

# The Middle East and Central Asia: The People

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**AIMS Multimedia**



1-800-FOR-AIMS

1-800-367-2467

## *Congratulations!*

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

## **RATIONALE**

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

# **ORGANIZATION AND MANAGEMENT**

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

## ***SECTION 2,***

### **INTRODUCING THIS ATM**

will give you the specific information you need to integrate the program into your classroom curriculum.

## ***SECTION 3,***

### **PREPARATION FOR VIEWING**

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

## ***SECTION 4,***

### **AFTER VIEWING THE PROGRAM**

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

# FEATURES

## INTRODUCING EACH ATM

### *SECTION 2*

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

#### **Themes**

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

#### **Overview**

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

#### **Objectives**

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

## **PREPARATION FOR VIEWING**

### **SECTION 3**

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

#### **Introduction To The Program**

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

#### **Introduction To Vocabulary**

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

## **Discussion Ideas**

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

#### **Focus**

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

#### **Jump Right In**

Jump Right In provides abbreviated instructions for quick management of the program.

## **AFTER VIEWING THE PROGRAM**

### **SECTION 4**

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

## SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



### Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



### Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



### Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



### Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



### Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



### Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



### In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



### Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



### Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



### Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

## **VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

## **CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

## **CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

## **CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

## **TEST**

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

## **ADDITIONAL AIMS MULTIMEDIA PROGRAMS**

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

## **ADDITIONAL READING SUGGESTIONS**

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

## **ANSWER KEY**

Reproduces tests and work pages with answers marked.

# The Middle East and Central Asia: The People

## THEMES

This program provides an overview of the history of Middle Eastern and Central Asian lands from earliest times to the present. It describes the origins of Judaism, Christianity and Islam and explains the importance of the region to each of these three great religions with special attention paid to Islam, the region's most widespread religious tradition. Themes of ethnic diversity and contrasts in lifestyles are also considered.

## OVERVIEW

The Middle East and Central Asia have been a crossroads of the world for centuries. The area where plants and animals were first domesticated is quite a bit of winter rainfall and is known as the Fertile Crescent. After and agricultural way of life was well established, farmers moved into Mesopotamia in the valley of the Tigris-Euphrates Rivers. The Middle East is especially important as the place of origin for three great world religions, Judaism, Christianity, and Islam. Middle East and Central Asia are lands of great ethnic diversity. Arabic is widely spoken in much of the Middle East, but the language of Turkey is Turkish and most people in Iran speak Persian. Central Asians speak languages related to Turkish and Persian. Throughout the region, many people wear traditional clothing that indicates their ethnic backgrounds. Arts, architecture, crafts, music, and dance are well developed and distinctive.

## OBJECTIVES

- ▶ To acquaint students with the historical importance of the Middle Eastern/Central Asian region.
- ▶ To learn about the origins of three great religions in this region and the importance of the region to people who practice these faiths.
- ▶ To become more familiar with the origins, spread, and beliefs of the Islamic religion which predominates in the region today.
- ▶ To learn about the region's cultural diversity in religion, language, and lifestyles.

Use this page for your individual notes about planning and/or effective ways to manage this  
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.  
Please feel free to address your correspondence to:

AIMS Multimedia  
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9710 DeSoto Avenue  
Chatsworth, California 91311-4409

## INTRODUCTION TO THE PROGRAM

The Middle East and Central Asia are areas that must deal with dry conditions ranging from the extreme drought of deserts to the long dry summers of Mediterranean lands. These dry lands with their mountain ranges, famous rivers, and interior seas, have long been important to world commerce.

## INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

**tell** - mounds of earth and rubble made up of the remains of destroyed cities

**Islam** - the religion practiced by Muslims; originated with the teachings of Mohammed in seventh century Arabia

**the Holocaust** - the killing of millions of European Jews by Germany's Nazi regime during World War II

**monotheism** - the belief in a single God, in contrast with polytheism, which is the belief in many gods

## FOCUS

Islam has two main branches and several sub-branches. Sunni Muslims are a majority in Arabic speaking lands and most of the rest of the Islamic world. Shite Muslims make up about 14 per cent of the world's Islamic population. Most live in Iran and southern Iraq. In addition, there are smaller, groups such as the Sufis, who have their own particular interpretation of the Islamic tradition. Ask students to make a comparison with other religions, such as Christianity and Buddhism, which also have several divisions.

