

**Enhancement Activities/Strategies for Gifted/High Ability Learners:
SS Gifted Learning Plan**

Big Idea/ Topic

Location, Location, Location...of SW Asia (Middle East)

Connecting Theme/Enduring Understanding:

Location: The student will understand that location affects a society's economy, culture, and development.

Essential Question:

How is where we live, vital to how we live?

Standard Alignment

SS7G5: Locate selected features in Southwest Asia (Middle East).

- a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea.
- b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

SS7G6: Explain the impact of environmental issues across Southwest Asia (Middle East).

- a. Explain how water pollution and unequal access to water impacts irrigation and drinking water.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: 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.

L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

Information Processing Skills—1 (compare similarities and differences), 3 (Identify issues and/or problems and alternative solutions), 11 (Draw conclusions and make generalizations).

Map and Globe Skills—4 (Compare and contrast the categories of natural, cultural, and political features found on maps), 6 (Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 8 (Draw conclusions and make generalizations based on information from maps).

Advanced Research

Gathering of Evidence:

Part I: The students will watch a video below about the reasons Iraq's rivers are dying. The students should pay attention to what has happened in the region to cause problems with water levels and purity. They should pay attention to environmental issues and political issues.

Part II: The students will select materials from the original lesson and the website below to pinpoint other rivers in the SW Asia (Middle East) locations that might have similar issues affected by environmental (possibly global warming) or political issues among nations that affect the way people in that region live.

The students will collect evidence to be shared in a presentation to the class. The students may choose from a variety of presentation formats and should include all the information collected from this and the following activities. The presentation must include source citations.

See Presentation Rubric

Communication

Working with partners/groups:

Students will work in groups of two or three to gather and evaluate evidence to be included in their presentation. Students will discuss how they will each demonstrate and share their learning to the class. Students will create 4 to 6 key questions they wish to have answered through their presentation and will determine if their evidence is strong enough to answer the questions. See Worksheet

Critical Thinking and Critical Problem-Solving Skills

Thinking it through:

Students will examine evidence collected in their research and create a comparison chart between Iraq and another region's rivers regarding environmental issues and political issues that affect the way people in that region live. Students will address the following question: How do environmental and political issues affect the way people in a region live? Students will brainstorm the answer and then research to determine the validity of their answer. Students will create a chart to record their brainstormed answer to the question and then determine validity of their answers.

See Worksheet

Creative Thinking and Creative Problem-Solving Skills

Thinking outside the Box:

The students will create a Treaty to be signed by all the nations/villages/or peoples represented in a region affected by environmental and political issues affecting the way people live in that area. What would the Treaty need to include? Create 6-10 Non-negotiable points to include in your Treaty that you believe will satisfy all the nations/villages/or peoples represented in the region and create a method of displaying your signed agreement with the people.

*Bonus—1. Establish a penalty for breaking the treaty and who will be the enforcer of the penalty. 2. Look ahead—establish a reward for all nations who keep the treaty sacred over a given amount of time.
See Worksheet

Awareness of Self—Student’s Well-being

Taking Care of ME!

Select an area/region in your state that is suffering from similar issues as regions in the SW Asia (Middle East). Consider possibly the Flint River, the Chattahoochee River, or another you can find information about that requires cooperation from more than one city, county, or state and that has environmental or political issues that govern the “health” of the River and the people who live around it.

Complete a Campaign Poster to encourage others to work together to protect the rivers environmentally and politically for the “health” of the people who live near it. Include suggestions of what people can do to maintain clean water in your area.

See Worksheet

7th Grade Gifted SS Learning Plan Work Sheets

Advanced Research: Part I

Why are Iraq's rivers dying? How is it affecting the people and their way of and quality of life? Watch a video and collect information to help you when you gather research on another region.

| Facts | Environmental Issues/or Political Issue | How it has impacted the lives of the people |
|-------|--|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

Advanced Research: Part II

The Students will select materials from the original lesson and the website below to pinpoint other rivers in the SW Asia (Middle East) locations that might have similar issues affected by environmental (possibly global warming) or political issues among nations that affect the way people in that region live. The students may use additional websites found as well.

