

Hagop Kevorkian Center for Near Eastern Studies

New York University

Lesson Plan Template

Personal Information

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Outreach Events Attended at the Hagop Kevorkian Center (please specify event title, semester (fall, spring, or summer, and year)	"Identity, Colonialism, Nationalisms, and Islamisms in the Middle East" Summer 2017 "Teaching with Comics" Spring 2017 "Rumi's Poetry and Sufi Music" Fall 2016 "US and the Middle East" Summer 2016 "Islam and the Americas" Summer 2015		

LESSON TITLE:	STATECRAFT IN THE MIDDLE EAST
AUTHOR:	Abbe Karmen
GRADE LEVEL:	10 th
OVERVIEW OF LESSON:	The themes of this lesson include the construction of nations and of national identity and the role of outside nations in building territorial identities based on self-interest. The objective of this lesson is to inform students about the complicated history of the "creation" of the modern Middle East and to bring to the fore the significance and rich history of the peoples of the region before and after the era of European colonialism. A central learning outcome of this lesson is for students to gain an understanding of the internal and external factors that are at play during the creation of a nation.
SUBJECT AREA:	History, Geography, Religion, Social Studies
COUNTRY/REGIONAL FOCUS:	General Middle East: Syria, Jordan, Iran, and more specifically Iraq.
TIME REQUIRED:	3 class sessions 50 min, 70 min, 50 min
MATERIALS REQUIRED:	Opening Scene of <i>Lawrence of Arabia</i> with Peter O'Toole. As some of the following documents are several pages, you can print enough for students to

	share or one for each student: Sykes Picot Treaty; Balfour Declaration; Map of Modern Day Middle East, McMahon-Hussein correspondence; Saddam Hussein 1990 speech; Colin Powell UN Speech.
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BACKGROUND:

The background for this lesson is a realization that while students may know some information about the conflicts that exist today in the region of the Middle East, few understand the complexity of factors that went into “creating” this region during the era of European imperialism. In order to best understand both this area of the globe and the intricate dealings between the nations within and beyond that region, a historical context of global interactions is required.

CURRICULUM CONNECTION:

This lesson connects to the broader lessons on European Imperialism and the creation of the modern world after WWI. I teach this lesson just after a unit on the Treaty of Versailles. By doing so, students can place the nations of the Middle East in a framework that more traditionally focuses on the reconstruction of Europe after the first global conflict. Additionally, as students often follow current events, they can apply this historical understanding to the shifting events of today.

ESSENTIAL QUESTIONS:

- What factors contribute to the construction of a national identity?
- To what extent do outside forces play a role in the creation of a nation?

LEARNING GOALS:**■ STANDARDS:**

- CCR Anchor Standards for Reading: Key ideas and details & integration of knowledge and ideas, RH 9-10.1-10.3: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information, determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text; analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CCR Anchor Standards for Reading: Key ideas and details & integration of knowledge and ideas, RH 9-10.4-10.6: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science; analyze how a text uses structure to emphasize key points or advance an explanation or analysis; compare the point of view of two or more authors

for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- CCR Anchor Standards for Reading: Integration of knowledge and ideas RH 9-10-7-10.9: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; assess the extent to which the reasoning and evidence in a text support the author's claims; compare and contrast treatments of the same topic in several primary and secondary sources.

PRE-ASSESSMENT:

To assess prior knowledge, I ask student to write down what they know about the Middle East. I provide them with a modern-day map, and they work in groups to identify the nations of the region. I introduce the lesson with a discussion about who *wasn't* invited to the Paris Peace Negotiations in 1919. I assess misconceptions and gaps in knowledge through discussion of past and current events. I also assess what my students know about current events by projecting a map of the Middle East and asking what have they heard in the news about this region. For homework, I ask them to bring in an article from a reliable source about one country in this region, and then in groups, using their articles, they will identify areas of news coverage and topics of interest that are under the public eye at this time.

PROCEDURE:

Day 1: Culture and Structure of Ottoman Empire

Goal of class: Introduce vibrancy of Ottoman Empire and the Arab culture

- Intro lesson; show YouTube clip of Lawrence of Arabia; show map of Arabian peninsula and Ottoman Empire c. 1910-1915; show the images of the attendees at the Paris Peace Conference; show map of Modern Middle East
- Ask questions: what do they see? What do they think is going on?
- Show images of art and play selections of music.
- Introduce and discuss Tanzimat Reforms.
- Provide opportunity for individual reflection and small group discussion and larger take-away ideas.
- End of class leaves students wondering how this world feels the impact of a global crisis miles from their location.

Day 2: "A Land Thrice Promised": the Three Promises and the modern map of the Middle East

Goal of Class: Introduce the Statecraft methods and ideas of European nations to control areas of the Turkish empire. Aim to provide students with an understanding how nations impose structures and limit agency of other nations when certain factors are at stake.

- Recap lesson from previous class
- Hand out copies of **McMahon-Hussein Correspondence**. Have them skim with an eye for tone, intention, and details being discussed
- Project **Sykes Picot** map
- Ask questions: what do they see? What do they think is motivating the actions of the nations involved?
- What is the discussion? What is the subtext? Who has much to gain? Who has what to lose?
- Show map of Pre-State Israel with British Mandate of Palestine area (From
 - What nations now exist in this mandate territory?
 - What impact might British control have on the territorial identity and culture of this area? Ask them to consider a response in light of what they know about Britain's imperial policies and actions.
- Show map of **Balfour Declaration**
- Provide copies of Balfour Declaration from Smith's collection
- Discuss motivations and outcome of Balfour Declaration

Day 3: "Your Enemy's Enemy Is Your Friend": Modern-day Iraq/US relations

Goal of lesson: To provide students with tangible evidence of the long-lasting repercussions of European statecraft and the resistance of forced identities upon the Arab people of specific territories. (This lesson has the potential to be much more than one day, yet it serves to wrap up, however briefly and superficially, the outcome of the events covered in day 1 and day 2).

- Review concepts of mandate, statecraft, and power brokerage
- Provide students with highlighted version of both Saddam Hussein's speech and Colin Powell's address.
- What is each man's message? Who is the audience? What is the intended impact?
- Provide a brief overview of Saddam Hussein's rise to power and the US support of his leadership during its efforts to curb the rising power of Iran.
- Show image of Special Envoy Donald Rumsfeld and Saddam Hussein
- Ask students about factors that led from the efforts at peace in 1919 to the edge of war in 1984
- Consider the big picture: what do students know about the current situation in Iraq and more broadly the Middle East.
- What are their thoughts about the future?

ASSESSMENT:

For this unit, I did not offer any assessments. At the end of the unit, I ask students for

their take away pieces of knowledge and how they can apply those concepts and theories to earlier areas of study.

RESOURCES:

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“Shaking Hands with Saddam Hussein: the US Tilts Towards Iraq, 1980-1984.” The

National Security Archive. <http://nsarchive.gwu.edu/NSAE/NSAE82/>. Date

of Access May 13, 2017.

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“Sykes-Picot: The map that spawned a century of resentment.” BBC News.
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2017.

“Tanzimat Reforms.” Harvard Divinity School: Religious Literacy Project.
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