

RETHINKING THE REGION:

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

UNIT: WOMEN AND GENDER

TOPIC	
Using Primary Sources to Explore Gender in the Middle East and North Africa	
LESSON OVERVIEW	In this lesson students will work with primary sources to conceptualize the diversity among women’s roles, experiences, and realities in the Middle East and North Africa (MENA). Students will rotate through three stations where they examine and discuss how the photographs and pieces of writing challenge their previous views of women in MENA. Students will deepen their knowledge and understanding of gender relations in the region.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • What can we learn from primary sources about women in MENA? • How have artists, writers, and photographers portrayed women? • In what ways do representations relate to diverse lived realities?
LESSON OBJECTIVES	<p><u>Learners will be able to:</u></p> <ul style="list-style-type: none"> • Examine primary source documents. • Use photographs, fiction, and writing to contextualize women’s diverse roles in MENA. • Explore the diversity of women’s experiences and realities in MENA.
STANDARDS	<p><u>Common Core Standards</u></p> <p><i>Common Core Grade 9-10:</i></p> <p>CSS.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 information.</p>

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.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topics in several primary and secondary sources.

Common Core Grade 11-12:

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

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
- Analyze changing and competing interpretations of issues, events, and developments throughout world history

Standard 2, Key Idea 3

- 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
- Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures

Standard 2, Key Idea 4

- Interpret and analyze documents and artifacts related to significant developments in world history

MATERIALS	<ul style="list-style-type: none"> • Primary Source Activity Sheets: make copies of all pages for all students, or have enough copies of the Group 1, 2, and 3 sheets for one-third of the class. • Newsprint/Chart paper • Markers
PROCEDURE	<ol style="list-style-type: none"> 1. <u>Primary Source Activity (50 minutes)</u> <ul style="list-style-type: none"> • Divide the class into three groups. Have three corners or stations set up in the room, each with one-third of the sheets (Group 1 at one station with a newsprint/chart paper and markers, Group 2 at another station with a newsprint sheet/chart paper and markers, and Group 3 at a third station with a newsprint/chart paper and markers). • Assign each group to one of the three stations. Explain that each group will rotate to each station and spend 15 minutes with the information sheets. • Tell students to read the information on the sheets at their station and make any notes from their discussion on the newsprint/chart paper using the markers provided. Ask them to consider and note down anything they found surprising or any information that challenged what they previously knew about women in the Middle East and North Africa. • After each 15 minutes, ask each group to rotate to the next station and engage with the materials there, adding any comments and thoughts to the newsprint/chart paper at that station. 2. <u>Closing (10 minutes)</u> <ul style="list-style-type: none"> • After all groups have engaged with all the materials, invite all students to do a “gallery walk” to review the comments/phrases/questions students have written up on the newsprint sheets/chart paper at each station. 3. <u>Questions for further reflection/connection to today</u> <ul style="list-style-type: none"> • What do we learn from primary source materials that can inform us about gender relations in the Middle East and North Africa over the past several decades? • How does gender affect men as well as women in limiting and shaping their roles in society?

	<ul style="list-style-type: none"> • How do men and women work together for social change?
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> • Have students consider this article about the group Kurd Men for Equality and their actions to bring attention to gender inequality through a Facebook campaign: http://www.huffingtonpost.co.uk/2013/04/25/kurdish-men-cross-dress-facebook-campaign-champion-womens-rights-iran-pictures_n_3153327.html. • Have the class screen the 2007 film <i>Persepolis</i> about the Iranian Revolution from a young woman's perspective. Entire film accessible on YouTube at http://www.youtube.com/watch?v=fNx4Pa2Gqfk. • Choose some images from the book <i>Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity</i> by Afsaneh Najmabadi (University of California Press, 2005) to have students examine and think about gender. Consider both men's and women's roles in different societies and how these roles are shaped by different social and political realities. • The teacher can choose, or students can review, some of the posts on Muslimah Media Watch that addresses women's issues in the Muslim world: http://www.patheos.com/blogs/mmw/. • Consider screening a film from the <i>Women Pioneers Collection</i> of Arab Film Distribution's listings: http://www.arabfilm.com/item/390/.