## DISCUSSION IDEAS

The conflict between Israeli Jews and Palestinians has lasted for half a century. Review the basis for this conflict and divide students into groups to discuss how it might be ended.

# JUMP RIGHT IN

## HOW TO USE THE *THE MIDDLE EAST AND CENTRAL ASIA: THE PEOPLE* AIMS TEACHING MODULE

### Preparation

- ▶ Read *The Middle East and Central Asia: The People* **Themes, Overview, and Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

### Viewing *THE MIDDLE EAST AND CENTRAL ASIA: THE PEOPLE*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *The Middle East and Central Asia: The People* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

### After Viewing *THE MIDDLE EAST AND CENTRAL ASIA: THE PEOPLE*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

## SUGGESTED ACTIVITIES

### Writing

Ask students to choose a city, archeological site, or famous person from the list below. Have each student write a one-page description of his or her chosen place or person is important for understanding the region. Encourage students to use library books and encyclopedia articles to learn more about their subjects.



*45 Minutes*

#### Cities & Archeological Sites

Tell Jericho

Troy

Jerusalem

Merv

Bukara

Istanbul

Baghdad

Mecca

#### People

Alexander the Great

Abraham

Alexander the Great

Mohammed

Jesus of Nazareth

Osama bin Laden

Kamal Attaturk

Allotoah Kumeni

### Meeting Individual Needs

Ask students to make sentences using the following words or terms. Encourage them to use a dictionary if they are unclear on the meanings. Make sure that their sentences display an understanding of the words as they related to the program.



*20 Minutes*

Fertile Crescent - an area of ample winter rainfall, where there is archeological evidence for very early domestication of plants and animals; extends from the east shore of the Mediterranean Sea into Turkey then south along on the Zagros Mountains of Iran

Irrigation - the use of water from rivers or wells to allow crops to grow when there is not enough rainfall to keep them alive

Silk Road - a series of caravan routes over which valuable trade goods were taken from China to the Middle East and to Europe as long ago as Imperial Roman times

Ten Commandments - a set of laws that the Hebrews believed God delivered through a divinely inspired prophet named Moses

## Link to the World

Ask students to write a paragraph about the religion of Islam using the following words. Review the terms with the students and make sure that their paragraphs indicate an understanding of the words.



*25 Minutes*

Prophet - a person who is believed to have had a revelation from God; Muslims consider the Prophet Mohammed to have been the last and greatest prophet

Koran - the Muslim sacred book based on Allah's message to the Prophet Mohammed

Allah - the name by which Muslims refer to God

Muslims - People who practice the Islamic religion

Minaret - a Muslim place of worship

Medrassas - a school where boys and young men study the Koran and other Islamic teachings

Ramadan - a period during which Muslims fast, or go without food and water, from dawn until sundown

Hajj - the pilgrimage to Mecca, which every Muslim is, expected to make at least once in a lifetime

## Connection to Science

During the Middle Ages, Islamic civilization was in the forefront of scientific thought having many libraries and universities where original Greek science was archived and studied and where new ideas on topics such as architecture, medicine, mathematics, astronomy and other sciences were constantly being developed.

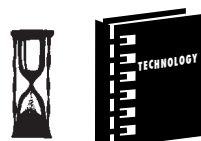


*60 Minutes*

Ask students to find out more about Islamic contributions to science using library text or the internet. Have each student prepare a one- to three-minute class presentation of their findings.

## Connection to Technology

Have each student or pair of students select a different Central Asian or Middle Eastern country and find out how many websites they can find that provide information on that country. Each student should then select one of the sites and write a one- to three-page report on the general content of the site. Consider whether the website relates to tourism, the economy, the political situation, or some other topic.



