<table>
<thead>
<tr>
<th>LESSON TITLE:</th>
<th>U.S. Foreign Policy: The Middle East</th>
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<tr>
<td>AUTHOR:</td>
<td>Marium Rizvi</td>
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<td>GRADE LEVEL:</td>
<td>Grade 8</td>
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<td>OVERVIEW OF LESSON:</td>
<td>Students will work in delegations that represent the parties represented in the unit (i.e. U.S., Afghanistan, Iraq, Iran, Great Britain, Kuwait, Israel, Palestine, Russia, Egypt) and learn about their country’s relationship with the United States and their neighboring nations through the analysis of various primary and secondary documents and media. Students will then draft speeches as that nation based on the research they conducted and recite original speeches that address the essential questions hold a Model UN-style debate/hearing.</td>
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<td>SUBJECT AREA:</td>
<td>U.S. History and Government</td>
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<td>COUNTRY/REGIONAL FOCUS:</td>
<td>Comparative Middle East-United States Relationships and between Middle Eastern nations</td>
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| TIME REQUIRED: | • **Four to five** 45-minute periods for Research  
| | • **One to two** 45-minute periods for the presentation of speeches and debate |
| MATERIALS REQUIRED: | Blank maps of the Middle East and North Africa (MENA) and the Central Asia-Caucus States, Pre/Post Test and Data, Primary and Secondary Sources and Media *(see Works Cited list)*, Cornell Notes template, chart paper, markers, notecards, laptops, SMARTBoard and projector |

BACKGROUND:
Presently, the Middle East and the United States’ involvement in the Middle East are major news topics and focal points in society. The region is misunderstood as well as the relationship. For students, the topic of U.S. foreign policy is daunting enough, but add recent events into the mix and it becomes difficult for them to separate the facts from opinions on events taken out of context. Therefore, it is crucial that any discussion on present-day issues in the Middle East be preceded by an investigation that establishes foundational knowledge of the region and the complex interactions that occurred prior to current U.S. involvement. In their delegations, students will look at modern-day and past cartographic representations of the Middle East,
along with major documents that determined the modern-day structure and policies of the region (e.g. Article 22 of the Covenant of the League of Nations, 28 June 1919, Resolutions of the General Syrian Congress, 2 July 1919, and Wilson’s Fourteen Points, 8 January 1918, etc.); along with scholarly texts and readings and begin to compose a position and individual speeches from the perspective of their delegation. Students will become “the expert” on their topics and nations.

The lessons will be focused on access to natural resources, specifically oil, U.S. foreign policy, and the creation of the modern nation-states in the Middle East. In Grade 8, students cover World War I, the results, and the outcomes of the war. Also, students focus on U.S. foreign policy, particularly in the Middle East. This lesson can be interpreted as more global history than American. Nevertheless, the lessons connect to the curriculum by providing students with a foundational background that will help them comprehend the issues the U.S. faces in the region today as well as grasp the true meaning and reasoning behind the United States' role in the Middle East.

CURRICULUM CONNECTION:

The United States has increasingly become involved in the foreign affairs of the Middle East since the late 20th century up until the present-day. The lesson connects to the foreign policy elements of the broader U.S. History and Government course and will be taught in Unit 5: WWII and the Cold War. The lessons and activities connect to the fifth inquiry: Following WWII, was the U.S. an effective mediator in the conflicts in the Middle East? Why or why not? The unit focuses on a variety of topics concerning U.S. policies and involvement in Middle Eastern nations and other foreign entities. Topics include controversial events such as Aswan Dam, Suez Canal, and the overthrow of Mohammad Mosaddegh. The unit includes further discussion of U.S. foreign policies with the Camp David Accords, the Oil Crisis, Middle East mediation, U.S. support for Afghanistan against the Soviet Union, and the Iran-Contra Affair. The activity will connect to the content in the next unit, which delves into more recent events like the Persian Gulf Wars, the September 11th attacks, and the War in Afghanistan.

ESSENTIAL QUESTIONS:

- To what extent have America's responses to foreign policy challenges been successful?
- How do competing views of power and morality lead to global conflict?
- Has the United States lived up to the promise and potential of its history and status?
- Following WWII, was the U.S. an effective mediator in the conflicts in the Middle East? Why or why not?

