



Teaching the Middle East: A Resource for High School Educators

The Middle East as Seen Through Foreign Eyes Twentieth and Twenty-First Centuries

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Lesson Plan 1: Addressing Stereotypes

General Description of Lesson Plan: After reviewing Woods' module, students will examine stereotypes in their community and work collaboratively to identify the problem and develop a plan of action to foil the negative social atmosphere or foil more formal propaganda. See the general steps below:

1. Teacher will assign peer groups of 3-4 students.
2. Each group will create a project/project to address stereotyping among their peers from one of two perspectives: 1) combating a negative social atmosphere, and 2) combating propaganda/bias.
3. Outcome will consist of two products: 1) physical project/plan and 2) oral/visual presentation to the class.

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

For Grade Level(s): 11-12 Honor/Regular

Time Needed: Three to five days

Outcomes/Objectives:

Students will identify the most poisonous and pervasive Middle Eastern stereotype within their community and work collaboratively with the classroom teacher to combat those stereotypes. Students will 1) identify a problem, 2) determine a practical solution, 3) create a written plan to realize the solution and 4) sell the plan to a skeptical audience.

Materials:

Digital projector

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Suggested Procedure(s):

1. Form peer groups of 3-4.
2. Each group will identify what perspective they will address: combating negative social atmosphere or combating propaganda.
3. Once this perspective is determined, students will discuss how stereotyping occurs, what mechanism does it use to access their community/peers?
4. Once the mechanism is determined, students will discuss how and why “stereotyping” works through that mechanism leading the conversation to identifying a foil to that specific mechanism.
5. Create a mechanism to foil that stereotyping mechanism. Students should bear in mind that the foil must be practicable, physically practical and emotionally reasonable.
6. When these initial discussions (1-5) are complete students will compose a plan to enact the foil. The written plan should contain the following items:
 - a) *Clear mission statement/objective*: this should be a concise written statement of the problem and the solution.
 - b) *Summary of the plan*: a written narrative of the plan including a predicted outcome
 - c) *Procedures*: specific actions or steps necessary to enact the foil (students should be as specific as possible.)
 - d) *Materials and outside resources*: paper, video, TV, audio equipment, volunteers—these resources can be real or hypothetical (many plans include everything practitioners would like, however grandiose)
 - e) *Time frame*: description of when stages of the plan will be enacted.
7. Presentation to the class and evaluation by classroom teacher

Presentation guidelines:

Each group will be responsible for presenting their plan to the class. The presentations should be no shorter than 5 min, to provide ample opportunity for students to address the following areas:

- a) Summary of problem and the possible foil/solution
 - in this area, students should summarize their group’s rationale in their choice of focus as well as the means to resolve the problem
 - use images to support oral presentation
- b) Summary of the plan to enact the foil.
 - students will emphasize the major steps in their plan, leaving out the smaller details
- c) Question/Answer session for oral critique from classmates

Time limit: 10-15 min (teacher’s discretion)

Options: The teacher may be interested in ordering these such that the oral presentation occurs several days prior to the due date of the written plan so that each group can incorporate new ideas or suggestions from the class presentation.

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Evaluation/Assessment Strategies:

- 1) Peer collaboration
- 2) Formal presentation
- 3) Written plan

Use these guiding questions to spur discussion in your classroom:

1. What are common stereotypes about the Middle East?
2. Where do these stereotypes come from? Where do you see them?
3. Think about a moment when you changed your beliefs about something or someone. What caused you to make that change? How could that tactic be applied to stereotypes about the Middle East?

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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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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.