

# **Workshop 4**

## **North Africa/Southwest Asia**

### **Part 1. Israel**

### **Part 2. Egypt**

This program focuses on two locations in the arid region of North Africa/ Southwest Asia. First we visit Jerusalem in a search to understand the conflicts that have erupted in this holy city. Then, in Egypt, we investigate this desert nation's limited natural resources. Our classroom segments show students grappling with what it means to live in Israel's occupied territories and engaging in some creative map-making as they map the Nile River.

# Before You Watch

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Before viewing the video programs for **Workshop 4: North Africa/Southwest Asia**, please read the Video Program Overviews below—paying close attention to the Questions To Consider—and the descriptions of the standards featured in this workshop (listed below). Those descriptions can be found in the Appendix of this guide.

These readings provide background on the geographic and pedagogical issues addressed in this workshop. We encourage you to read *Geography for Life* in its entirety as you move through the workshops. It contains further background on the National Standards and their development, numerous examples and rich illustrations aiding interpretation, valuable tools for strengthening and developing lessons, and additional insight into geography's significance in our daily lives.

Also, prior to the workshop, you should explore the associated Key Maps and Interactive Activities on the *Teaching Geography* Web site:

[www.learner.org/channel/workshops/geography](http://www.learner.org/channel/workshops/geography).

## The National Geography Standards for Workshop 4

The National Geography Standards highlighted in this workshop include Standards 5, 6, 9, 13, and 14. Read the descriptions of the appropriate standards found in the Appendix, on the workshop Web site, or in their complete form in Chapter 4 of *Geography for Life*. You can find supplemental materials in the Resources at the end of this workshop chapter.

## Video Program Overviews

### Part 1. Israel: Sacred Space Under Siege

North Africa/Southwest Asia is a region characterized largely by a hot, arid climate but also by the predominance of Islamic religion. In the region's center lies the State of Israel, an enclave of Jewish culture amidst Islamic states. Despite being a holy place, Jerusalem has been the site of almost constant conflict since Israel gained statehood in 1948. Our case study looks at the spatial distribution of religious culture on the landscape of Jerusalem. How will the organization of space help to determine the future of a city divided not just between Muslims and Jews, but Christians as well?

Following commentary on regional and human geography by Gil Latz and Susan Hardwick, we see Ungennette Brantley Harris lead her class in an investigation of what life is like for Palestinians living in Israel's occupied territories. Her students explore what it means to be a refugee and work to address the living conditions in refugee camps.

### Objectives

Participants will be able to:

- identify the physical and human factors that serve to define a region;
- explain why places and regions are important to individual human identity and as symbols for unifying or fragmenting society; and
- evaluate the impact of multiple spatial divisions on people's daily lives.

### Questions To Consider

1. What sorts of regions—formal, functional, perceptual—do you see in the case study? How is each defined in the context of the case study?
2. How can understanding multiple regional definitions assist in resolving the conflict in Jerusalem?

# Before You Watch, cont'd.

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3. How have historic and geographic factors resulted in conflict in Jerusalem and Israel as a whole?
4. How does the classroom activity serve to increase understanding of how differing points of view and self-interests play a role in conflict over territory and resources?
5. How does the classroom activity engender empathy for competing points of view in Ungennette Brantley Harris's students?

**Featured Educator: Ms. Ungennette Brantley Harris**, ninth-grade world geography teacher, West Point High School, West Point, Mississippi.

## Part 2. Egypt: Water in the Desert

In Egypt, the loss of farmland to urban development combined with the need to feed a fast-growing population places increasing pressure on the Nile's water. In this case study, we learn about the various efforts to sustain an increasingly urban population by irrigating Nile water to previously infertile areas and the complications in doing so. We explore the government's response in encouraging larger, more efficient commercial farms and the deliberations of countries in the Nile watershed regarding how to approach their limited water supply. Although Egypt strives to coordinate water use projects, the future of its relations with upstream neighbors remains in question as demands on the Nile increase. Relating Egypt's geographical issues to those of other areas, we can begin to understand the implications of urbanization and population growth on a larger scale.