Region(s): _____

River(s) _____

| Facts | Environmental Issues/or Political Issue | How it has impacted the lives of the people |
|--------------|--|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

Communication: Working with partners or in groups evaluate the evidence collected in Advanced Research. Create 4 to 6 questions that can be answered in your presentation and that are supported by the evidence you found in **Advanced Research**.

Consider the following for Question Development:

*Is each question open-ended? (Meaning does it allow for discussion and sharing of evidence to prove it? No--yes/no questions here).

Example—good—why is the water in the Tigris River decreasing? This leads to discussion.

Not as good--Has it improved? This is yes/no answer.

*Is each question thoroughly answered by your evidence? If not, do you need to do more research or is an answer not yet known?

*Has everyone in your group given input to the questions and the evidence?

*Think ahead. What questions might people ask why the people in a region regarding environment and politics?

| Question | Evidence for Answer |
|----------|---------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Critical Thinking and Critical Problem-Solving Skills: Complete the graph showing similarities between Iraq's problems and your region's problems environmentally and politically.

| Evidence | Iraq | Your Region |
|--|---|-------------|
| Environmental/ political Country (Turkey) upriver creates dam for energy use and irrigation and control Source: | <ul style="list-style-type: none"> The Tigris River water flow decreases river banks retreat making river smaller. | |
| Environmental/ political Source: | | |
| Environmental/ political Source: | | |
| Environmental/ political Source: | | |
| Environmental/ political Source: | | |

Brainstorm your ideas about the question below, and then indicate if your brainstorm is a valid idea or not. This means find evidence from your research that proves or disproves your ideas about the answers to the question.

| <p>My Ideas on Answering the question: How do environmental and political issues affect the way people in a region live?</p> | <p>Evidence</p> | <p>Is your idea valid? Yes/No</p> |
|---|--|--|
| <p>Sample Question Stem I think the (region's) culture is impacted by _____.</p> | <p>Sample Answer Stem This evidence shows I am right because _____.</p> | <p>Yes.</p> |

Thinking/Creative Problem-Solving Skills:

The students will create a Treaty to be signed by all the nations/villages/or peoples represented in a region affected by environmental and political issues affecting the way people live in that area. What would the Treaty need to include? Create 6-10 Non-negotiable points to include in your Treaty that you believe will satisfy all the nations/villages/or peoples represented in the region and create a method of displaying your signed agreement with the people.

Come up with 6-10 statements that explain the guidelines all who sign will have to live by in order to protect the region’s rivers and the way of life.

*Bonus—1. Establish a penalty for breaking the treaty and who will be the enforcer of the penalty. 2. Look ahead—establish a reward for all nations who keep the treaty sacred over a given amount of time.

Research Sample Treaties from history:

| | Treat Point | Explanation |
|----|--------------------|--------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Awareness of Self-Student’s Well-Being: Select an area/region in your state that is suffering from similar issues as regions in the SW Asia (Middle East). Consider possibly the Flint River, the Chattahoochee River, or another you can find information about that requires cooperation from more than one city, county, or state and that has environmental or political issues that govern the “health” of the River and the people who live around it.

Part 1: **Region** _____ **River** _____

| | Issue (environmental/political/other) | Solution | Prevention |
|---|--|----------|------------|
| 1 | Source: | | |
| 2 | Source: | | |
| 3 | Source: | | |
| 4 | Source: | | |
| 5 | Source: | | |

Part 2: Complete a **Campaign Poster** to encourage others to work together to protect the rivers environmentally and politically for the “health” of the people who live near it. Include suggestions of what people can do to maintain clean water in your area.