LEARNING GOALS:

- Identify and master terms essential to understanding the sources and content
- Select the most pertinent quotes and excerpts from the sources through the Cornell Note-Taking Method
- Use and credit sources appropriately
STANDARDS:

Common Core Standards

Reading in History

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RH.6-8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Writing in History

CCSS.ELA-LITERACY.WHST.6-8.1: Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS.ELA-LITERACY.WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

NYC K-8 Common Core Social Studies Framework

8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War,
then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. *(Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)*

8.7c.1.b: Students will examine the changing relationships between the United States and foreign countries such as (Afghanistan beginning in the 1980s)

8.7c.1.d: Students will examine the changing relationships between the United States and foreign countries such as (Middle East (Israel, Palestine, Iran, Kuwait, and Iraq)

8.7e.1: Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce.

NYC Grade 11 U.S. History & Government Regents Common Core Social Studies Framework

11.9c American strategic interests in the Middle East grew with the advent of the Cold War, the creation of the State of Israel, and the discovery of oil by American companies in the Middle East. The continuation of the Arab-Israeli dispute helped define the contours of American policy in the Middle East.

- Students will examine the United States policy toward the Middle East, including the recognition of the State of Israel, the Eisenhower Doctrine, the Arab oil embargo, and the Camp David Accords.

11.11a The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade.

- Students will examine the decision of President George H. W. Bush to oppose Iraq’s invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War.

11.11b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies.

- Students will trace the link between earlier terrorist attacks on United States interests and the attacks of September 11, 2001.
- Students will trace the reactions to the September 11, 2001 attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.
- Students will examine the decision to invade Iraq based on allegations concerning weapons of mass destruction and evaluate the consequences of the War in Iraq.
- Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties and the federal government’s electronic surveillance programs.
U.S. Foreign Policy: The Middle East

PRE-ASSESSMENT:
Students will complete a pre and post test that consists of identifying the countries of the core Middle East region, along with the reference countries, seas, and the Suez Canal. Students will also complete three thematic responses pertaining to natural resources, U.S. foreign policy, and the creation of the modern Middle East.

PROCEDURE:

Pre-Lesson (from WWI unit)
Students should have prior knowledge from the previous unit on World War I and completed The Introduction to the Middle East. The lesson provides a general overview of the British and French imperialism following the First World War. This sets up the scene for the entrance of the United States and the development of the nation’s foreign policy and attitude toward the Middle East. Students can refer back to this lesson as a background to help them in their research teams and develop their final speeches.

Day 1

Breaking Stereotypes: The Danger of a Single Story
This is a pre-lesson prior to beginning the project that aims to set the tone of the classroom environment. The context of the Middle East and the foreign policy relationships can be misconstrued and misunderstood. Students also might not be aware of the history in general or may harbor stereotypes. Through the viewing and discussion of Chimamanda Ngozi Adichie’s TED Talk, “The Danger of a Single Story,” students will be encouraged to confront those stereotypes and set the stage for an open and respectful discussion.

1) Introduce the talk and the author to the students and inform them that this lesson serves to set the tone for the project. Try not to front-load the talk too much and let the students make meaning of Adiche’s talk.

2) Hand out a copy of the transcript to every student and set up any captions for English Language Learners.

3) Play the speech. Instruct students to follow along and mark the text as they hear “phrases that pop” and utilize their metacognitive markers.

4) The TEDTalk can be accessed at:
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

5) After the speech ends, give student a minute to gather their thoughts and then ask students to share out.

6) Let the students guide the discussion and clarify as needed.
At some point, direct the students to the current investigation on the Middle East that they will be conduction. Pose the question: Why did we watch this speech before beginning this investigation on the Middle East.

Again let students guide the discussion and reiterate that the classroom is a safe place. If a student voices something offensive or a particular belief they might hold, ask them why they think that and do they still believe that after listening to the talk? Let students challenge each other and debate, but respectfully.

End with the statement that states that the lesson served to unearth any stereotypes or biases that might be held. In order to discuss the events and engage in a respectful exchange of ideas, students must be aware of any biases that could cloud their judgment.

Also, point out that the TED talk presents the idea that we all have been guilty of harboring a “single story” about someone at some point in our lives. There is no blame nor judgment, but simply an acknowledgment of our humanity. This, in turn, proves as an effort to provide a more open and safe space for students to share out their understandings.

As an Exit Ticket, have students summarize their reactions to the talk onto a notecard.

Geography of the Middle East

Pass out the blank map of the Middle East and direct students to label the countries and major features on the region to the best of their ability.

Note: Students may not know any countries, however encourage them to try.