Following commentary on regional and human geography by Gil Latz and Susan Hardwick is a classroom segment featuring teacher Cynthia Ryan. In this portion of the program, she leads activities in map-making and role-playing to help her students understand the gravity of present-day competition for resources in the nation of Egypt.

### Objectives

Participants will be able to:

- understand how changes in the spatial distribution of population may result in changes in social and economic conditions;
- understand the role of technology in changing the physical environment and the environmental consequences of such actions; and
- explain how hands-on and role-playing activities foster deeper student understanding of the physical environment and the consequences of human modification of the environment.

### Questions To Consider

1. What is the connection between the Nile and the evolution of civilization in this region?
2. In what ways has technology both reduced and heightened tensions over land and water use in Egypt?
3. What are the human and physical consequences of efforts to overcome the scarcity of water?
4. How does Cynthia Ryan engage her students in ways that make the topic more personal to them?
5. What evidence do you see in Cynthia's lesson that her selection of geography content is guided by the National Geography Standards rather than a single text?

**Featured Educator: Ms. Cynthia Ryan**, seventh-grade world geography teacher, Barrington Middle School, Barrington, Rhode Island.

# Workshop Session

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This video program for **Workshop 4: North Africa/Southwest Asia** includes two parts, each containing a geography case study, classroom segment, regional and human geography commentary, and pedagogical commentary. This guide provides pre- and post-video activities, as well as questions to consider while watching the program. Follow the approximate timelines on the grid below, depending on the length of your workshop session and whether you are watching a real-time broadcast or a videotape.

**Viewing Real-Time Broadcast (Two-Hour Session):** Watch the full program, then do each of the activities.

**Viewing Videotapes (One Two-Hour or Two One-Hour Sessions):** Watch each video segment listed below, then do the related activity. If you can only meet for an hour, do Part 1 as one session and Part 2 as another. Please complete Part 1 before doing Part 2.

<b>All times are approximate</b>	VIEWING REAL-TIME BROADCAST Watch the full program, then do each of the activities below.	VIEWING VIDEOTAPES Watch each video segment listed below, pausing after each one to do the related activity.
<b>Watch Full Program</b>	58 minutes	
<b>Do Getting Ready 1: Land Grab</b>	15 minutes	15 minutes
<b>Watch North Africa/Southwest Asia Part 1:</b> Israel: Sacred Space Under Siege		29 minutes
<b>Do Going Further 1: Refugee Reflection</b>	15 minutes	15 minutes
<b>Do Getting Ready 2: Pyramids of the Future</b>	15 minutes	15 minutes
<b>Watch North Africa/Southwest Asia Part 2:</b> Egypt: Water in the Desert		29 minutes
<b>Do Going Further 2: Making Connections</b>	15 minutes	15 minutes

**Note:** Readings are not included here. These should be completed prior to the workshop session. See Before You Watch for more information.

## Part 1. Israel: Sacred Space Under Siege

### Getting Ready 1: Land Grab (15 minutes)

Divide into two groups. Each group will be negotiating for control of half the meeting space. Each group has **five minutes** to decide which areas it wants (and why) and to select three representatives to negotiate. The six representatives will have **three to five minutes** to negotiate their "land deal." Then spend the remaining time (approximately **five minutes**) discussing the exercise as a group. What factors influenced your selection of desired space? How did negotiations proceed?

**Site Leader:** Please divide participants into two groups for this activity. Keep track of the time as participants move through the different five-minute sections of this activity.

Be thinking of the factors influencing conflict and cooperation in the division of space as you watch the video program.

# Workshop Session, cont'd.

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## Watch Part 1. Israel: Sacred Space Under Siege (30 minutes)

### Questions To Consider

1. What sorts of regions—formal, functional, perceptual—do you see in the case study? How is each defined in the context of the case study?
2. How can understanding multiple regional definitions assist in resolving the conflict in Jerusalem?
3. How have historic and geographic factors resulted in conflict in Jerusalem and Israel as a whole?
4. How does the classroom activity serve to increase understanding of how differing points of view and self-interests play a role in conflict over territory and resources?
5. How does the classroom activity engender empathy for competing points of view in Ungennette Brantley Harris's students?

