,700
176	Antigua and Barbuda	3,600
177	Swaziland	3,500
178	Liberia	3,400
179	Burundi	3,000

Appendix L, page 3

World Oil Consumption

180	Laos	2,950
181	Saint Lucia	2,520
182	Guinea-Bissau	2,450
183	Cayman Islands	2,450
184	Central African Republic	2,400
185	Gambia, The	2,000
186	Grenada	1,800
187	Western Sahara	1,750
188	Chad	1,450
189	Lesotho	1,400
190	Saint Vincent and the Grenadines	1,300
191	Solomon Islands	1,270
192	Cape Verde	1,200
193	Equatorial Guinea	1,200
194	Bhutan	1,100
195	Nauru	1,000
196	Samoa	1,000

197	Dominica	800
198	Tonga	800
199	Comoros	700
200	Saint Kitts and Nevis	700
201	São Tomé and Príncipe	650
202	Vanuatu	620
203	Saint Pierre and Miquelon	480
204	British Virgin Islands	410
205	Cook Islands	400
206	Montserrat	380
207	Falkland Islands (Islas Malvinas)	200
208	Kiribati	200
209	Saint Helena	100
210	Turks and Caicos Islands	80
211	Niue	20
	Total:	80,727,420
	Weighted average:	382,594.4

Adapted from: *NationMaster, CIA World Fact Book*, Available URL: <http://www.nationmaster.com/country>, 2005.

Appendix M

Teacher Notes on the Hostage Crisis

The U.S. had been supporting the Shah of Iran, Mohammad Reza Pahlavi, a cruel authoritarian leader in Iran. A group of revolutionaries overthrew him in 1979. After fleeing the country, the shah was given asylum in the U.S., where he underwent medical treatment.

Some angry students attacked the American Embassy in Teheran and took fifty-two people hostage on November 4, 1979.

President Carter tried the following means to secure the freedom of the hostages:

- He seized eight billion dollars worth of Iranian deposits in U.S. banks.
- He sent warships to waters off the coast of Iran
- He approved a rescue attempt that was botched

Finally, on January 19, 1981, after 444 days in captivity, the hostages were released. President Carter lost the presidential election and Ronald Reagan took office the next day.

Adapted from: "The Iran Hostage Crisis." *Columbia Encyclopedia*. Available URL: <http://www.bartleby.com/65/ir/Iranhost.html>, 2005.

Appendix N, page 1

American Involvement Timeline

1947

- The U.S. (and Soviet Union) vote to partition Palestine. The area is occupied by about 1,000,000 Moslems, 600,000 Jews, and 150,000 Christians.

1948

- The U.S. (and Soviet Union) recognized the newly created state of Israel.

1957

- The U.S. (and Soviet Union) withdrew troops from all Egyptian territory and the Gaza Strip.

1970

- The U.S. offers intervention to help Israel fight off Syrians who have invaded Jordan.

1973

- Geneva Peace Conference convened with U.S. and U.S.S.R. as co-chairs: Egypt, Jordan, and Israel attend.

1975 (March)

- U.S. (President Ford) “reassesses” U.S. policy in the Middle East. Pressures Israel to cooperate by withdrawing from Sinai. The Senate (76 members) tell Ford to “be responsive to Israel’s economic and military needs.”

1975 (September)

- U.S. promises not to recognize or negotiate with the PLO until the PLO recognizes Israel’s right to exist.

1977 (Spring)

- U.S. (President Carter) meets with Middle East leaders to explore peace possibilities.

1978 (March)

- Israel invades Lebanon in response to PLO attacks; U.S. urges Israel’s withdrawal. Carter continues to work on a peace plan with Israel and Egypt.

1978 (August)

- Camp David Accords: Egypt (Sadat) and Israel (Begin) meet with President Carter. Arabs pledge to punish Sadat- he is assassinated in October, 1981.

1979 (March)

- Peace Treaty signed in Washington; Israel will withdraw from the Sinai, trade will begin between Israel and Egypt.