*30 Minutes*

## Critical Thinking

The video presentation points out that although the Christian and Islamic worlds have often been in conflict, they have also exchanged ideas that have enriched many lands. Have students research and then discuss the contributions made by the Islamic world the development of Europe. Consider such things as geographic knowledge, mathematics, inventions, and the introduction of domesticated plants.



## Hands On

The Middle East and Central Asia are famous for carpets. Divide students into pairs and have each pair use library resources or the internet to examine pictures of carpets from a country of their choice. To add interest, each pair might look at the carpets from a different country.



Then provide each pair of students with paper and colored pencils or crayons. Have them design a carpet using the kinds of designs and colors traditionally used in the country of their choice. Decorate a bulletin board with the different designs.

## Connection to History

The Middle East and Central Asia have many very important archeological sites. Have each student select one such site and use library resources and the internet to find out more about it. Students should then prepare one page written reports the discovery and excavation of the site by archeologists and its historical significance. Each report should include a labeled sketch map showing the location of the site.



Encourage students to find a site that especially interests them. Some of the sites that might be considered include Troy, Catal Huyuk, Tell Jerico, Jarmo, Susa, Ur, Bampur, Eridu, Tell Ibrahim, Aleppo, Beth Shan, Megiddo, Tyre, Sidon, Bamiyan, or Merv.

## Culminating Activity

Invite a guest speaker to talk to the class about life in a Middle Eastern or Central Asia country. The speaker may be a native of the country or may have lived or traveled there for a fairly extended period of time. Ask the speaker to make a presentation of about 20 minutes, illustrated, if possible with slides or with typical crafts or articles of clothing. Be sure to allow plenty of time for students to ask questions.



**VOCABULARY**

The following terms are from *The Middle East and Central Asia: The People*. Fill in the number of each term next to its closest definition.

- |                     |                     |
|---------------------|---------------------|
| 1. Fertile Crescent | 5. irrigation       |
| 2. tell             | 6. monotheism       |
| 3. Mesopotamia.     | 7. Ten Commandments |
| 4. civilization     | 8. Silk Road        |

- \_\_\_ an area, where there is archeological evidence for very early domestication of plants and animals, that extends from the east shore of the Mediterranean Sea into Turkey then south along on the Zagros Mountains of Iran
- \_\_\_ a series of caravan routes over which valuable trade goods were taken from China to the Middle East and to Europe as long ago as Imperial Roman times
- \_\_\_ the belief that there is only one God rather than many gods
- \_\_\_ a set of laws that the Hebrews believed God delivered through a divinely inspired prophet named Moses
- \_\_\_ a large mound made up of the remains of settlements that were rebuilt many times on the same site after being destroyed by earthquakes or wars
- \_\_\_ the area between the Tigris and Euphrates Rivers in present day Iraq, noted as the place of origin for the world's first known civilization
- \_\_\_ a complex society with cities, a division of labor, differences between social classes, and usually a written language
- \_\_\_ the use of water from rivers or wells to allow crops to grow when there is not enough rain fall to keep them alive

## The Middle East and Central Asia: The People A CLOSER LOOK

Each topic below relates to the people or history of the Middle East or Central Asia. Use the Internet and library resources to prepare a 3- to 5-page paper on a topic that interest you.

- Archeological evidence for the origins of agriculture in the Middle East
- Sumerian Civilization in early Mesopotamia
- The Ottoman Empire
- The "Great Game" (the nineteenth century competition between Russia and Great Britain for control of Central Asia)
- The World War II Holocaust and the creation of an Israeli state
- The US War on Terror in Afghanistan
- Similarities between Judaism, Christianity and Islam
- Music and dance traditions in the Middle East
- Foods of the Middle East and Central Asia
- Design and decoration of mosques and madrassas

These hints will make your paper more successful:

1. **Write a brief outline of your paper.** Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. **Add interest.** Personal stories, interesting facts, and quotes will make your paper more memorable.
3. **Include your own thoughts.** Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it changed your attitude?

**FACTS ABOUT**

People in the Middle East and Central Asia

Circle the best answer to complete each sentence below.

