

## Reading Strategies and Suggestions

This unit covers a wide range of issues which involve many countries over a long period of time. Your students may find the readings complex. It might also be difficult for them to synthesize such a large amount of information. The following are suggestions to help your students better understand the readings.

**Pre-reading strategies:** Help students to prepare for the reading.

1. You might create a Know/Want to Know/Learned (K-W-L) worksheet for students to record what they already know about the Middle East and what they want to know. As they read they can fill out the “learned” section of the worksheet. Alternatively, brainstorm their current knowledge and then create visual maps in which students link the concepts and ideas they have about the topic.

2. Use the questions in the text to introduce students to the topic. Ask them to scan the reading for major headings, images, and questions and so they can gain familiarity with the structure and organization of the text.

3. Preview the vocabulary and key concepts listed in the back of the TRB with students.

4. Since studies show that most students are visual learners, use a visual introduction, such as photographs, the Google Earth activity (TRB 45-48) or a short film clip to orient your students.

5. Be sure that students understand the purpose for their reading the text. Will you have a debate later, and they need to know the information to formulate arguments? Will students write letters to Congress? Will students communicate with students in Middle Eastern countries over the internet? Will they create a class podcast?

### **Split up readings into smaller chunks:**

Assign students readings over a longer period of time or divide readings among groups of students.

*Part I:* Introduction: 1-5, Oil Politics: 5-6, Birth of Israel: 6-8, Cold War: 8-13, US and Iran: 13-14, Iran-Iraq War: 14-15, Civil War in Lebanon 15-16, Persian Gulf War 16-18.

*Part II:* Oil: 19-20, Political Islam: 20-23, Regional Security: 23-28, Arab-Israeli Conflict: 28-33.

**Graphic organizers:** You may also wish to use graphic organizers to help your students better understand the information that they are given. For each part of the reading we have included two organizers, one basic and one more complex. These organizers are located on TRB 9-10 and on TRB 35-36. Students can complete them in class in groups or as part of their homework, or you can use them as reading checks or quizzes.

