



Teaching the Middle East: A Resource for High School Educators

The Middle East as Seen Through Foreign Eyes: From Antiquity to the Nineteenth Century

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Lesson Plan 1:

Imaging the Near East: Examining Historic Images in a Modern Context

General Description of Lesson Plan: In peer groups, students will examine several samples from the image bank to compare historic representation of European (and American) cultural consciousness of Near Eastern antiquity and Middle Eastern society.

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Subject Area(s): World History, AP World History, Social Studies

For Grade Level(s): 11-12 Honors/AP

Time Needed: One to three days

Outcomes/Objectives:

Students will develop a greater skill set in both examining and talking about images that contain an important historic context and a strong social meaning.

Prior Knowledge:

Students should have read Stolper's module (The Middle East Seen Through Foreign Eyes: From Antiquity to the Nineteenth Century) and answered the guided reading questions that accompany each section.

Materials:

Digital projector, laptop/desktop computer

Suggested Procedure(s):

1. Create peer groups of 3-4 students, and arrange desks such that students face each other.
2. Assign each group a set of images to examine along the following categories:
 - I(a). Images of Conflict—Alexander (#1 & 2)
 - I(b). Images of Conflict—Ottoman & Umayyad (#3, 4 & 5)
 - II. Images of European "tellers" of Middle Eastern Culture (#6, 7 & 11)

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III. Colonial Interactions (#8, 9 & 10)

IV. Neutrality? (#12 & 13)

V. Delecroix's Orientalism (#14 & 15)

3. Each student group should closely examine each image assigned to them by making note of 1) what they see, followed by 2) interpreting what they see.¹

Directions:

- a) Identify what is “in” the image while avoiding subjective terms that may color one's opinion—instruct students to be literal and concrete.
- b) create a list of the artifacts observed
- c) examine the list in the context of the subject, title and artist and offer evaluative interpretation.

4. Using a combination of facts within the image (details) and subjective meaning attached to the details, students should come to a consensus (or as close as possible) that states what the image says to the audience about 1) the subject, and 2) the artist's culture.

5. Students will make a formal presentation of their material including a synopsis of their conclusions. (see presentation guidelines below)

6. [**Optional Individual Essay**] Students will compose a formal 2-3 page essay analyzing two images and how they specifically relate to the text of the module. The thesis of the essay should emphasize the historic period the images were constructed and the reflection of that period in the detail of the work. However, the construction may follow a similar format to the presentation guidelines (see below), first identifying significant details and then analyzing the historic-cultural relationships.

Peer Group Instructions & Presentation Guidelines:

1. After each group has been assigned a set of images, they will briefly analyze each image assigned to them and identify details significant to:

- artistic skill (what is “more” interesting to look at/eye catching?)
- detail intended to/may represent the subject's culture
- detail intended to/may represent the artist's culture

2. Each group will then interpret these details striving to link them with either the subject's or artist's culture. (Sample questions: what does this detail “say” about Islam? Arabs? Muslims? What does this detail say about the artist's interpretation of Islam? Arabs? Muslims?)

¹ Students often have difficulty with this procedure, naturally expressing what they “think they see” rather than stating precisely what is in the image. If this process is new, please model the lesson for students using another image (add ½ of a 45 min. class period).

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3. Each group will prepare an oral statement that summarizes the overall interpretation of the image as related to the subject of this module: how is the Middle East seen through foreign eyes?

-To help facilitate the difference between step 2 & 3 the classroom teacher may the guiding questions below.

Evaluation/Assessment Strategies:

- 1) Peer collaboration
- 2) Formal presentation & image analysis
- 3) 2-3 page essay

Use these guiding questions to spur discussion in your classroom:

1. What does this image say about the individuals or groups being depicted? Is it a positive or negative representation?
2. What does this image say about the artist's culture?
3. From a modern, 21st Century perspective, is it a positive or negative representation? Why?

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Evaluation Rubric:

Collaborative Work Skills: Peer Evaluation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in the presentation. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in the presentation. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in the presentation. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in the presentation. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Time-management	Routinely uses time well throughout the project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but always gets things done by the deadlines.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

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Oral Presentation Rubric: Image Analysis Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Preparedness	Group is completely prepared and has obviously rehearsed.	Group seems pretty prepared but might have needed a couple more rehearsals.	The group is somewhat prepared, but it is clear that rehearsal was lacking.	Group does not seem at all prepared to present.
Image Analysis	Shows a full understanding of the images.	Shows a good understanding of the images.	Shows a good understanding of parts of the images.	Does not seem to understand the image very well.
Directions	Followed directions perfectly.	Followed directions with few improvisations.	Somewhat followed directions.	Did not follow directions

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Lesson 1: Addressing Stereotypes

Evaluation Rubric:

Group Planning – Research Project: Combating Stereotypes Plan

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Summary of problem	Clearly and accurately identifies the problem—all students in the group can identify the problem.	Generally describes the problem—most students in the group can identify the problem.	Vaguely suggests what the problem may be—few members can identify the problem.	Does not identify a problem.
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final presentation. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
Timeframe of Plan	Group independently develops a reasonable, complete timeline describing when different parts of the work will be done. All students in the group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in the group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline.
Foil	Foil is clearly stated and logically fits into the overall scheme of the plan. All students	Foil is stated and logically fits into the overall scheme of the plan. Most students	Foil is stated and reasonably fits into the overall scheme of the plan. Most students	Foil is not clearly stated, or it does not logically fit into the overall plan.

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	understand how the foil works within the plan.	understand how the foil works within the plan.	understand how the foil works within the plan.	
Writing	Writing is clear and all ideas and procedures are cogent.	Writing is clear and most ideas and procedures are cogent.	Writing contains some grammatical errors and some ideas and procedures are unclear.	Writing contains frequent grammatical errors and ideas and procedures are undeveloped and/or unclear.