7th Gifted Learning Plan Full Presentation Rubric

| 7 th GSS Presentation Rubric | 3 Exceeds | 2 Meets | 1 Needs Improvement |
|---|--|--|--|
| Gathering of Evidence | Research <i>effectively</i> shows evidence of how environmental and political concerns affect the people of a region and the quality of life. | Research <i>adequately</i> shows evidence of how environmental and political concerns affect the people of a region and the quality of life. | Research <i>somewhat</i> shows evidence of how environmental and political concerns affect the people of a region and the quality of life. |
| Communicating with partner/group to gather and evaluate evidence | Students create and discuss 4 to 6 key questions the presentation will answer. Students <i>effectively</i> work together with partners or in groups to verbally evaluate the evidence that answers those questions to be included in their presentation. Students <i>effectively</i> distribute how they will share their learning with the class. | Students create and discuss 3 key questions the presentation will answer. Students <i>adequately</i> work together with partners or in groups to verbally evaluate the evidence that answers those questions to be included in their presentation. Students <i>adequately</i> distribute how they will share their learning with the class. | Students will create and discuss 2 or fewer key questions the presentation will answer. Students <i>somewhat or do not</i> work together well with partners or in groups to verbally evaluate the evidence that answers those questions to be included in their presentation. Students <i>somewhat or do not</i> distribute how they will share their learning with the class. |
| Critical Thinking/Problem Solving | Students present a chart that <i>effectively demonstrates</i> similarities among SW Asia Regions (Middle East) regarding environmental and political issues that affect the way people in a region live. | Students present a T-Chart that <i>adequately demonstrates</i> similarities among SW Asia Regions (Middle East) regarding environmental and political issues that affect the way people in a region live. | Students present a T-Chart that <i>somewhat demonstrates</i> similarities among SW Asia Regions (Middle East) regarding environmental and political issues that affect the way people in a region live. |
| Creative Thinking and Problem-Solving | Students <i>effectively</i> create a Treaty of 6-10 Non-negotiable points that satisfy all the nations/villages/or peoples represented in the region and <i>effectively</i> create a method of displaying a signed agreement with the people. *Bonus —1. Establish a penalty for breaking the treaty and who will be the enforcer of the penalty. 2. Look ahead—establish a reward for all nations who keep the treaty sacred over a given amount of time. | Students <i>adequately</i> create a Treaty of 6-10 Non-negotiable points that satisfy all the nations/villages/or peoples represented in the region and <i>adequately</i> create a method of displaying a signed agreement with the people. *Bonus —1. Establish a penalty for breaking the treaty and who will be the enforcer of the penalty. 2. Look ahead—establish a reward for all nations who keep the treaty sacred over a given amount of time. | Students <i>somewhat or do not</i> create a Treaty of fewer than 6 Non-negotiable points that satisfy all the nations/villages/or peoples represented in the region and <i>somewhat or do not</i> create a method of displaying a signed agreement with the people. *Bonus —1. Establish a penalty for breaking the treaty and who will be the enforcer of the penalty. 2. Look ahead—establish a reward for all nations who keep the treaty sacred over a given amount of time. |
| Awareness of Self-Student’s Well-Being | Students <i>effectively share 3 to 5</i> examples of local environmental and political issues in a region affecting the people’s way of life. | Students <i>adequately share 3 to 5</i> examples of local environmental and political issues in a region affecting the people’s way of life. | Students <i>somewhat or do not share at least 3</i> examples of local environmental and political issues in a region affecting the people’s way of life. |
| Source Citations | Presentation includes <i>all</i> source citations | Presentation <i>includes</i> source citations | Presentation <i>does not include</i> source citations |
| Presentation | Students <i>effectively</i> include all the following in a presentation: Evidence, questions and answers, comparison charts, Treaty, Local suggestions for keeping water clean, and Source Citations. | Students <i>adequately</i> include all the following in a presentation: Evidence, questions and answers, comparison charts, Treaty, Local suggestions for keeping water clean, and Source Citations. | Students <i>somewhat or do not</i> include all the following in a presentation: Evidence, questions and answers, comparison charts, Treaty, Local suggestions for keeping water clean, and Source Citations. |