1979 (November)

- U.S. citizens seized in Iran

1980 (January)

- President Carter proclaims Persian Gulf critical to U.S. interests and pledges to resist any attempt by an outside power to control it. (The U.S.S.R. had invaded Afghanistan in December, 1979.)

Appendix N, page 2

American Involvement Timeline

1981 (January)

- U.S. hostages released in Iran

1982 (September)

- President Reagan calls to implement Camp David Accords. (Israel had invaded Lebanon because of the PLO.)

1983 (October)

- 241 U.S. Marines killed in suicide bombing attacks in Beirut.

1984 (February)

- U.S. announces withdrawal of troops from Lebanon

1984 (May)

- U.S. supplies Stinger surface-to-air missiles to Saudi Arabia for defense against Iran.

1986 (April)

- U.S. planes attack Tripoli, Libya, to eliminate Khadafi for his support of terrorism.

1986 (November)

- U.S. secretly negotiated arms to Iran for release of Americans held by Lebanese groups.

1990 (August)

- Iraq invades Kuwait, Saudi Arabia requests & receives American military protection.

1991 (January)

- Iraqi military targets in Kuwait attacked by U.N. and U.S. forces. Kuwait freed in February.

1991 (October)

- U.S. and U.S.S.R. convene a peace conference in Madrid.

1993

- Iraqi agents attempt to assassinate former president George H. Bush during a visit to Kuwait.

1998 (February)

- Iraq military confrontation between Saddam Hussein and the United States after Iraq halts all work by United Nations arms inspectors

2003 (March)

- The U.S. and the U.K. invade Iraq and remove Saddam Hussein from power; in December, Hussein is captured while hiding in a hole in the ground.

2005

- Anti-USA conservative cleric Mahmoud Ahmadinejad wins presidential elections in Iran and calls for the destruction of Israel.

Adapted from: Carter, J. *The Blood of Abraham*. Fayetteville, AR: University of Arkansas Press, 1993. 1-55728-293-5

Appendix O

Islamic Fundamentalism

Islam

- People who are Moslems follow a strict observance of the Five Pillars of Islam:
 - Profess faith (*shahadah*)
 - Prayers (*salat*)
 - Fasting (*sawm*)
 - Almsgiving (*sakat*)
 - Pilgrimage (*hajj*)
- About 1/5 of the world's population, about 1.3 billion, follow the religion of Islam,
- Islam is a religion of peace.

Islamic Fundamentalism

- **Religious ideology** supports exact interpretations of sacred texts, such as the Qu'ran (Moslems believe this work contains the word of God as revealed to Muhammad through the angel Gabriel.
- **Religious nationalism:** prefer to form religious nations that would apply Islamic law strictly
- **Beliefs conflict with some worldly beliefs:** (e.g.) *Universal Declaration of Human Rights*, a document put forth by the UN after the Holocaust. Fundamentalists of Islam also:
 - Reject universal rights; they seem to have a priority over religious rights
 - Reject men and women as being equal
 - Reject separation of church and state
 - Reject right to leave the religion
- Strictly adhere to prohibitions: no alcohol or sexual immorality
- Regular meditation, reading the Qu'ran
- Participate in religious group activities
- Grow full beards (*lihya*) and thin moustaches as signs of devotion and piety
- Wear distinctive clothing (including facial and head veil for women)
- Islamic Fundamentalists may live together in isolation from other Moslems.
- Attend specific mosques that go along with activist agendas
- **Engage in acts of “purifying” violence directed against sinful institutions, including nightclubs, movie theaters, and governments.**
- **Terrorist activity against Western government and society is a vivid expression of Islamic political fundamentalism in recent years.**

Adapted from: “Islamic Fundamentalism.” Wikipedia: The Free Encyclopedia. Available URL: http://en.wikipedia.org/wiki/Islamic_fundamentalism, 2006.