1. A person who practices the Islamic religion is called . . . a Muslim                      an Islam
2. A Muslim goes to pray at a . . . . . minaret                      mosque
3. A muezzin gives the call to prayer from a . . . . . medrassa                      minaret
4. The Muslim holy book is called . . . . . the Koran                      the Bible
5. The founder of Siam was named . . . . . Abraham                      Mohammed
6. Young men study the Islamic faith in schools called . . . . . mosques                      medrassas
7. The pilgrimage to Mecca is called the . . . . . hajj                      Ramadan
8. The Islamic religion is . . . . . monotheistic                      polytheistic

**TRUE OR FALSE**

Place a T next to statements that are true and an F next to statements that are false.

1. \_\_\_ During the holy period of Ramadan Muslims are expected to go without food or water from dawn until sunset.
2. \_\_\_ The world's first known civilization developed in Egypt's Nile Valley.
3. \_\_\_ The Koran is the sacred book of the Jews.
4. \_\_\_ Plants and animals were first domesticated in the Valley of the Tigris and Euphrates Rivers.
5. \_\_\_ Everybody in the Middle East speaks Arabic and practices Islam.
6. \_\_\_ Some Arabic speaking peoples are Christians, especially in Israel and Lebanon.
7. \_\_\_ Persian is the predominate language of the country of Iran.
8. \_\_\_ Muslims believe that they show pray five times a day.
9. \_\_\_ The Ottoman Turkish Empire once controlled a large part of Southeastern Europe.
10. \_\_\_ Alexander the Great established the Roman Empire.

**HISTORY**  
of the Middle East and Central Asia

Place the events below in order by numbering them 1 through 8. Use an encyclopedia or history text if you need help.

- \_\_\_\_\_ 1. Ottoman Turks conquered Constantinople.
- \_\_\_\_\_ 2. The state of Israel was created.
- \_\_\_\_\_ 3. Alexander the Great conquered much of the Middle East.
- \_\_\_\_\_ 4. Much of the Middle East became part of the Roman Empire.
- \_\_\_\_\_ 5. Mohammed inspired the development of the Islamic religion.
- \_\_\_\_\_ 6. People in the Fertile Crescent began to domesticate plants and animals.
- \_\_\_\_\_ 7. After the fall of the Ottoman Empire, Kamal Attaturk established reforms in Turkey and changed the name of Constantinople to Istanbul.
- \_\_\_\_\_ 8. The world's first civilization developed in Mesopotamia.

**LEARNING ABOUT**  
the Middle East and Central Asia

For the following activity, use your notes from the video, as well as library texts, encyclopedias and the Internet to learn more about one of the following countries:

(a) Iran (b) Israel (c) Saudi Arabia (d) Uzbekistan (e) Azerbaijan

When you have gathered enough information, complete the questions below.

1. What is the full name of the country?
2. Where is it located?
3. What is the population?
4. What kinds of climates do you find in the country?
5. What is the capital city and how many people live there?
6. What is the official language?
7. What is the predominant religion?
8. What are the chief occupations and industries?
9. What are the chief agricultural products?
10. What is the most valuable export?
11. In the space below, briefly describe the history of the country.
12. What is the capital city? In the space below contrast the daily life of people who live in the capital city with people who live in the countryside.
13. What kind of government does the country have today?

**TEST**

1. Which of the following would you be likely to see in a Central Asian market?
  - (a) fruits and vegetables
  - (b) spices
  - (c) carpets
  - (d) all of the above
  
2. Mesopotamia is in the modern day country of:
  - (a) Iran
  - (b) Iraq
  - (c) Israel
  - (d) Saudi Arabia
  
3. What is the most important pilgrimage place in the Islamic world, where Muslims go to make the hajj.
  - (a) Istanbul
  - (b) Jerusalem
  - (c) Jericho
  - (d) Mecca
  
4. Jesus of Nazareth preached his message near the Sea of Galilee in present-day:
  - (a) Israel
  - (b) Saudi Arabia
  - (c) Jordan
  - (d) Syria
  
5. What is the holiest place in the world for Jews?
  - (a) The remaining wall of an ancient temple in Jerusalem
  - (b) The shores of the Sea of Galilee
  - (c) The Mecca
  - (d) Bethlehem in Palestinian territory.

**TEST (CONTINUED)**

6. Which of the following technologies spread via cultural diffusion from ancient Mesopotamia to other parts of the world?
  - (a) domesticated dogs
  - (b) writing on damp clay tablets
  - (c) plow agriculture
  - (d) building tells
  
7. What did the Romans built to bring water into their cities?
  - (a) viaducts
  - (b) aqueducts
  - (c) roads
  - (d) ships
  
8. Islam spread from its place of origin westward across North Africa and eastward as far as?
  - (a) Persia
  - (b) India
  - (c) Morocco
  - (d) Indonesia
  
9. What group of people migrated into present day Turkey in the 1300's.
  - (a) the Romans
  - (b) the Persians
  - (c) the Arabs
  - (d) the Ottoman Turks
  
10. Which of the following countries is predominately Christian?
  - (a) Israel
  - (b) Jordan
  - (c) Armenia
  - (d) Turkmenistan

## **ADDITIONAL AIMS MULTIMEDIA PROGRAMS**

You and your students might also enjoy these other AIMS Multimedia programs:

2627-EN-VID-NR: "The Middle East and  
Central Asia: Land and  
Resources"

8483-EN-VID-NR: "The Shifting Sands: A  
History of the Middle East"

2600-EN-VID-NR: "South Asia: The People"

2599-EN-VID-NR: "South Asia: Land and  
Resources"

2597-EN-VID-NR: "Africa: Land and Resources"

2598-EN-VID-NR: "Africa: The People"

## ANSWER KEY for page 18

### VOCABULARY

The following terms are from *The Middle East and Central Asia: The People*. Fill in the number of each term next to its closest definition.

- |                     |                     |
|---------------------|---------------------|
| 1. Fertile Crescent | 5. irrigation       |
| 2. tell             | 6. monotheism       |
| 3. Mesopotamia.     | 7. Ten Commandments |
| 4. civilization     | 8. Silk Road        |

- 1 an area, where there is archeological evidence for very early domestication of plants and animals, that extends from the east shore of the Mediterranean Sea into Turkey then south along on the Zagros Mountains of Iran
- 8 a series of caravan routes over which valuable trade goods were taken from China to the Middle East and to Europe as long ago as Imperial Roman times
- 6 the belief that there is only one God rather than many gods
- 7 a set of laws that the Hebrews believed God delivered through a divinely inspired prophet named Moses
- 2 a large mound made up of the remains of settlements that were rebuilt many times on the same site after being destroyed by earthquakes or wars
- 3 the area between the Tigris and Euphrates Rivers in present day Iraq, noted as the place of origin for the world's first known civilization
- 4 a complex society with cities, a division of labor, differences between social classes, and usually a written language
- 5 the use of water from rivers or wells to allow crops to grow when there is not enough rain fall to keep them alive

## ANSWER KEY for page 20

### FACTS ABOUT

#### People in the Middle East and Central Asia

Circle the best answer to complete each sentence below.

1. A person who practices the Islamic religion is called . . . a Muslim an Islam
2. A Muslim goes to pray at a . . . . . minaret mosque
3. A muezzin gives the call to prayer from a . . . . . medrassa minaret
4. The Muslim holy book is called . . . . . the Koran the Bible
5. The founder of Siam was named . . . . . Abraham Mohammed
6. Young men study the Islamic faith in schools called . . . . . mosques medrassas
7. The pilgrimage to Mecca is called the . . . . . hajj Ramadan
8. The Islamic religion is . . . . . monotheistic polytheistic

## ANSWER KEY for page 21

### TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1.   T   During the holy period of Ramadan Muslims are expected to go without food or water from dawn until sunset.
2.   F   The world's first known civilization developed in Egypt's Nile Valley.
3.   F   The Koran is the sacred book of the Jews.
4.   T   Plants and animals were first domesticated in the Valley of the Tigris and Euphrates Rivers.
5.   F   Everybody in the Middle East speaks Arabic and practices Islam.
6.   T   Some Arabic speaking peoples are Christians, especially in Israel and Lebanon.
7.   F   Persian is the predominate language of the country of Iran.
8.   T   Muslims believe that they show pray five times a day.
9.   T   The Ottoman Turkish Empire once controlled a large part of Southeastern Europe.
10.   F   Alexander the Great established the Roman Empire.

