

Course Standards for History of the Middle East

- 1. Explain how geography, economics, and politics have influenced the development of the ancient Middle East.**
 - a. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.
 - b. Describe major events in the development and decline of regional empires (e.g., Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, and Roman).
 - c. Examine the development of Israel as a civilization.

- 2. Describe the relationship of people, places, and environments through time.**
 - a. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D.
 - b. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D.
 - c. Analyze the movements and interactions of various groups of people in the ancient Middle East.
 - d. Analyze the impact of the Middle East as a crossroad for trade between Europe and Asia.
 - e. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.

- 3. Examine the contributions made by archaeological work in the Middle East.**
 - a. Define the science of archaeology.
 - b. Review archaeological finds in the Middle East.
 - c. Critique the impact of archaeology related to various documents (e.g., Hammerabi's Code, the Bible, Dead Sea scrolls, etc.).

- 4. Describe the impact of science and technology on the historical development of the Middle East.**
 - a. Explain how technological development transformed agriculture and customs of the ancient Middle East.
 - b. Describe the transition from the barter system to monetary system (e.g., coinage, etc.).

- 5. Demonstrate the ability to apply and interpret social studies tools** (e.g., timelines, maps, globes, graphs, a compass, technology, political cartoons, primary and secondary documents, charts, etc.).
 - a. Locate and label selected physical features of the Middle East.
 - b. Compare and contrast ancient political boundaries with those of modern independent nations.

- 6. Discuss the similarities and differences of ancient Middle Eastern cultures.**
 - a. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.
 - b. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East.
 - c. Examine the roles, status, and interaction of diverse groups of people (e.g., parents, children, men, women, slaves, etc.) within various ancient Middle Eastern societies.
 - d. Analyze selected examples of ancient Middle Eastern literature (e.g., legends, poetry, prophecy, and wisdom literature, etc.).

- 7. Analyze the development of social and political systems in the ancient Middle East.**
 - a. Compare/contrast political systems of the ancient Middle East.
 - b. Discuss major political movements from 2000 B.C. to 100 A.D.
 - c. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East.
 - d. Analyze the development and expansion of various legal systems (e.g., Hebrew,

- Roman, Sumerian, Egyptian, etc.).
- e. Show the impact of various empires on developing social structures of the ancient Middle East.
 - f. Summarize the effects of early religious teachings on ancient and modern social structures (e.g., Hebrew, Christian, Roman, Persian, Egyptian).

Reading in History/Social Studies	
Key Ideas and Details	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.-11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity	
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Writing	
Text Types and Purposes	
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
WHST.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
WHST.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.