



Teaching the Middle East: A Resource for High School Educators

Empires To Nation-States – Islamic Period

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Lesson Plan 1:

Colonial Legacy and Conflicts in the Middle East

General Description of Lesson Plan: The lesson addresses influences and impact of colonial powers. Students will begin to gain clarity into the real and perceived conflicts in the Muslim world, specifically the Middle East. Assigned reading material along with the teachers' guidance students will learn and understand the economic and political motives of the European powers and the effects on the social, cultural and religious structure of Imperial Muslim World.

Created By: Farhat Khan, Roosevelt High School, Chicago, IL

Subject Area(s): History, Global Studies, Political Science

For Grade Level(s): 9-12

Time Needed: Six to eight class sessions

Outcomes/Objectives:

At the culmination of this lesson students will be able to decipher the images and perception of the Muslim World and the Middle East portrayed in the media from an informed perspective. Students will also gain knowledge about the dynamics of Islamic empires and their transition to more representative governing bodies. Students will have an opportunity to look at the pros and cons of two governing systems from an Islamic perspective and from a universal perspective.

Materials:

- Reading material on Islamic Law, societal structure during the zenith of the Ottoman Empire.
- Biographical reading materials on Kemal Atta Turk of Turkey, Col. Nasser of Egypt and Shah Pehelavi of Iran and key players in the region including present day
- Reading material on Arab Mandates post-World War 1

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- Information on Balfour Declaration and Sykes-Picot Agreement. Additional information available in the links provided at the end of the module: Please click on the following links:
 - Map of the Ottoman Empire, 1798-1923.
<http://www.worldstatesmen.org/Ottoman.jpg> (accessed July 17, 2009).
 - Map of areas at one time under Muslim rule.
http://datamining.typepad.com/data_mining/images/muslmwor.gif (accessed July 17, 2009)
 - Political map of the Middle East. University of Texas.
http://www.lib.utexas.edu/maps/middle_east_and_asia/txu-oclc-192062619-middle_east_pol_2008.jpg (accessed July 17, 2009).
- A time line of events to the present.

Suggested Procedure(s):

- Students will be required to view news dealing with the conflicts and/or issues dealing with the Middle East. Students will keep a running log of the news items and all related details.
- Students will look for a common underlying theme.
- Students will offer solutions to present day conflicts.
- Students will look at the present issues from a historical perspective and offer solutions.
- Students will decide if the same problems exist or the same solutions are applicable.
- Teacher will assign appropriate readings to gain a clearer understanding of the cultural dynamics of the region.

Evaluation/Assessment Strategies:

- Completion of assigned reading material
- Participation and depth of understanding of the subject matter
- Completion of a research paper on a relevant topic selected by the student

Use these guiding questions to spur discussion in your classroom:

1. What are the similarities and differences between colonial powers helping and assisting the countries they once controlled in self administration and self rule and the United States' presence in Iraq and/or Afghanistan trying to establish a civil government and implement "democracy?"
2. Why didn't colonial powers make a clean break and give the newly formed nation-states complete autonomy?
3. Is it possible to synthesize a liberal democratic governing system with a traditional Islamic governing system?

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Evaluation Rubric:

Research Report: Empires to Nation-States/Colonial legacy

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraph structure was not clear and sentences were not typically related within the paragraphs.
First Draft	Detailed draft is neatly presented and includes all required information.	Draft includes all required information and is legible.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.

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Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Internet Use	Successfully uses suggested internet.	Usually able to use suggested internet.	Occasionally able to use suggested internet.	Needs assistance or supervision to use suggested internet.