



Teaching the Middle East: A Resource for High School Educators

Empires To Nation-States – Islamic Period

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Lesson Plan 2: A New Political Identity

General Description of Lesson Plan: This lesson will explore the concept of identity and the types of identities and their impact on individuals.

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

Subject Area(s): Political science, History, Geography

For Grade Level(s): 11-12

Time Needed: Five to seven class sessions

Outcomes/Objectives:

Students will understand the concept of identity and the role it plays in defining and shaping individuals and communities. Students will learn that individuals have multiple identities and these are in hierarchical order. At the culmination of the lesson students will have clarity about social, political and religious struggles and conflicts in the Middle East and their impact on the West.

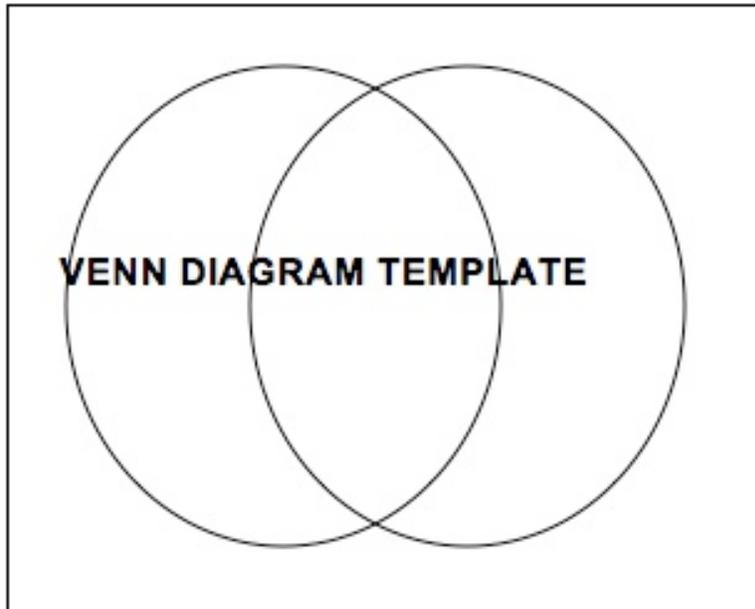
Materials:

- Maps including present day world and Middle East, a map indicating territories during World War 1 and 2 and a Map of the Ottoman Empire, 1798-1923. Teachers please refer to Map of the Ottoman Empire, 1798-1923, at: <http://www.worldstatesmen.org/Ottoman.jpg>, in addition to, Map of areas at one time under Muslim rule. http://datamining.typepad.com/data_mining/images/muslmwor.gif.
- Texts from Quran, appropriate videos on the history and ideology of Islam, Ottoman Empire and World Wars 1&2
- Supplemental and independent reading materials
- Photographs and images from the Image Resource Bank of this module
- Text books

Teaching the Middle East: A Resource for High School Educators

Lesson Plan 2: A New Political Identity

- Venn diagram template for the identity module to be created by the teacher (see sample below)



Suggested Procedure(s):

- Students will be asked to complete the module to assign various identities to themselves. The center of the diagram is the defining identity and branch out into other.
- Teacher will lead the discussion as students describe their various identities, for example the primary identity is a woman, branching into woman of Pakistani origin, further expanding to religious affiliation
- Students will describe and give reasons for their particular module.
- Discuss negotiable and non- negotiable issue.
- Discuss and importance and hierarchy of the various labels.

The discussion should lead into the primary and inherent ideologies of tribal, linguistic and religious groups and the idea of belonging and sharing several common traits.

Introduce the concept of penetration of foreign elements i.e. ideology, cultural values, religion and religious values.

Students will gain a deeper understanding that formation of nation-states in the Middle East imposed foreign elements and encroached upon deeply imbedded cultural and religious beliefs. Tribal and linguistic affiliations were often ignored, people who were most effected were not part of the decision making process.

Teaching the Middle East: A Resource for High School Educators

Lesson Plan 2: A New Political Identity

Evaluation/Assessment Strategies:

- Completion of the identity module
- Level and depth of class participation
- Demonstration of clarity about the issues
- Ability to identify places and boundaries present and past on multiple maps
- Ability to complete and assign meaning to textual material.
- Ability to identify key players/individuals, instrumental in formation of nation-states
- Ability to comprehend the difference between an imperial governing body and the definition of nation state.
- A final essay exam

Use these guiding questions to spur discussion in your classroom:

1. Are present day nation-states in the Middle East inclusive and representative?
2. Do you think that individuals living under the governance of present day nation-states have strong feelings of nationalism?
3. If allowed to do so, how might present day political and geographical boundaries change and would it reduce or eliminate unrest and conflict?

Teaching the Middle East: A Resource for High School Educators

Lesson Plan 2: A New Political Identity

Evaluation Rubric:

Political Identity, Analyzing Information

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates at least 4 facts in the article and gives a reasonable explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Identifies opinions	Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.	Student accurately locates 4 opinions in the article. Explanation is weak.	Student has difficulty locating opinions in an article.
Relates Graphics to Text	Student accurately explains how each graphic/diagram	Student accurately explains how each graphic/diagram	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.

Teaching the Middle East: A Resource for High School Educators

Lesson Plan 2: A New Political Identity

	is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	is related to the text.		
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstandings.	Student has great difficulty summarizing the article.