### Going Further 1: Refugee Reflection (15 minutes)

Our featured lesson investigated the plight of Palestinian refugees. Working individually, take **five minutes** to briefly answer the following questions:

- Why is it important for students to know about Palestinian refugees?
- Why is it important for students to understand the meaning of the term "refugee?"
- Why is it important for students to understand competing points of view?
- Choose another refugee situation elsewhere in the world. How might this lesson be adapted to explore that situation?

**Site Leader:** Please instruct participants to work individually for the first five minutes. Please keep track of time and facilitate group discussion for the remaining 10 minutes by moving through participants' answers to each of the questions.

The remaining **10 minutes** will be spent in discussing your answers in a group.

## Part 2. Egypt: Water in the Desert

### Getting Ready 2: Pyramids of the Future (15 minutes)

Working individually, analyze the Egypt population pyramids for the years 2000, 2025, and 2050 and briefly answer these questions.

- What do these graphs tell you?
- What other information do you need to know in order to determine what these trends mean for the country in question?
- How might you explain population pyramid interpretation in your classroom?

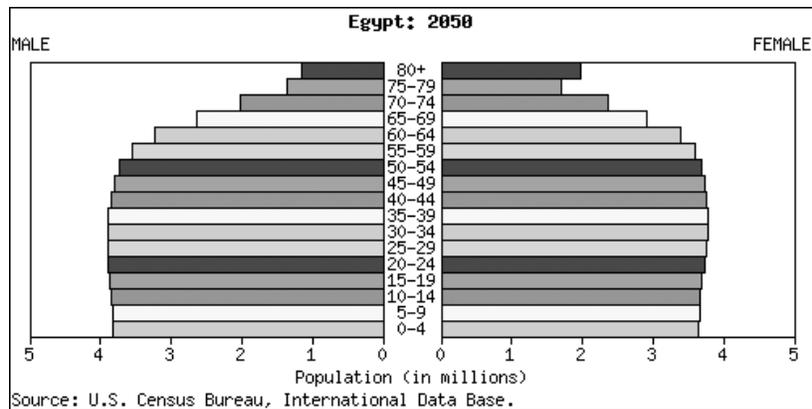
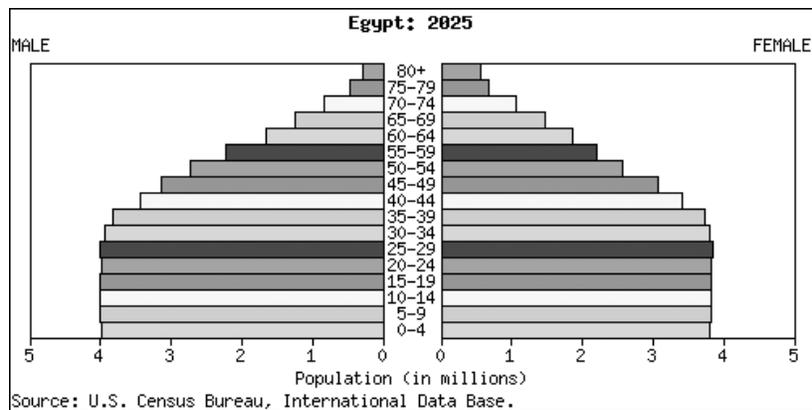
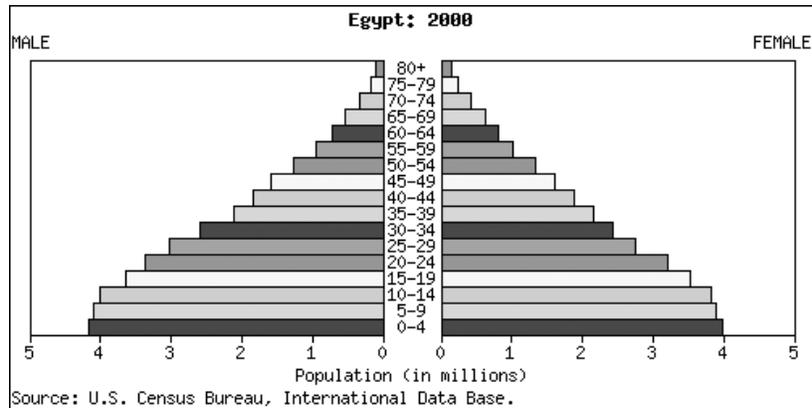
**Site Leader:** This activity involves analyzing population pyramids. Please make sure that everyone has a copy for this exercise. Begin with five minutes of individual work and then open things up to group discussion for the remaining time..