Adapted from: Gurley, B. “Islamic Fundamentalism.” Available URL: <http://www.brucegurley.com/fundamentalism/islamicfundamentalismintro2.htm>, 2006.

Appendix P

Examples of Terrorist Activities

The following are some examples of terrorist attacks over the last few decades. These are merely representative examples; there are many, many, more incidents of terrorism that occurred during this time period. Many terrorist groups commit instances of terrorism and murder in the name of religion. As Americans, it is difficult to understand what prompts people to believe this is an activity defensible by religious faith. Read over the examples, below, and think about the role of the United States in the Middle East today.

1. **2005:** (September) A Danish newspaper printed political cartoons with Mohammad, Islam religious prophet – 139 people died in the resulting violence in the Middle East over the cartoons.
2. **2001:** (September) The Twin Towers of the World Trade Center in New York were destroyed and at the same time, the Pentagon was bombed. This crime is attributed to Al-Qaeda.
3. **2000:** (October) The *U.S.S. Cole*, a ship stationed off the coast of Yemen, was attacked by Al-Qaeda; seventeen Americans and the two attackers were killed.
4. **1988:** (December) Pan Am Flight 103 from London to New York was blown up over Lockerbie, Scotland, killing all 259 people on board and eleven people on the ground. This act of terrorism is attributed to Hezbollah.
5. **1985:** (October) The *Achille Lauro*, a cruise ship en route to Israel, was stopped off the coast of Egypt. This act of murder is attributed to the PLO.
6. **1983:** Hezbollah pioneered the use of suicide bombers in the Middle East. They were linked to the 1983 bombing and murder of 241 U.S. Marines in Beirut, Lebanon.
7. **1983:** A suicide bomber in a pickup truck loaded with explosives rammed the U.S. Embassy in Beirut, Lebanon. The Hezbollah militant group killed sixty-three people, including seventeen Americans.
8. **1979:** (November) Fifty-two Americans taken hostage by Islamic Fundamentalist Iranian students. They are held hostage for 444 days.
9. **1972:** Radical Palestinians resorted to a series of hijackings, kidnappings, bombings, and shootings in the 1960's and 1970's. The kidnapping and murder of Israeli Olympic athletes in Munich, Germany, in 1972, is an example.

Adapted from: More, J. "The Evolution of Islamic Terrorism." *Target America*. Available URL: <http://www.pbs.org/wgbh/pages/frontline/shows/target/etc/modern.html>, 2001.

Adapted from: "Jyllands-Posten Muhammad cartoons controversy." Wikipedia: The Free Encyclopedia. Available URL: http://en.wikipedia.org/wiki/Muhammad_cartoons_controversy, 2006.

