AND THEN AND THERE WERE 3

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2015 FACDIS International Studies Summer Institute for Teachers

The Middle East: Where to start? How to Teach

POWER STANDARD: The student will evaluate universal human rights and the impact of stereotyping and conformity have on the behaviors of individuals and groups as they develop skills in discussion, debate and persuasive writing.

STANDARD: CIVICS

SS.11.C.1   compare and contrast various citizens' responses to controversial government actions and debate decisions

SS.11.C.6   examine the global challenges of the post 9/11 world and predict problems of the future

STANDARD: ECONOMICS

SS.11.E.9   identify various developed countries (MDC) and developing countries (LDC), evaluate their GDP to determine standard of living of their citizens

STANDARD: GEOGRAPHY

SS.11.G.1   analyze and evaluate the changing boundaries of world maps as a result of wars

SS.11.G.4   connect how natural resources of various regions impact foreign and economic policy decisions

SS.11.G.5   hypothesize how human and environmental interactions pose a threat to mankind and the environment

STANDARD: HISTORY

CLUSTER 9   Demonstrate an understanding of America's continued role in shaping the complex global community since September 11, 2001

SS.11.H.CL9.1   ****assess American foreign policies that may have encouraged Islamic extremists' attack on the western world

SS.11.H.CL9.3	critique the effectiveness of the wars in Iraq and Afghanistan upon the war against terror
SS.11.H.CL9.4	analyze both the positive and negative aspects of the Internet and social networking in revolutionizing thinking and organizing people throughout the world.

STANDARD:	LITERACY
SS.11-12.L.1	cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
SS.11-12.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
SS.11-12.L.3	evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
SS.11-12.L.9	integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
SS.11-12.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
SS.11-12.L.14	develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
SS.11-12.L.16	conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
SS.11-12.L.17	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow o ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

| SS.11-12.L.19 | write routinely over extended time frames (time for reflection) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences |

Materials:

<u>Understanding Islam and the Muslims</u> – The Islamic Affairs Department – The Embassy of Saudi Arabia, Washington, DC

<u>The Qur'an</u>

Blank Venn Diagram

Comparison Chart – Three Abrahamic Faiths

<u>Ten Things Everyone Needs to Know About Islam</u> – John Esposito

Reflection Format – may be located on various web-sites

Various web-sites located by students

APA format

Procedures:

Opening exercise: Students are to individually respond to the prompt – What is your viewpoint of the Islamic Faith in relation to two contemporary topics – Gender and Violent Extremism? – Students are to complete prompt without any prior information or discussion. Give only 10 minutes for students to complete assignment – collect irregardless of degree of completeness – Students will receive their responses back in order to compete final assessment

Day 1   Opening exercise

Introduce the Abrahamic faiths (Judaism, Christianity and Islam) utilizing the comparison charts – this should be a re-teach activity from previous instruction in world history

Allow students time to ingest information and allow time for questions/discussion

Day 2   Introduce term – Islamophobia

Students are to pair and give what they believe the term means

Full class discussion of term

Divide class into groups of three/four – Each group is to locate current maps that reflect the terms "Middle East" or "Far East". Have students compare and contrast countries that are contained in these maps (Hint: cia.gov is great site to locate maps)

Once students have located these maps; have the same groups locate current maps that will identify the location of areas of Islamic faith. Then locate maps that identify religions that are located in various geographical regions – (North America – USA specifically; Central America; Western Europe; North Africa; Middle East; Eastern Europe; Indonesia; Southeast Asia; Asia; or any other area of interest. These maps are to be compiled into one world map – this activity may take more than one day.

Day 3

Utilizing information from the maps located on previous day, student groups are to create a Venn diagram that displays countries in the Arab world, Middle East, or Indonesia that has greatest Muslim populations. Students may not include any countries not located in the Far/Middle East or Indonesia. Diagrams should demonstrate where the greatest number of Muslims are located.

Individual students are to now respond to the following prompt: All Arabs are Muslim and all Muslims are Arab. Cite specific information from map activity to substantiate response.

Day 4

Student groups are now to locate web sites in which they may locate valid information regarding beliefs and practices in all three Abrahamic faiths. Remind them that information may not denigrate or promote any particular religion. Analogies must include same questions of the three religions. One religion may not be more weighted than another.

Student groups are to locate sources that will display stereotypes of the three faiths – these stereotypes should be in the form of political cartoons

Student groups will compile information citing sources of information for validation of accuracy

Day 5   Present students with John Esposito's list which will give them additional information relating to the Islamic faith

Utilizing the above information and previous information students are to begin compiling resources that will be utilized to examine two contemporary issues related to the Islamic faith

1. Gender and Islam
2. Violent Extremism

Day 6   Students will work on the sources that reflect the two contemporary topics and prepare for a full class discussion

Each group will compile a list of sources and outline the information available from each source. Annotated bibliographies should include detailed information that may be utilized in the concluding activity.

Day 7   Groups are to disperse information orally and in written format to all other groups. Discussion of information with question and answer time frame will provide all students with a substantial amount of information on the assigned topics. Students are to examine information and prepare an outline of information that may be utilized in the final assessment

Day 8   Provide students with a brief period of time 10-15 minutes to gather thoughts and prepare for writing assignment

Students are to complete reflection papers responding to the introductory prompt and whether or not their viewpoint has remained the same or changed due to information received. The reflection must contain valid information that will support their particular viewpoint. All sources are to be cited in order to validate information utilized. Student papers will be collected at the conclusion of the block