



## Grade 06 Social Studies Unit 10 Exemplar Lesson 01: Factors That Define Political Boundaries

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

### Lesson Synopsis

This lesson helps students gain a better understanding of Southwest Asia and North Africa through the use of an interactive PowerPoint, mental maps, map sketches and a primary source.

### TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

**6.1** *History. The student understands that historical events influence contemporary events. The student is expected to:*

**6.1A** Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.

**6.4** *Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:*

**6.4F** Identify the location of major world countries such as ~~Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.~~

**6.5** *Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:*

**6.5A** Identify and explain the geographic factors responsible for the location of economic activities in places and regions.

**6.5B** Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory.

**6.8** *Economics. The student understands the factors of production in a society's economy. The student is expected to:*

**6.8A** Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.

### Social Studies Skills TEKS

**6.21** *Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:*

**6.21A** Differentiate between, locate, and use valid primary and secondary sources such as computer software interviews biographies oral, print, and visual material artifacts to acquire information about various world cultures.

**6.22** *Social studies skills. The student communicates in written, oral, and visual forms. The student is*

**expected to:**

**6.22B Incorporate main and supporting ideas in verbal and written communication based on research.**

**6.22E Use standard grammar, spelling, sentence structure, and punctuation.**

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## GETTING READY FOR INSTRUCTION

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### Performance Indicators

#### Grade 06 Social Studies Unit 10 PI 01

Create a book jacket for a historical novel based on travelers' accounts of sea travel or caravan travel (across a desert). Include a brief description of the travel and include a blurb that explains economic, social, political and social factors.

Standard(s): [6.1A](#) , [6.5B](#) , [6.21A](#) , [6.22B](#) , [6.22E](#)

**ELPS** [ELPS.c.1G](#) , [ELPS.c.5B](#)

### Key Understandings

- Geographic and historical factors help define the boundaries between nations, and also affect how nations interact.
  - What geographic factors helped to define the boundaries of Southwest Asia and North Africa?
  - What historical factors helped define the boundaries of Southwest Asia and North Africa?

### Vocabulary of Instruction

- trade region
- oasis
- caravan

### Materials

- markers
- pencil colors
- pencils
- student atlases or textbook with maps of the region
- outline map of Southwest Asia and North Africa

### Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Teacher Resource PowerPoint: Southwest Asia and North Africa](#)
-  [Handout: Geographic Factors and Economic Activities \(1 per group\)](#)
-  [Teacher Resource: Geographic Factors and Economic Activities KEY](#)
-  [Handout: Ibn Battuta's Travels \(1 per group\)](#)

### Resources

- Map library: [http://www.lib.utexas.edu/maps/middle\\_east.html](http://www.lib.utexas.edu/maps/middle_east.html)
- Ibn Battuta's Travels: <http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp>

### Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.

Suggested Duration: 4 days

5. Prepare materials and handouts as needed.
6. Gather a black outline map of the region.

### Background Information

The region of North Africa and Southwest Asia is united through physical geography, history, and cultural practices. Often termed the “cradle of civilization,” the first civilized societies emerged along the banks of the Tigris and Euphrates river valleys in modern-day Iraq. The region is also referred to as the “crossroads of the world” where three continents meet and narrowed geographic routes contributed to centuries of invasions, migrations, and cultural borrowing. The region has been dominated by a number of historical empires including Sumerian, Persian, Egyptian, Hellenistic, Roman, Parthian, Sassanid, Islamic, Mongol, Turkish, and British empires. The cultural region is heavily influenced by religious traditions, Semitic languages, and lifestyles appropriate for the region’s harsh arid conditions. North African and Southwest Asia continues to be a zone of conflict among differing political and cultural groups resulting in ongoing political instability and a future of uncertainty for many nations of the region.

Afghanistan is at geographic crossroads between the regions of Southwest Asia and South Asia. It is studied in both regions.

### GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

### INSTRUCTIONAL PROCEDURES

<b>Instructional Procedures</b> <b>ENGAGE – Where?</b>	<b>Notes for Teacher</b> <b>NOTE: 1 Day = 50 minutes</b> <b>Suggested Day 1 – 20 minutes</b>
<ol style="list-style-type: none"> <li>1. List the following countries on the board: (Note that the bolded countries are listed specifically in 6.4F)               <ul style="list-style-type: none"> <li>• <b>Iraq</b></li> <li>• <b>Afghanistan</b></li> <li>• <b>Israel</b></li> <li>• <b>Iran</b></li> <li>• Turkey</li> <li>• Libya</li> <li>• Egypt</li> <li>• Saudi Arabia</li> <li>• Tunisia</li> <li>• Morocco</li> <li>• Cyprus</li> <li>• Lebanon</li> <li>• Syria</li> <li>• Yemen</li> <li>• Oman</li> <li>• United Arab Emirates</li> <li>• Bahrain</li> <li>• Qatar</li> <li>• Kuwait</li> <li>• Jordan</li> </ul> </li> <li>2. Write a T-chart on the board and label the left side with North Africa and the right side with Southwest Asia.</li> <li>3. Students sketch the T chart on their own paper and categorize the countries’ as either part of North Africa or part of Southwest Asia.                Ask:               <ul style="list-style-type: none"> <li>• <b>If these countries are located in two different continents, why</b></li> </ul> </li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• pencil colors</li> <li>• Student atlases or textbook with maps of the region</li> <li>• blank outline map of the region</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Resource PowerPoint: <b>Southwest Asia and North Africa</b></li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• This activity introduces the region.</li> </ul> <p><b>TEKS: 6.4F</b></p> <p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>• The countries that are bolded are the countries specifically listed in 6.4F.</li> <li>• It is very likely that most students do not know where these countries are located. This helps to introduce the region and it also serves as a pre-assessment.</li> </ul>

Suggested Duration: 4 days

<p><b>are they clustered as one unit of study?</b></p> <ul style="list-style-type: none"> <li>• <b>What might they have in common?</b></li> <li>• <b>How might they differ?</b></li> </ul> <p>4. Distribute a blank map of the region (North Africa and Southwest Asia).</p> <p>5. Ask students to make a guess and label the countries (listed in bold above) on the map using a pencil so that they can make corrections when they view the answer key on the Teacher Resource PowerPoint: <b>Southwest Asia and North Africa</b>.</p> <p>6. After about seven to ten minutes, show the Teacher Resource: PowerPoint <b>Southwest Asia and North Africa</b>, slides 1, 2, and 3 and explain to students that this unit of study is focused on Southwest Asia and North Africa. Include that Southwest Asia is often referred to as the Middle East. Explain the difficulty of classifying which region Afghanistan belongs.</p>	
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<b>EXPLORE – Physical Geography</b>	<b>Suggested Day 1 – 30 minutes</b>
<p>1. In small groups, after viewing slides 1, 2, and 3, students cross-check their map with the maps of the region and make corrections.</p> <p>2. Students add the following bodies of water to their map and color them blue:</p> <ul style="list-style-type: none"> <li>• Mediterranean Sea</li> <li>• Red Sea</li> <li>• Persian Gulf</li> <li>• Black Sea</li> <li>• Caspian Sea</li> <li>• Tigris River</li> <li>• Euphrates River</li> <li>• Nile River</li> </ul> <p>3. In addition to the bodies of water, students add the following:</p> <ul style="list-style-type: none"> <li>• Arabian Desert</li> <li>• Sahara</li> <li>• Atlas Mountains</li> </ul> <p>4. As a group, students sketch a large-scale map of the region on butcher paper or chart paper.</p> <p>5. Groups transfer all of the information from their individual maps to the large-scale map. (Countries, bodies of water, deserts and mountain ranges)</p> <p>6. If time permits, ask students to answer the following questions:</p> <ul style="list-style-type: none"> <li>• <b>What geographic factors helped to define the boundaries of Southwest Asia and North Africa?</b></li> <li>• <b>Are all countries located in this region rich in oil deposits?</b>            Note: this question leads students to think about what they most closely associate with the region and leads into the Explore 2 for Day 2.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• pencil colors</li> <li>• Student atlases or textbook with maps of the region</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Resource PowerPoint: <b>Southwest Asia and North Africa</b></li> </ul> <p><b>TEKS:</b> 6.4F</p> <p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>• The large-scale map helps students to trace possible travel routes as they prepare for the performance indicator.</li> </ul> <p> <b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Students may believe that the region is mostly or entirely desert.</li> </ul>

<b>ENGAGE – Inferences</b>	<b>Suggested Day 2 – 10 minutes</b>
<p>1. Explain to students (same groups from previous day) that today’s activity focuses on geographic factors that led to the development of economic activities in some areas.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Map sketches from previous day</li> </ul>

Suggested Duration: 4 days

2. Distribute the Handout: **Geographic Factors and Economic Activities** to each group.
3. Distribute the large-scale map/s that groups worked on from the previous day.
4. Groups look at their large-scale map (sketched the day before) and a physical map of the region. (Note: The Teacher Resource PowerPoint: **Southwest Asia and North Africa** Slides 4 and 5 may be used for the prediction activity).  
Say:
  - **Based on your observation of the maps (Slides 4 and 5), infer as to what economic activities might be associated with each of the countries.**
5. Students discuss options and predictions with other group members. Based on the group's decision, students write predictions in the center column of the Handout: **Geographic Factors and Economic Activities**.
6. Students may work on the prediction and inference activity for about seven to ten minutes.