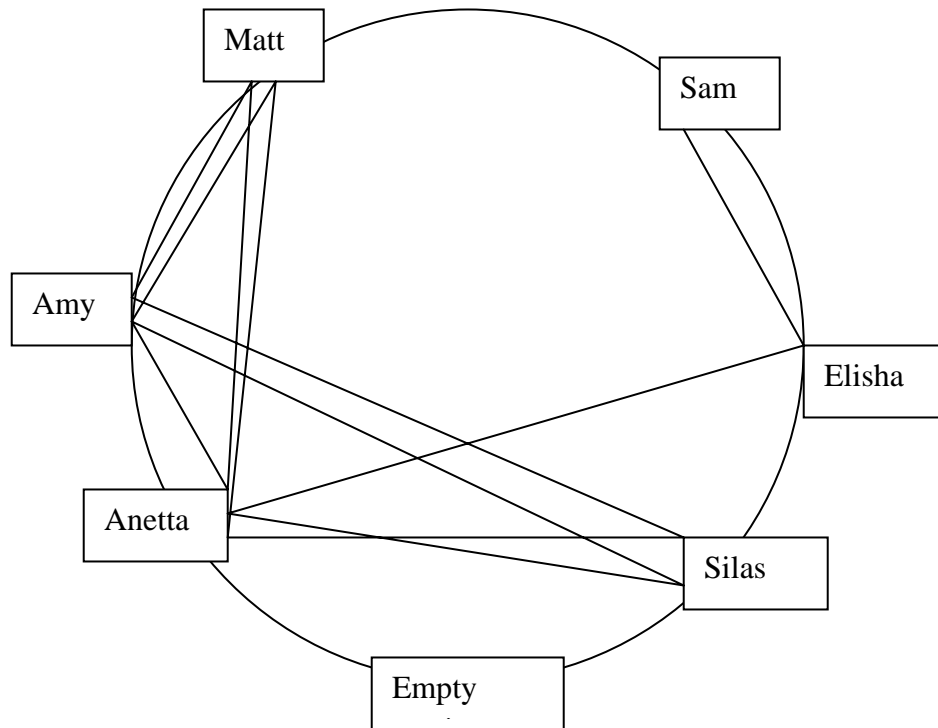
Appendix Q

Socratic Seminar Set-up

In the following socio-gram, Matt, Amy, Anetta, and Silas have been actively engaged in discussion. Sam has spoken once, to Elisha, and has not spoken again. Elisha spoke once, to Anetta. No one has taken the empty seat yet.

At the end of the discussion, the entire circle will be filled in with lines, hopefully, from all participants. Encourage students in the outer circle to jot down notes by student names, if they want to respond to a point made by that student.

All participants, speakers and outer circle members, who are recording figures like the one below, earn ten points for participation in the Socratic Seminar.



**Middle East Test
(100 Points)**

I. Multiple Choice: Circle the letter of the correct answer. (70 points, 2 points each)

1. One of the main resources of the Middle East is:
 - A. Gold
 - B. Petroleum
 - C. Lumber
 - D. Molybdenum

2. The nation with a long, rich history of ancient civilizations along the Nile River is:
 - A. Jordan
 - B. Egypt
 - C. Afghanistan
 - D. Israel

3. The region between the Tigris and Euphrates rivers has experienced many civilizations over the past several thousand years. The name of this area means “between the rivers” in Greek and is referred to as:
 - A. Babylon
 - B. Caledonia
 - C. Egypt
 - D. Mesopotamia

4. Ancient Egyptians were ruled by:
 - A. Kings & queens
 - B. Tsars & czarinas
 - C. Pharaohs
 - D. Emperors

5. Ancient Egyptians had a written language referred to today as:
 - A. Cuneiform
 - B. Phoenician alphabet
 - C. Hieroglyphics
 - D. Sanskrit

6. Egyptian writings were decoded after the discovery of the:
 - A. Dead Sea Scrolls
 - B. Shroud of Turin
 - C. Rosetta Stone
 - D. Arc of the Covenant

7. Ancient Egyptians made contributions to:
 - A. All of the below
 - B. The development of calendars
 - C. Geometry and base ten number systems
 - D. Medicine

Appendix R, page 2

8. A belief in many gods is called:
 - A. Monotheism
 - B. Polytheism
 - C. Anglicanism
 - D. Hinduism

9. Farmland surrounding the Tigris and Euphrates rivers is called:
 - A. New Macedonia
 - B. The Iliad
 - C. Bahrain
 - D. The Fertile Crescent

10. Early civilizations from this region include:
 - A. All of these and more
 - B. Babylonians and Chaldeans
 - C. Sumerians and Akkadians
 - D. Hittites and Assyrians

11. One contribution to modern law by the ancient Hebrews is:
 - A. The Ten Commandments
 - B. The Writ of Habeas Corpus
 - C. The development of the Fifth Amendment
 - D. Constitutional law

12. In 1000 B.C., the king who united the tribes of Israel was:
 - A. King John
 - B. King David
 - C. King Herod
 - D. King Solomon

13. After World War I, a League of Nations mandate dismantled the area known as:
 - A. Southeast Asia
 - B. The Balkans
 - C. The Sudetenland
 - D. The Ottoman Empire