Name: \_\_\_\_\_

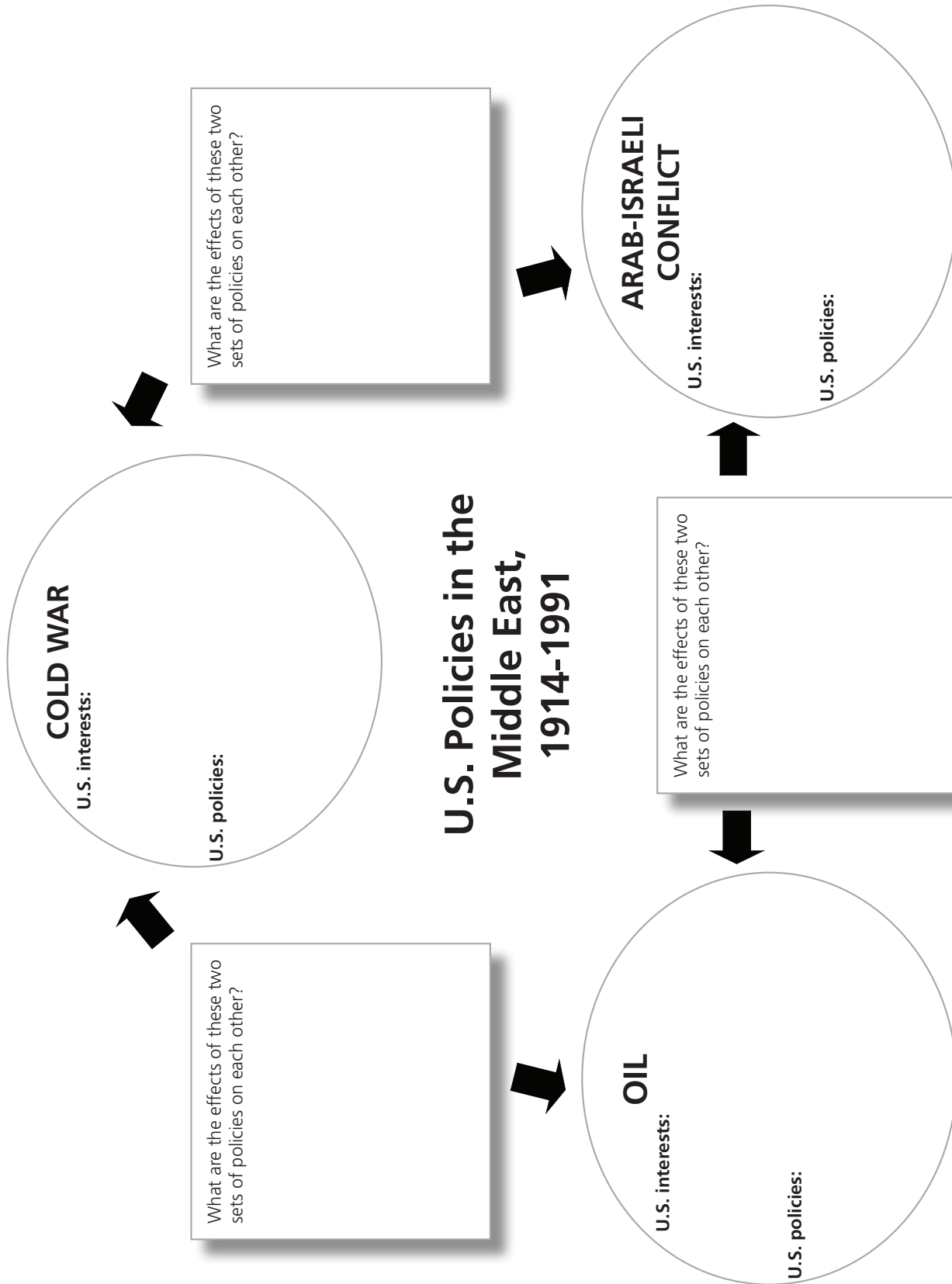
## Oil, Israel, and Containing the Soviet Union

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*Instructions:* During much of the twentieth century, U.S. involvement in the Middle East revolved around oil, Israel, and containing the Soviet Union. On the chart below, indicate what key events took place that were related to these three topics. Events may be placed in more than one box. Page numbers associated with the dates running down the left side of the worksheet are in parentheses.

	Oil	Israel	Containing the Soviet Union
1914-1945 (pages 3-7)			
1946-1973 (pages 7-11)			
1974-1991 (pages 11-18)			

Name: \_\_\_\_\_



*Instructions:* On the chart above, begin by filling in the U.S. interests and policies for each circle. Then answer the question in each square, linking the concepts in the circles together.

Name: \_\_\_\_\_

## U.S. Relations with Countries in the Middle East Today

	U.S. interests	U.S. involvement
Egypt		
Gaza Strip		
Israel		
Iran		
Iraq		
Jordan		
Lebanon		
Saudi Arabia		
Syria		
Turkey		
West Bank		

Name: \_\_\_\_\_

## What should U.S. policy in the Middle East be?

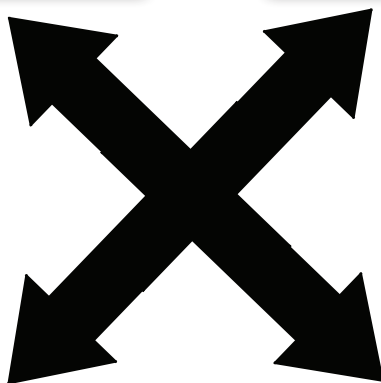
One must consider the multiple dimensions of this complicated issue in order to formulate sound policy.

**Arab-Israeli Conflict**  
Why is this important to the United States?

U.S. involvement:

**Oil**  
Why is this important to the United States?

U.S. involvement:



**Regional Security**  
Why is this important to the United States?

U.S. involvement:

**Islamist Governments**  
Why is this important to the United States?

U.S. involvement: