Bimson Humanities Seminar 2018 Curriculum Project

Teacher: Megan Schulz Grade Level: 9-12 Content Area: AP Human Geography

Title of lesson: Gender Equality in the MENA Region

Content standard(s) addressed by this lesson: (From the AP Human Geography Course Description)

* Measures of development are used to understand patterns of social and economic differences at a variety of scales
  + Explain social and economic measures of development.
  + Evaluate the role of women in economic development and gender equity in the workforce.
* Development is a process that varies across space and time.

Inquiry questions: How does gender equality vary across the MENA region? What factors contribute to gender equality?

Concepts and skills:

* Understanding the Gender Development Index
* Gender equality varies within a region
* Analysis of data related to gender from a collection of maps

Evidence outcomes: Students will be able to evaluate gender equality in the MENA region by gathering data from maps related to women on two MENA countries.

Lesson Activities:

* *Set*: What comes to mind when you think of women in the MENA region? After a brief discussion in pairs and then with the class, I will show students various images of Muslim women (from Gamze’s PP this week) and discuss some of the stereotypes and counternarratives.
* *Data Analysis*: How does gender equality vary across the MENA region? Students will read and compare data from the Gender Development Index. Students have already read in their textbook what factors contribute to GDI scores, but a brief overview of GDI (and how it is different from HDI) might be helpful.
  + After reading the data, students will discuss what they noticed and what surprised them.
* *Investigation of Women in the MENA region*: Using the *Penguin Atlas of Women in the World* and questions from Janet Giele’s framework of dimensions of women’s status, students will gather data from various maps. Then, students will compare gender equality in the two MENA countries selected. Student collection and analysis of data will be followed by a class discussion.
* *Closure*: Students will read and discuss “The Middle East feminist revolution” by Naomi Wolf. How do stories of women in the Arab Spring counter stereotypes of women in the MENA region?

Approximate time: 90 minutes

Materials needed:

* Power Point including images of women in the MENA region
* “Gender Equality in the MENA Region” student handout
* *Penguin Atlas of Women in the World*
* “The Middle East feminist revolution” by Naomi Wolf

Evaluation/ assessment:

* Check for understanding of difference between HDI and GDI
* Investigation and comparison questions following data analysis

Resources used to create the lesson:

* United Nations Gender Development Index: <http://hdr.undp.org/en/composite/GDI>
* *Penguin Atlas of Women in the World*
* “The Middle East feminist revolution” by Naomi Wolf: <https://www.aljazeera.com/indepth/opinion/2011/03/201134111445686926.html>
* Janet Giele’s framework of dimensions of women’s status, found in “Modernizing Women: Gender and Social Change in the Middle East” by Valentine M. Moghadam