Attachments:

- Handout: **Geographic Factors and Economic Activities** (1 per group)
- Teacher Resource: **Geographic Factors and Economic Activities KEY**

TEKS: 6.4F; 6.5A, 6.5B; 6.8A



### Misconceptions

- Students may believe that all countries in the region produce petroleum, and that all of the countries in the region are wealthy as a result, and may not be aware of the significant inequality between and within the nations of Southwest Asia and North Africa.

#### EXPLORE – Economic Activities of the Region

Suggested Day 2 – 20 minutes

1. Students view a physical map of Southwest Asia and North Africa (Note: Students may use a student atlas, a textbook or Slides 4 and 5 from the Teacher Resource PowerPoint: **Southwest Asia and North Africa**.)
2. Based on the physical maps of the region, groups fill in the third column in the Handout: **Geographic Factors and Economic Activities** (1 per group).
3. After groups complete the activity, facilitate a discussion with questions such as:
  - **How does location influence a people's economy?**
  - **What if a natural resource is short in supply for most countries but abundant in your region? (How does it affect the country's economy that has a demand for that natural resource? How does it affect the country that has an abundance of the natural resource that is in demand?)**
  - **How does location influence or encourage cultural diffusion or discourage cultural diffusion?**
  - **What historical factors helped define the boundaries of Southwest Asia and North Africa?**

Attachments:

- Teacher Resource PowerPoint: **Southwest Asia and North Africa**
- Handout: **Geographic Factors and Economic Activities** (1 per group)
- Teacher Resource: **Geographic Factors and Economic Activities KEY**

TEKS: 6.4F; 6.5A, 6.5B; 6.8A

#### EXPLAIN – Summarize

Suggested Day 2 – 10 minutes

1. Independently students write a short summary. Encourage students to use examples of physical features (mountain ranges, bodies of water, deserts) based on the map they have sketched.
  - Write a summary about the geographic factors that helped to define the boundaries and economic activities of Southwest Asia and North Africa. In your summary, include mountain ranges, bodies of water and deserts.

Purpose:

- Students summarize their learning from Day 1 and Day 2.

TEKS: 6.4F; 6.5A, 6.5B; 6.8A, 6.22E

#### ELABORATE – Current Global Issues

Suggested Day 2 – 10 minutes

1. Students elaborate on the following statement:
  - Oil is in short supply for many countries but abundant in some

Purpose:

- Students apply their learning and make a

Suggested Duration: 4 days

<p>countries in Southwest Asia and North Africa. How might this affect the global community, especially countries that are large consumers of oil/petroleum?</p>	<p>connection to real world issues.</p>
<p><b>EXPLORE – Caravans and Primary Sources</b></p>	<p><b>Suggested Day 3 – 30 minutes</b></p>
<p>1. Students remain in the same groups from the previous days.</p> <p>2. Students trace Ibn Battuta’s travels. (Note: multiple maps of the region are needed.)</p> <p>3. Distribute a copy of the Handout: <b>Ibn Battuta’s Travels</b> to each of the groups.</p> <p>4. Distribute the large-scale map/s that groups worked on from the previous day.</p> <p>5. Groups read Ibn Battuta’s travels and plot on the map the places he visits over a span of about thirty years.</p> <p>6. Students may use a marker to plot his travels from beginning to end.</p> <p>7. After groups complete the activity, share an example of Ibn Battuta’s journal entry such as:</p> <ul style="list-style-type: none"> <li>The many uses of the coconut, from Ibn Battuta’s travels:</li> </ul> <p><i>One of its peculiarities is that oil, milk and honey are extracted from it. The honey is made in this fashion. They cut a stalk on which the fruit grows, leaving two fingers’ length, and on this they tie a small bowl, into which the sap drips. If this has been done in the morning, a servant climbs up again in the evening with two bowls, one filled with water. He pours into the other the sap that has collected, then washes the stalk, cuts off a small piece, and ties on another bowl. The same thing is repeated next morning until a good deal of the sap has been collected, when it is cooked until it thickens. It then makes an excellent honey, and the merchants of India, Yemen, and China buy it and take it to their own countries, where they manufacture sweetmeats from it. The milk is made by steeping the contents of the nut in water, which takes on the colour and taste of milk and is used along with food. To make the oil, the ripe nuts are peeled and the contents dried in the sun, then cooked in cauldrons and the oil extracted. They use it for lighting and dip bread in it, and the women put it on their hair.</i></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Markers</li> <li>Student atlases or textbook with maps of the region</li> </ul> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>Teacher Resource PowerPoint: <b>Southwest Asia and North Africa</b></li> <li>Handout: <b>Ibn Battuta’s Travels</b> (1 per group)</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>This activity helps students to prepare for the performance indicator by tracing a caravan led by Ibn Battuta.</li> </ul> <p><b>TEKS:</b> 6.1A; 6.4F; 6.5B; 6.21A</p> <p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>Other excerpts are available at: <a href="http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp">http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp</a></li> <li>Ibn Battuta’s travels are complex spanning 30 years with several return trips to his home in Morocco. Consider an Internet search for an interactive map of Ibn Battuta travels such as One Man’s Odyssey. For a different approach, consider students tracing his travels with a map that has his route. Then students investigate his impressions of regions he visited, especially within North Africa and Southwest Asia.</li> </ul>
<p><b>EXPLAIN/ELABORATE</b></p>	<p><b>Suggested Day 3 – 20 minutes</b></p>
<p>1. After students read an excerpt from Ibn Battuta’s travel journal, students create one or two questions they would ask Battuta.</p> <p>2. With a partner, students role-play. Student A asks the two questions and Student B answers from Battuta’s point of view. Repeat the process with Student B asking the two questions and Student A answers from Battuta’s point of view.</p> <p>3. Students share their questions and responses with the whole class. (Note: if time is limited ask for student volunteers to share their questions/answers)</p>	<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>Students interact and role play.</li> </ul> <p><b>TEKS:</b> 6.1A; 6.4F; 6.5B; 6.21A, 6.22B</p>
<p><b>EVALUATE</b></p>	<p><b>Suggested Day 4 – 50 minutes</b></p>