Use the remaining **10 minutes** to discuss these population pyramids as a group.

Keep the questions and your answers in mind as you watch the video program.

# Workshop Session, cont'd.

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# Workshop Session, cont'd.

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## Watch Part 2. Egypt: Water in the Desert (30 minutes)

### Questions To Consider

1. What is the connection between the Nile and the evolution of civilization in this region?
2. In what ways has technology both reduced and heightened tensions over land and water use in Egypt?
3. What are the human and physical consequences of efforts to overcome the scarcity of water?
4. How does Cynthia Ryan engage her students in ways that make the topic more personal to them?
5. What evidence do you see in Cynthia's lesson that her selection of geography content is guided by the National Geography Standards rather than a single text?

### **Going Further 2: Making Connections (15 minutes)**

Cynthia Ryan believes that geography is about discovering "connections." Using examples from the video, explain how Cynthia's perspective on geography is demonstrated in her lesson. How does she connect Egypt and the Nile to her students' lives? How does she connect the standards to her lesson?

**Site Leader:** Discuss the issue in a large group.

## Featured Lesson Plans

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Go to the workshop Web site for the lesson plans featured in the classroom video segments: **Gaza: The Two Perspectives**, contributed by Ungennette Brantley Harris and **The Gift of the Nile: Egypt and Its River**, contributed by Cynthia Ryan. Please note that not all material covered by the lesson plans was presented in the video segments.

*Teaching Geography* Web site: [www.learner.org/channel/workshops/geography](http://www.learner.org/channel/workshops/geography)

# Resources

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## Print Resources

*At the Entrance to the Garden of Eden: A Jew's Search for God With Christians and Muslims in the Holy Land*, (2001), Yossi Klein Halevi, William Morrow & Co.

Given the inseparable nature of religion and state in the Middle East, Halevi asks whether the common bonds of faith among Jews, Muslims, and Christians can heal the wounds that politics cannot.

*A History of God: The 4,000-Year Quest of Judaism, Christianity, and Islam*, (1994), Karen Armstrong, Ballantine Books.

Armstrong traces the circuitous road to monotheism, showing how Judaism, Christianity, and Islam have overlapped and influenced each other.

*Islam: A Short History*, (2000), Karen Armstrong, Modern Library.

Armstrong discusses the roots of Islam, its expansion into a political empire, clashes with Western crusaders, the debacle of European colonialism, and how Islamic fundamentalism has become a present-day, worldwide phenomenon.

## Web Resources

### Article: "Water and Peace in the Middle East"

[http://news.nationalgeographic.com/news/2000/07/0714\\_water.html](http://news.nationalgeographic.com/news/2000/07/0714_water.html)

### Palestine-Net

<http://www.palestine-net.com>

This site offers updates on news, tourism, and geography as well as a searchable database for information about Palestine.

## Curriculum Resources

### Lesson Plan—Salt of the Earth

<http://fga.freac.fsu.edu/academy/eurprob.htm#activity4>

### Xpedition Hall: Culture Goggles

<http://www.nationalgeographic.com/xpeditions/hall/index.html?node=27>

This interactive Web site demonstrates how culture affects our perceptions by illustrating how the city of Jerusalem appears through the eyes of people from three faiths: Jewish, Christian, and Muslim. Additionally, it offers three lesson plans dealing with Standard 6: How Culture and Experience Influence People's Perceptions of Places and Regions.

### Lesson Plan—Through the Eyes of a Refugee

<http://www.nationalgeographic.com/xpeditions/lessons/01/g912/refugee.html>