



CORRELATION OF THE WORLD IN TRANSITION MATERIALS TO THE Georgia Performance Standards (GPS)

The Quality Basic Education Act of 1985 mandated that the state of Georgia had to maintain a written curriculum that specifies what students are expected to know in each subject and grade. It was further required that the state's standardized testing program had to be aligned with that curriculum. The state's written curriculum was intended to be a guideline for instruction that would help teachers, students, and parents know what topics must be dealt with and mastered for a particular course. The curriculum would establish the minimum standards, but it would not prohibit systems, schools, or teachers from adding material to it. Some school systems had already developed curricula of their own. They could exceed what the state required, but they must include everything in the state curriculum.

In January 2002, a Phi Delta Kappa audit concluded that the state's curriculum, the Quality Core Curriculum (QCC), not only lacked sufficient depth, but also did not meet national standards. The audit suggested that it would take twenty-three years—not twelve—to deal with the topics included at anywhere near the level of depth necessary for real learning to take place. Shallow standards forced teachers to guess what they should teach and hope that what they were teaching is what would be tested. Inevitably, teachers used the curriculum not as a guide for quality instruction, but merely as a reference to mention in lesson plans and then place back on the bookshelf to gather dust. The **Georgia Performance Standards (GPS)** were developed as a result. It was decided that Georgia teachers should teach to a curriculum, not to a test or a textbook. The **Georgia Performance Standards for Social Studies** were developed as part of that broader revision.

The following charts correlate *The World in Transition* materials to the new GPS. Regions in the series are: Africa, East Asia, Europe, Latin America, Middle East, Russia and the other former Soviet Republics and South Asia.

Also available from SCIS are correlations of *The World in Transition* to **National History Standards, National Geography Standards, National Economics Standards, National Council for the Social Studies Standards** and **Advanced Placement Themes or Topics**.

The Middle East in Transition

The Arab-Israeli conflict has been an international concern since the creation of the state of Israel in 1947. In the last 35 years other issues have emerged, related to the tensions in the region, including terrorism, oil production and supply, the use of water resources, regional conflicts, and human rights. The lessons in this book are organized around the following topics: US Interests in the Area; The Persian Gulf War; The Arab-Israeli Conflict; and Other Middle Eastern Issues.

These lessons use primary source documents and video of former Secretaries of State and Defense. The following chart correlates *The Middle East in Transition* to the new GPS.

Background
Lesson: An
Overview of
the Middle
East

The Middle East in Transition



Georgia Performance Standards

Activity 1:
What countries
are in the
Middle East,
and where are
they?

SS7G5 The student will be able to describe and locate important physical and human characteristics in Southwestern Asia (Middle East).
SS7G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on various Southwestern Asian countries.
SSWG1 The student will explain the physical aspects of geography.

Activity 2:
What are some
similarities and
differences
between Islam,
Judaism, and
Christianity,
and how do
these religions
view terrorist
violence?

SS7H4 The student will describe the development of the three major religions that originated in the Middle East.
SS7G8 The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia.
SSWG2 The student will explain the cultural aspects of geography.
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300

Activity 3:
What
approaches
have
different Middle
Eastern
countries

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SS7CG2 The student will describe the different political structures of the Middle East.
SS7E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in Israel, Saudi Arabia, and Turkey.
SS7E7 The student will describe the factors that influence economic growth and examine their presence or absence in Middle Eastern countries such as Israel, Lebanon, Turkey, Israel, Saudi Arabia, and Iran.

taken to modernization?	<p>SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.</p> <p>SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.</p> <p>SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</p> <p>SSWH20 The student will examine change and continuity in the world since the 1960s.</p>
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Lesson 1:
U.S.
Interests in
the Middle
East

The Middle East in Transition



Georgia Performance Standards

Activity 1: Why is the United States interested in Middle Eastern

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.
SSEIN1 The student will explain why individuals, businesses, and governments trade goods and services
SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.
SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.
SSWH20 The student will examine change and continuity in the world since the 1960s.

Activity 2: What is the significance of Middle Eastern oil?

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SS7G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on various Southwestern Asian countries.
SS7E6 The student will give examples of how voluntary trade benefits buyers and sellers across time.
SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.

