

RETHINKING THE REGION:

New Approaches to 9-12 U.S. Curriculum on the Middle East and North Africa

UNIT: EMPIRE AND NATION

TOPIC Three Traits, Three Leaders, Three Paths	
LESSON OVERVIEW	In this lesson, students will create a timeline to learn about significant historical events in the MENA region. The class will use the timeline and regional maps to frame their discussion about how the region changed over the course of the 20 th century. Using this historical knowledge, students will analyze speeches by Attaturk, Aflaq, and Al-Banna – leaders from Turkey, Syria, and Egypt respectively, to discuss their leadership styles with a specific focus on the various kinds of nationalism in the MENA region.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • How do ideas of empire and nation manifest in different ways? • What are the origins of (different forms of) nationalism in the MENA region? • Should individuals be credited for national-level changes?
LESSON OBJECTIVES	<p><u>Learners will be able to:</u></p> <ul style="list-style-type: none"> • Understand the ways in which colonial encounters shaped the ideas of nation in MENA. • Understand the ways in which events in particular in one place influence another during a similar time period. • Understand how particular leaders influenced the paths their respective states took and be able to relate it to current politics and events in the region. • Understand the diversity in manifestations of nationalism in MENA.
STANDARDS	<p><u>Common Core Standards</u></p> <p><i>Common Core Grade 9-10:</i></p>

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Common Core Grade 11-12:

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

New York State Standards

Performance Indicators Students will:

Standard 2, Key Idea 1

- Analyze historic events from around the world by examining accounts written from different perspectives
- Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras
- Analyze changing and competing interpretations of issues, events, and developments throughout world history
- Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over

	<p>time</p> <p><u>Standard 2, Key Idea 2</u></p> <ul style="list-style-type: none"> • Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen • Explain the importance of analyzing narratives drawn from different times and places to understand historical events • Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes <p><u>Standard 2, Key Idea 3</u></p> <ul style="list-style-type: none"> • Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world <p><u>Standard 2, Key Idea 4</u></p> <ul style="list-style-type: none"> • Interpret and analyze documents and artifacts related to significant developments and events in world history • Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface (Taken from National Geography Standards, 1994) <p><u>Standard 3, Key Idea 2</u></p> <ul style="list-style-type: none"> • Locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994)
MATERIALS	<p><u>Pre-Class Activity</u></p> <ul style="list-style-type: none"> • Timeline Sheets / Template

	<p><u>Day 1</u></p> <ul style="list-style-type: none"> • Assorted colored markers • Map or Maps of the MENA region • Homework (for each student/per group) • Leader bio sketch • Country background • Primary source excerpt • Glossary of terms (from Millet lesson) <p><u>Day 2</u></p> <ul style="list-style-type: none"> • Question Sheet • Graphic Organizer
<p>PROCEDURE</p> <p>PRE-CLASS ACTIVITY</p>	<p>1. <u>Pre-Class Activity</u></p> <ul style="list-style-type: none"> • Students will contextualize and map the time period under study from the Modern period to present day. As such, there are several ways a teacher may wish to conduct this activity: <p><u>Option A:</u></p> <ul style="list-style-type: none"> • Assign students a country from the MENA region and instruct them to research and list the major events in this country’s history on the timeline sheets provided. A list of countries is provided below. Depending on the class size, the teacher may wish to assign each student a country or instruct several students to work on a particular country. The countries in bold are essential: <ul style="list-style-type: none"> • Algeria • Egypt • Iran • Iraq • Israel • Jordan • Libya • Lebanon • Morocco • Palestine • Saudi Arabia • Syria

	<ul style="list-style-type: none"> • Tunisia • Turkey • Yemen <ul style="list-style-type: none"> • Students should also be instructed to briefly research the events that they find. <p><u>Option B:</u></p> <ul style="list-style-type: none"> • Provide students a list of the major events in the Middle East (see teacher resource handout: Modern Middle East Timeline). Ask them to research the ones in bold and to add any other major world events that were occurring at the time (e.g. World War I; independence movements in South Asia). Alternatively, the teacher can add these major events to the timeline him/herself.
<p>PROCEDURE</p> <p>DAY 1</p>	<ol style="list-style-type: none"> 1. <u>Timeline Review (35 minutes)</u> <ul style="list-style-type: none"> • Teacher will project maps of the region or hand out a series of smaller maps that reflect how the region has changed over the course of the 20th century (If internet and smart board is available, the teacher can show the following 90 second interactive map: Imperial History of the Middle East available at: http://www.mapsofwar.com/ind/imperial-history.html). Teacher will post large poster sheets with a timeline around the classroom. The timeline will have 5 (or 10) year intervals from 1900 to present day. (5 minutes) • The teacher will then instruct the students to map their assigned country's major events on the timeline. Each country should be represented by a different color on the timeline so that the events are more visually meaningful. (20 minutes) • Once the timeline is complete, the students will be given ten minutes to read the timeline. (10 minutes) 2. <u>Discussion (15 minutes)</u> <ul style="list-style-type: none"> • Open the class to a discussion, addressing the following questions: <ol style="list-style-type: none"> a) What were the significant events that were happening during the rise of leaders Attaturk, Aflaq, and Al-Banna? b) Were these events in isolation? How did certain events in one country have an impact on other countries and/or the region at large?