Suggested Duration: 4 days

### Grade 06 Social Studies Unit 10 PI 01

Create a book jacket for a historical novel based on travelers' accounts of sea travel or caravan travel (across a desert). Include a brief description of the travel and include a blurb that explains economic, social, political and social factors.

Standard(s): 6.1A , 6.5B , 6.21A , 6.22B , 6.22E

**ELPS** ELPS.c.1G , ELPS.c.5B

#### Materials:

- pencil colors
- markers

## Geographic Factors and Economic Activities

What geographic factors are responsible for the location of economic activities in Southwest Asia and North Africa?

Country	Group Predictions	Geographic Factors
Iraq		
Turkey (Formerly the Ottoman Empire)		
Iran		

Libya		
Egypt		
Saudi Arabia		

## Geographic Factors and Economic Activities **KEY**

What geographic factors are responsible for the location of economic activities in Southwest Asia and North Africa?

Country	Group Predictions	Geographic Factors
Iraq		Trade/Fertile Land: Tigris and Euphrates Rivers
Turkey (Formerly the Ottoman Empire)		Ports/Trade: Black Sea, Mediterranean Sea
Iran		Ports/Trade: Persian Gulf

Libya		Ports/Trade: Mediterranean Sea
Egypt		Ports/Trade: Red Sea, Nile River, Mediterranean Sea (Suez Canal)
Saudi Arabia		Ports/Trade: Red Sea, Persian Gulf

## Ibn Battuta's Travels

Ibn Battuta was born in Morocco in 1304. At the age of 21, he decided to travel with the intention to visit the city of Mecca. His travels lasted about thirty years.

You and your group members are to trace his travels on the large map that you sketched.

### Ibn Battuta: Travels in Asia and Africa 1325-1354

1. Starts from Morocco at age 21. [I set out alone, finding no companion to cheer the way...]
2. Visits Tunisia (becomes ill while in this region)
3. He travels to Egypt (Cairo) hoping to cross into Arabia but is not able to find a ship to help him across the Red Sea.
4. So, he decides to travel to northern Egypt and onto Jerusalem. Then to Damascus (Syria). In Damascus, he joined a caravan.
5. He and his caravan cross the desert from Syria to Medina.
6. When he gets to Medina, he stays for four days.
7. He and his caravan left Medina to Mecca and then onto Basra (Iraq)
8. From Basra (Iraq), he continued his travels by boat towards Baghdad. He travels to Tabriz (NW Iran), back to Baghdad, and then back to Mecca.
9. In 1330, he set out from Mecca to Yemen.
10. From Yemen he and his group sailed along the east African coast.
11. After fifteen days at sea, they reached Mogadishu in Somalia.
12. From Somalia they sailed back to Yemen and then to the Straits of Hormuz.
13. He travels overland from Hormuz back to Syria and boards a ship towards Anatolia and onward to Konia (Turkey)
14. Sails along to Constantinople and then along the Black Sea coast.
15. Overland to India, by ship to Sri Lanka and China, then back by ship to Mecca.
16. Mecca to Syria
17. Syria to Spain
18. 1352 back to Africa and crosses the Sahara Desert towards Mali.
19. Returns to Morocco, 1355.