14. The Balfour Declaration promised the creation of a national homeland in the area known as Palestine to:
 - A. Arabs and Jews
 - B. Sunni Muslims and Shiite Muslims
 - C. India and Pakistan
 - D. Followers of Hinduism and Islam

Appendix R, page 3

15. In 1948, Jewish people in the Middle East proclaimed independence and created the nation of:
 - A. Palestine
 - B. Lebanon
 - C. Kuwait
 - D. Israel

16. The three main religions of the Middle East are:
 - A. Buddhism, Judaism, and Christianity
 - B. Buddhism, Christianity, and Hinduism
 - C. Islam, Judaism, and Christianity
 - D. Christianity, Islam, and Monotheism

17. The United States, after World War II, showed strong support for:
 - A. A partition within the nations of the Middle East
 - B. A united Arab state
 - C. A Jewish homeland
 - D. All of the above

18. The first prime minister of Israel was:
 - A. Yasir Arafat
 - B. Gamal Nassar
 - C. Yitzhak Rabin
 - D. David Ben-Gurion

19. The political borders of Middle Eastern nations were created by European nations and didn't take into consideration:
 - A. All of the below
 - B. Ethnic make up
 - C. Language differences
 - D. Religious conflicts

20. The military dictator who came to power in Egypt in the 1950's and nationalized the Suez Canal was:
 - A. Gamel Abdel Nasser
 - B. Anwar Sadat
 - C. Kemel Ataturk
 - D. David Ben-Gurion

21. Iran's diverse population includes:
 - A. All of the below
 - B. Babylonians and Assyrians
 - C. Sunni Muslims and Shiite Muslims
 - D. Ku Klux Klan members

Appendix R, page 4

22. In 1967, Israel won the following territories:
- A. All of the below
 - B. Golan Heights and control of the West Bank
 - C. The Gaza Strip
 - D. The Sinai Peninsula
23. The Palestine Liberation Organization has been responsible for:
- A. Bombings, hijackings, and the massacre of Israeli athletes at the 1972 Olympics
 - B. The rebuilding of the Arab state after the creation of Israel
 - C. The opening of the Middle East to western ways, such as rights of women, alcoholic beverages, and more freedom for teenagers
 - D. The signing of the Balfour Declaration
24. In 1980, the dictator who came to power in Iraq was:
- A. Kemel Ataturk
 - B. Gamel Abdel Nasser
 - C. Saddam Hussein
 - D. Osama Bin Laden
25. In 1990, Iraq invaded:
- A. Kuwait
 - B. Bahrain
 - C. Qatar
 - D. Cyprus
26. In 1960, Venezuela persuaded oil producers of the Middle East to join in forming OPEC. This acronym stands for:
- A. Oil Preferred Extra Costly
 - B. Organization of Producers of Extreme Cooperation
 - C. Over Politically Errant Corporation
 - D. Organization of Petroleum Exporting Countries
27. One minority group that still yearns for a homeland in this region are the:
- A. Mesopotamians
 - B. Balkans
 - C. Kurds
 - D. Ataturks
28. An area of land in Israel that has been in dispute between Israelis and Arabs is:
- A. Mount Everest
 - B. The West Bank
 - C. The Carpathians
 - D. The Balkan Peninsula

Appendix R, page 5

29. A city that is important to three world religions is:
- A. New York
 - B. Amsterdam
 - C. Baghdad
 - D. Jerusalem
30. In March of 2003, the United States invaded this Middle Eastern country:
- A. Iran
 - B. Syria
 - C. Iraq
 - D. Istanbul
31. The nation that consumes the most petroleum today is:
- A. China
 - B. The United Arab Emirates
 - C. Venezuela
 - D. The United States
32. A nation ruled by the religious authority is called a:
- A. A monotheistic society
 - B. A totalitarian regime
 - C. A theocracy
 - D. A fascist dictatorship
33. The man who was president of Egypt during the Suez Crisis was:
- A. Yasser Arafat
 - B. Osama Bin Laden
 - C. Menachem Begin
 - D. Gamal Abdel Nasser
34. During the Persian Gulf War, many nations became involved to protect:
- A. The petroleum supplies and shipments
 - B. Fair combat rules as stated in the Geneva Convention
 - C. The fragile dessert climate
 - D. The people of the Middle East
35. Some land that has been fought over for over fifty years is:
- A. All of the below
 - B. The Gaza Strip
 - C. The Golan Heights
 - D. The West Bank