Activity 3 What should U.S. policy be with respect to weapons of mass destruction (WMD) in the Middle East?

SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.
SSWH20 The student will examine change and continuity in the world since the 1960s.

<p>Activity 4: Should human rights be a factor in U.S. Middle Eastern policy?</p>	<p>SS7G8 The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia. SS7CG2 The student will describe the different political structures of the Middle East. SS7E7 The student will describe the factors that influence economic growth and examine their presence or absence in Middle Eastern countries such as Israel, Lebanon, Turkey, Israel, Saudi Arabia, and Iran.</p>
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Lesson 2:
The Persian
Gulf War

The Middle East in Transition



Georgia Performance Standards

Activity 1: How should the United States have responded to Iraq's invasion of Kuwait?

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Activity 2: Why did Iraq invade Kuwait?

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Activity 3: Why was it in the strategic interests of the United States and the UN Coalition to liberate Kuwait?

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Activity 4: How did the UN attempt to resolve the situation diplomatically?

SS7H6 The student will describe major developments in the Middle East during the 20th century.

Activity 5: Did Desert Storm end too soon?	SS7H6 The student will describe major developments in the Middle East during the 20th century. SSWH20 The student will examine change and continuity in the world since the 1960s. SSWH21 The student will analyze globalization in the contemporary world.
Activity 6: What is the future of government in Iraq?	SS7H6 The student will describe major developments in the Middle East during the 20th century. SSWH20 The student will examine change and continuity in the world since the 1960s

Lesson 3:
The
Arab-Israeli
Conflict

The Middle East in Transition



Georgia Performance Standards

Activity 1: How did European decisions made during World War I set the stage for future conflict in the Middle East?

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.
SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.
SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

Activity 2: How Did the boundaries of Israel change between 1947 and 1949?

SS7H6 The student will describe major developments in the Middle East during the 20th century.

Activity 3: How has the UN attempted to resolve the Arab-Israeli conflict?

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.
SSWH20 The student will examine change and continuity in the world since the 1960s.

Activity 4: What impacts have the

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War

<p>Camp David Accords and the Declaration of Principles had on the Middle East peace process?</p>	<p>and decolonization from 1945 to 1989. SSWH20 The student will examine change and continuity in the world since the 1960s.</p>
<p>Activity 5: What Issues stand between Israel and the Palestinians?</p>	<p>SS7H6 The student will describe major developments in the Middle East during the 20th century. SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989. SSWH20 The student will examine change and continuity in the world since the 1960s.</p>
<p>Activity 6: What comes next?</p>	<p>SS7H6 The student will describe major developments in the Middle East during the 20th century. SSWH20 The student will examine change and continuity in the world since the 1960s. SSWH21 The student will analyze globalization in the contemporary world.</p>
<p>Activity 7: What are the implications of the Israeli Wall in the West Bank?</p>	<p>SS7H6 The student will describe major developments in the Middle East during the 20th century. SSWH20 The student will examine change and continuity in the world since the 1960s. SSWH21 The student will analyze globalization in the contemporary world.</p>

Lesson 4:
Other Middle
Eastern
Issues

The Middle East in Transition



Georgia Performance Standards

Activity 1: Who the Shia within Islam?

SS7H4 The student will describe the development of the three major religions that originated in the Middle East.
SS7H6 The student will describe major developments in the Middle East during the 20th century.
SS7G8 The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia.
SSWG2 The student will explain the cultural aspects of geography.
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.

Activity 2: What is Islamic fundamentalism, and what are its implications for the West?

SS7H6 The student will describe major developments in the Middle East during the 20th century.
SSWG2 The student will explain the cultural aspects of geography.
SSWH20 The student will examine change and continuity in the world since the 1960s.
SSWH21 The student will analyze globalization in the contemporary world.

Activity 3: Why has water become a political issue in the Middle East?

SS7G6 The student will evaluate the impact of government policies and individual behaviors on Southwest Asia's environment.
SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.

Activity 4: What is the future of the Kurds?

SS7G8 The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia.
SSWG2 The student will explain the cultural aspects of geography.