Once complete, go over the map using a labeled map as needed.

Give students another copy of the map and cardstock to create a jigsaw map for study.

Hand out the thematic short-answer questions sheet.

Direct students to compose responses to the prompts below. Continue onto loose leaf if needed.

Go over responses as a class and discuss any misunderstanding or clarifications.

Inform students that they will be taking these two assessments at the end of the unit to measure their understanding of the content.
Research Teams

For the next week, students will be working in delegations as a country to gather information and create a speech that informs the assembly of member nation about the issues, challenges, and goals of their country.

1) Depending on the number of students, create slips of paper that have the name of the country. There should be about three to four students in a delegation, therefore each country should be written three or four times.

2) The choice of what countries to create delegations for is contingent upon students’ interests and depends on what needs to be focused on. Here is an example list, but can be amended as needed.

<table>
<thead>
<tr>
<th>Country</th>
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<tbody>
<tr>
<td>Egypt</td>
<td>France</td>
</tr>
<tr>
<td>The Former Ottoman Empire/Turkey</td>
<td>Iran</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Palestine</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Yemen</td>
</tr>
<tr>
<td>United States</td>
<td>The Former Union of Soviet Socialist Republics (U.S.S.R.)/Russia</td>
</tr>
<tr>
<td>Israel</td>
<td>Iraq</td>
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*Note: Some nations are split with their former states because some of the events and/or policies students will encounter will be during a time when the current country did not exist yet. Be sure to go over with students who may experience difficulties understanding that concept.*

3) Resources are provided in the Works Cited List below, but again can be modified depending on teacher preference.

4) Create research centers based on the resources you have gathered and place resources discussing similar topics together.

*Note: A media resource list can be found at the end of this lesson plan under Appendix 6 for students to refer to as a multiple entry point. The content can become dense and sometimes a visual or video can clarify a concept better than the text.*

5) The research teams for the given documents are:

<table>
<thead>
<tr>
<th>Camp David Accords</th>
<th>Soviet/Russian Influence in Afghanistan</th>
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<tbody>
<tr>
<td>Iran/Iranian Revolution</td>
<td>The Fall of the Ottoman Empire</td>
</tr>
<tr>
<td>Turkey</td>
<td>Geopolitics</td>
</tr>
<tr>
<td>Looking Ahead</td>
<td></td>
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6) Students analyze the sources, take notes, and discussion the implications presented for their nation and what it means for the future of their country. This may take the full five
days or the students will complete the research early. This is completely student directed and the teacher’s role is simply that of a facilitator. Challenge students to turn to their peers in their delegation or other delegation when they need clarification. If a team finds evidence that pertains to another delegation, encourage them to share.

**Drafting Speech**
1) Students will compose a speech as a delegation. It is up to the students to decide on what points to focus on and how to distribute the speaking parts.
2) If students have never composed a speech or they are having difficulty, use an example speech and analyze. You could create one or use a famous speech – just be sure that it is brief. A good example is *The Gettysburg Address*. 
3) Students must peer-edit one other essay that is not their own.
4) Teacher remains as the facilitator as students direct themselves and others in their group to complete the task.
5) Have students finalize their speeches.
6) Choose two students to serve as servers.

**Day 6**

**Peace Summit**
1) Organize the desks in a roundtable.
2) Place placards of the delegations in sections.
3) The Speaker will give a brief welcome and introduction.

**Presentation of speeches**
1) Delegations will be called upon by the speaker.
2) Students will deliver their speeches to the assembly.
3) Once finished, the speaker thanks them and calls the next delegation.

**Debate**
1) Once all speeches have been delivered, the floor is now open to challenges.
2) Remind students of accountable talk rules and respectful disagreement.
3) Again, the teacher does not intervene unless absolutely necessary.
4) Have the speaker close the session with brief remarks.

**ASSESSMENT:**
The students will have a brief pre-assessment and post-assessment on geography and general information about the region. Throughout the project, students will be assessed on their discussion and speaking skills. A checklist keeping tracking of collaboration and higher-order thinking questions will be kept. The speeches will be assessed based on a Speech Rubric and the debates will be assessed based on a Debate Rubric.

Discovery projects require teachers to listen to the students and use their interactions and reasoning to assess their level of comprehension.
RESOURCES:


United States Department, of State. Released Hostages Includes Quotes on Captivity made by Released Hostages, Published in the Press], 1979. ProQuest. Web. 23 May 2016.