## ANSWER KEY for page 22

### HISTORY of the Middle East and Central Asia

Place the events below in order by numbering them 1 through 8. Use an encyclopedia or history text if you need help.

- 6 1. Ottoman Turks conquered Constantinople.
- 8 2. The state of Israel was created.
- 3 3. Alexander the Great conquered much of the Middle East.
- 4 4. Much of the Middle East became part of the Roman Empire.
- 5 5. Mohammed inspired the development of the Islamic religion.
- 1 6. People in the Fertile Crescent began to domesticate plants and animals.
- 7 7. After the fall of the Ottoman Empire, Kamal Attaturk established reforms in Turkey and changed the name of Constantinople to Istanbul.
- 2 8. The world's first civilization developed in Mesopotamia.

## ANSWER KEY for page 24

### LEARNING ABOUT the Middle East and Central Asia

#### (A) IRAN

1. Islamic Republic of Iran.
2. On the eastern edge of the Middle East, bordered by Afghanistan, Armenia, Azerbaijan, Iraq, Pakistan, and Turkey.
3. Approximately 66.5 million
4. Tehran. Approximately 12 million residents.
5. Persian.
6. Islam, Shiite Sect.
7. A republic governed under Islamic law. The head of government is an elected president who is an Islamic cleric, and there is an elected single-chamber parliament.
8. Several mountain ranges containing fertile basins with forests in the north where there is adequate rainfall. Winters are cold and summers are hot. The mountains ring an extremely dry central desert plateau. Coastal areas are humid with mild winters.
9. Service jobs and agricultural work employ the largest numbers of people, followed by petroleum production and manufacturing, with a broad range of products from petrochemicals through metals, automobiles and appliances, to textiles, carpets and handicrafts.
10. Grains, followed by fruits and vegetables. Iran is famous for its pistachio nuts.
11. Petroleum products.

#### (B) ISRAEL

1. State of Israel.
2. In the Middle East on the eastern end of the Mediterranean Sea, bordered by Syria, Jordan and the Palestinian Territories.
3. Approximately 6 million
4. Israel claims Jerusalem, but Tel Aviv is the internationally recognized capital. Approximately 700,000 residents in Jerusalem and 400,000 in Tel Aviv.
5. Hebrew.
6. Judaism.
7. A parliamentary republic. The head of government is the prime minister who has been elected directly by the people. However, with the parliamentary election in 2003, the leader of the majority party in the parliament, or Knesset, will be appointed prime minister.
8. Mountains stretch across the north, and there is a broad coastal plain along the Mediterranean

## ANSWER KEY for page 24

Sea. Another plain runs across the center of the country. The south is dominated by hilly country and the Negev Desert. The Mediterranean type of climate prevails, with winter rains and dry summers.

9. Services employ the most people, followed by manufacturing. There is an emphasis on high-technology industries.

10. Grains, followed by fruits and vegetables. A surplus of citrus fruits and several vegetables are exported.

11. Cut diamonds and electronic products.

### (C) SAUDI ARABIA

1. Kingdom of Saudi Arabia.

2. In the Middle East, covering most of the Arabian Peninsula, bordered by Jordan, Iraq, Kuwait, the United Arab Emirates, Oman, and Yemen.

3. Approximately 23 million.

4. Riyadh. Approximately 2.7 million residents.

5. Arabic.

6. Islam. Sunni Sect.

7. Monarchy. The king, chosen from the Saud royal family, rules by decrees based on Islamic law and issued by himself and an appointed Consultative Council. There are no elections.