II. Matching: Read the definitions on the left. Fill in the letter from the correct term in the column on the right in the blank space provided. (20 points; 2 points each)

- | | |
|---------------------------------------------------------------------------------------|--------------------------------------|
| 1. _____ Israel quickly won this lightning war and took over many disputed land | A. Islamic Fundamentalists |
| 2. _____ Enables ships to avoid circumnavigation around Africa | B. Iran-Iraq War |
| 3. _____ President Carter arranged this peace treaty between Israel and Egypt | C. Palestine Liberation Organization |
| 4. _____ Authorization for one nation to have authority over another nation | D. Yom Kippur War |
| 5. _____ The longest conventional war in the 20 th century | E. Embargo |
| 6. _____ A prohibition on trade with a certain country | F. Persian Gulf War |
| 7. _____ A war that began on a Jewish holiday | G. Suez Canal |
| 8. _____ An organized terrorist group that wanted to destroy Israel | H. Six-Day War |
| 9. _____ Iraq invaded Kuwait in this conflict | I. Mandate |
| 10. _____ Religious group that advocates violence for purification against sinfulness | J. Camp David Accord |

III. Essay: Answer the following question in an organized paragraph. Use facts you have learned as supporting details for your topic sentence. You may use additional paper if necessary.

[10 points: introduction (2); conclusion (2); body (6)]

Explain why there have been so many conflicts in the Middle East in the last hundred years, based on what you have learned about the region. Remember to include political, economic, and cultural ideas.

**History of Middle East Test
KEY**

I. Multiple Choice

Page 1:

- 1. B
- 2. B
- 3. D
- 4. C
- 5. C
- 6. C
- 7. A

Page 2:

- 8. B
- 9. D
- 10. A
- 11. A
- 12. B
- 13. D
- 14. A

Page 3:

- 15. D
- 16. C
- 17. C
- 18. D
- 19. A
- 20. A
- 21. C

Page 4:

- 22. A
- 23. A
- 24. C
- 25. A
- 26. D
- 27. C
- 28. B

Page 5:

- 29. D
- 30. C
- 31. D
- 32. C
- 33. D
- 34. A
- 35. A

Page 6:

II. Matching

- 1. H
- 2. G
- 3. J
- 4. I
- 5. B
- 6. E
- 7. D
- 8. C
- 9. F
- 10. A

**History of Middle East Test
KEY**

Answers will vary. Award credit for critical thinking, inclusion of appropriate facts, and solid organization with effective writing style. Below are a few possible details that students may include.

III. Essay

Explain why there have been so many conflicts in the Middle East in the last hundred years, based on what you have learned about the region. Remember to include political, economic, and cultural ideas.

- Political differences
 - Terrorist groups
 - Boundary issues, disputed areas, such as who occupies Jerusalem
 - Power issues, Iraq annexing Kuwait
 - Which countries can use waterways, Gulf of Aqaba and Israel

- Economic problems
 - Petroleum production and control: lots of wealth for a very few
 - Desert climates; agricultural issues
 - Foreign intervention in economy

- Cultural differences
 - Lack of equality for all people
 - Attachment to traditions
 - Countries want to remove Western influence
 - Language issues, Arab, Hebrew, Turkish, etc.
 - Religious issues:
 - Jews and Moslems
 - Sunni and Shiite Moslems
 - Moslems, Jews, and Christians