	<p>3. <u>Key Terms (5 minutes)</u></p> <ul style="list-style-type: none"> Teacher may wish to go over glossary with key terms (particularly nationalism, colonialism) and relate to this particularly lesson, which focuses on nationalism. <p>4. <u>Assign Homework</u></p> <ul style="list-style-type: none"> Hand out the speeches by Attaturk, Aflak, and Al-Banna to each student. Assign students one of the three leaders to study. Instruct them to do research and take notes on the leader they are focusing on. They should prepare a short biosketch of the leader. <p><u>Prompt:</u> We will be discussing nationalism in our next class. As you do your research, think about how ideas of empire and nation are manifested in different ways.</p> <p><u>Questions to Consider:</u></p> <ol style="list-style-type: none"> Who was this individual? What are some of their key accomplishments? What do you know about the context in which this individual lived? What is your understanding of your assigned leader’s view of nationalism? Do you think that this individual can be single-handedly credited for advancing their notion (or brand) of nationalism? Why or why not? Whose voices are missing? What aspects of this nationalism do we see in contemporary world events focusing on the MENA region (including Turkey)?
<p>PROCEDURE</p> <p>DAY 2</p>	<p>1. <u>Small Group Activity (15 minutes)</u></p> <ul style="list-style-type: none"> Organize class into groups according to the leader they studied. Hand out questions and graphic organizer (three groups or six groups, depending on class size). Instruct students that they will have 15 minutes to fill out the graphic organizer on the leader they studied. <p>2. <u>Small group discussion (20 minutes)</u></p>

	<ul style="list-style-type: none"> Instruct students to jigsaw into new groups; make sure that students represent all three leaders/perspectives in each group. Instruct students to help each other fill out the remaining graphic organizer. <p>3. <u>Open Discussion (20 minutes)</u></p> <ul style="list-style-type: none"> Discussion (refer to essential questions) What aspects of nationalism do we see in contemporary world events focusing on the MENA region? How is nationalism represented and embodied by these leaders? What were major similarities and differences between three leaders? What is the relationship between the actions and ideas of these leaders and the legacies of colonialism?
<p>REFLECTION /EXTENSION ACTIVITIES</p>	<p><u>Reflection 1: Contemporary Nationalism</u></p> <ul style="list-style-type: none"> Teachers can lead a discussion on how students can draw from these materials to understand the way nationalism is constructed today or at a particular period the teacher wishes the students to focus on (e.g., American Revolution, Cold War, post-9/11, etc.). <p><u>Extension Activity 1: Missing Voices</u></p> <ul style="list-style-type: none"> Alert students of the most glaring connection among the three world leaders – they were all men. How did women play a role during this time, particularly in the spirit of nationalism? The teacher can provide the notable example of Umm Kulthum, “The Lady of Cairo.” Her voice was revered in the MENA region as she seamlessly combined classical folk songs and love poems with Quranic verses (refer to the resource below). Encourage students to identify other women who shaped nationalistic efforts during this period (perhaps related to the country they researched for homework). In addition, an entire curriculum on Um Kulthum is available from Al Bustan Seeds of Culture: http://albustanseeds.org/digital/kulthum/for-educators/lesson-plans/#.Ue6CwxaPAW8. <p><u>Extension Activity 2: Inciting Revolution Through Social Media</u></p> <ul style="list-style-type: none"> Social media played a significant role in the contemporary Arab Uprisings.

	<p>Aside from activists calling for revolution, Egyptian President Mohamed Morsi used Twitter to communicate with people. What if Attaturk, Aflaq, and Al-Banna had had access to social media? What kinds of things do you think they would tweet? In small groups, come up with five tweets for each leader to reflect their brand of nationalism. Then discuss the role of social media and revolution. Extend to discuss other popular media used during the contemporary revolution such as art (graffiti), music (hip-hop), etc.</p>
<p>ADDITIONAL RESOURCES</p>	<ul style="list-style-type: none"> • Browse: Brief timeline of the Middle East: http://www.teachmideast.org/essays/28-history/42-timeline-of-the-middle-east-in-the-20th-century • Listen: Um Kulthum: http://www.npr.org/templates/story/story.php?storyId=124612595 • Browse: Um Kulthum curriculum http://albustanseeds.org/digital/kulthum/#.UIKsABZmSfQ • Listen: Audio of Ataturk's 1933 speech: http://www.kultur.gov.tr/EN,31350/biography-of-aturk.html

