Calvin Eleby, Jr. Global Issues - Grade 9

Unit I and III – Africa & Middle East Lesson Plan: Weeks 1,7, 19 & 25

**Topic**: Perceptions held by non-Middle Easterners and North Africans relating to the people, culture, customs, traditions, and societies of the Middle East and North.

**I: Lesson at a Glance** – Challenging and Offering a Counter-Narrative to the perceptions held by non-Middle Easterners and North Africans relating to the people, culture, customs, traditions, and societies of the Middle East and North Africa resulting from Imperialism and colonialism in the region.

Az. Social Studies Standards (As proposed, Az. Dept. of Education, 2018):

***Strand 2: World History***

*A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.*

***Strand 4: Geography***

*The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth’s places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students’ understanding of history, civics, and economics.*

* Analyzing Culture Geography)
* Population, movement, and migration (Geography)
* Political development (Geography)
* Constructing responses and additional questions in response to exposure to the Interregional interactions including but not limited to European exploration, conquest, Columbian exchange and the trans-African and trans-Atlantic slave systems (W. Hist.)
* Global Imperialism (W. Hist.)
* Decolonization, democratization and the legacy of Imperialism in Asia, Africa, and Latin America (W. Hist.)
* Contemporary global issues including but not limited to global terrorism, globalization, conflict in the Middle East, human rights, regional conflicts, population, environmental issues, technology and information age (Geography)

Inquiry questions: It is expected that during the course of the academic year students will individually and with others:

• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

• Explain how supporting questions contribute to an inquiry and how through engaging source work, new compelling questions and supporting questions emerge.

• Gather and evaluate relevant information from multiple sources representing a wide range of views, using the origin, authority, credibility, structure, and context of the source to guide selection.

• Use evidence drawn from multiple sources to develop, support, and refine claims and counterclaims.

• Using a variety media, present original arguments using claims and evidence from multiple sources to authentic audiences. Critique the use of claims and evidence in arguments for credibility.

• By using disciplinary and interdisciplinary lenses to identify causes of local, regional, and global problems, work to assess options and develop solutions that include individual and collective action.

Concepts and Skills Goals:

*Chronological reasoning* requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

*Historical thinking* involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues

*Historical sources and evidence* are materials left from the past that can be studied, analyzed, and used to develop claims about the past and answer historical, economic, geographical, and political questions.

*Historical thinking* involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

Learning Objectives/Goals:

1. Students will be able to define who and what are Muslims, Arabs, and Islam.
2. Students will be able to recall who are the “People of the Book”.
3. Students will be able to analyze causes and effects of Imperialism and colonialization
4. Students will be able to discuss the lingering effects of Imperialism and colonialization.
5. Students will be able to, by using a new set of lenses identify causes of local, regional, and global problems, work to assess options and develop solutions that include individual and collective action to create a different perception of people, culture, customs, traditions, and societies of the Middle East and North Africa

Prior Knowledge: Their will be very few students with prior knowledge relating to the Middle East and North Africa.

Differentiation: Teacher will walk around the room visiting/listening in on the various small group discussions while paying close attention to those students that need additional assistance

Lesson time: 4 Class periods – 2 class periods each Semester (I and II @ 60 minutes each)

**II. Lesson Development**

Activator: As Students enter the room – per classroom procedures – they will respond to 3 questions that are highlighted on the Smartboard (5-7 minutes)

1. What do you think of when you hear Muslims, Arabs, and Islam?
2. Name at least 3 misconceptions about Muslims, Arabs, and Islam?
3. Share and discuss with partner what you wrote down.
4. Students will share out in whole-group discussion

Match Game: Using Usama approach where he had pictures relating to people, culture, customs, traditions, societies

Video: The Danger of the Single Story (Ted Talk)

Skaters

Instructional Strategies:

1) Teacher will begin whole group discussion as to what students listed as rights that everyone should have and whether students sharing had similar ideas

2) Teacher will go over topic today’s lesson and inform students as to today’s learning goals

3) Teacher will activate students’ prior knowledge by discussing the historical background architecture, writing, music, religion,

4) Teacher will begin a power-point presentation

5) Teacher will stop periodically during the lecture/presentation to check for learning/understanding of the Students

Formative Assessment/Checking for Understanding: Teacher will continually provide areas for processing the main question and will move around the room and listen in on student conversations. Students will be asked to share their thoughts throughout the lesson.

Summarizer/Closing: Call on students to discuss and synthesized what we have learn today about

* 3 things that you learned today;
* 2 additional questions you have; and
* 1 Person you are going to impress with your new knowledge.

References:

Hosan

Usama