8. Mostly desert which extends from the north of the country through a central plateau that is bounded on the west by a low mountain range. The climate is arid with extreme heat. There is a little from late winter through the spring. Water is found mainly in oases.

9. Government services employ the most people, followed by industry, other service jobs, and agriculture and fishing.

10. Some fruits, mainly dates, and grains. Some vegetables are grown in oases.

11. Oil and gas.

### (D) UZBEKISTAN

1. Republic of Uzbekistan.

2. In Central Asia, bordered by Kazakhstan, Kyrgyzstan, Tajikistan, Afghanistan, and Turkmenistan.

3. Approximately 25.25 million

4. Tashkent. Approximately 2.3 million residents.

5. Uzbek.

## ANSWER KEY for page 24

6. Islam. Sunni Sect.
7. Democratic republic. The president, who is directly elected by the people, appoints the prime minister and members of his cabinet who must be approved by the single chamber legislative body.
8. The country is mountainous on its east and west extremes with a low-lying deserts and semiarid grassy plains covering more than two-thirds of its land area in the center. The climate is of the typical harsh continental type with cold winters and hot summers. Precipitation is sparse.
9. Agriculture employs the most people, followed by services and some manufacturing industries.
10. Cotton, followed by grains and fruits and vegetables. Grazing, especially of sheep, is important.
11. Cotton.

### (E) AZERBAIJAN

1. Republic of Azerbaijan.
2. In the Transcaucasus region of southwestern Asia, bordered by Russia, Georgia, Armenia, and Iran.
3. Approximately 7.8 million
4. Baku. Approximately 1.8 million residents.
5. Azeri.
6. Islam. Majority of the Shiite Sect, with a large Sunni minority.
7. Democratic republic. The president, who is directly elected by the people, appoints the prime minister and members of his cabinet. There is a single chamber National Assembly that legislates.
8. The Caucasus Mountains dominate the north, and the Talish Mountains rise in the southeast. The coast of the Caspian Sea and two major river basins cover the central part of the country. The climate is of the dry sub-tropical type with mild winters, except in the mountains, and long hot summers.
9. Agriculture employs the most people, followed by the petroleum and other mining industries, and manufacturing.
10. Cotton, followed by wine grapes, other fruits, vegetables and grains.
11. Petroleum products and machinery.

## ANSWER KEY for page 25

### TEST

- Which of the following would you be likely to see in a Central Asian market?
  - fruits and vegetables
  - spices
  - carpets
  - all of the above
- Mesopotamia is in the modern day country of:
  - Iran
  - Iraq
  - Israel
  - Saudi Arabia
- What is the most important pilgrimage place in the Islamic world, where Muslims go to make the hajj.
  - Istanbul
  - Jerusalem
  - Jericho
  - Mecca
- Jesus of Nazareth preached his message near the Sea of Galilee in present-day:
  - Israel
  - Saudi Arabia
  - Jordan
  - Syria
- What is the holiest place in the world for Jews?
  - The remaining wall of an ancient temple in Jerusalem
  - The shores of the Sea of Galilee
  - The Mecca
  - Bethlehem in Palestinian territory.

## ANSWER KEY for page 26

### TEST (CONTINUED)

6. Which of the following technologies spread via cultural diffusion from ancient Mesopotamia to other parts of the world?
- (a) domesticated dogs
  - (b) writing on damp clay tablets
  - (c) plow agriculture
  - (d) building tells
7. What did the Romans built to bring water into their cities?
- (a) viaducts
  - (b) aqueducts
  - (c) roads
  - (d) ships
8. Islam spread from its place of origin westward across North Africa and eastward as far as?
- (a) Persia
  - (b) India
  - (c) Morocco
  - (d) Indonesia
9. What group of people migrated into present day Turkey in the 1300's.
- (a) the Romans
  - (b) the Persians
  - (c) the Arabs
  - (d) the Ottoman Turks
10. Which of the following countries is predominately Christian?;
- (a) Israel
  - (b) Jordan
  - (c) Armenia
  - (d) Turkmenistan