



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Tuning into Turning Points

by Lisa Adeli

Grade Level/Subject Area:

This task is suitable for secondary level World History classes. It can be easily adapted to different content standards by making minor changes in the directions and by providing a different list of possible events.

This task was designed for use early in the school year (maybe the sixth or seventh week of instruction). Therefore, it does not require students to include a Works Cited list of sources in MLA format or a working knowledge of the difference between primary and secondary sources. If used later in the school year, the assessment could be expanded to include such requirements.

Required Preparation:

Before beginning this assessment, students should know:

- basic research skills (finding information in the library and on the internet, a rudimentary knowledge of evaluating sources for bias and perspective, etc.)
- general developments in modern Middle Eastern history
- a basic vocabulary of words related to Islam and Middle Eastern history

During the assessment, students will need:

- access to a library and/or computer lab
- access to art supplies and/or computers
- presentation technology

Engaging Scenario for the Students:

You work for the Fascinating Film productions company. One of your company's clients, Ambrose Video Publishing, has produced two series of short documentaries called History's Turning Points. Now it wants to produce a third series. Due to increased interest in the Middle East after 9/11/2001, the company wants to develop one or two programs about some important event(s) in 20th century Middle Eastern history. As you are the head of the History Division of Fascinating Films, you are responsible for developing ideas for this program.

You need to choose an event, research it, describe why it is important, and develop a presentation to outline how you would develop it into a documentary. Your last film

proposal, “Why There Won’t Be a Conflict in Syria” had some problems, so this one had better be good! If it is, you might be asked to develop a second program; if it isn’t, your job with Fascinating Films could be history!

List of Possible Topics:

Allies and Arabs in World War I: Lawrence of Arabia
Armenian Genocide
Turkish War of Independence
Ataturk’s Transformation of Turkey
Civil War in Cyprus
The U.S., the Shah, and Mossadeq (1950s Iran)
Iranian Revolution (1979)
Iran-Iraq War
Kurdish Struggle for Independence
Persian Gulf War
The Taliban in Afghanistan
Formation of Israel (1948)
Civil War in Lebanon
Egypt: Nationalization of the Suez Canal
Begin, Sadat, and Carter: the Arab-Israeli Peace Process
Palestinian Revolt - Intifada

Summary of the entire performance assessment:

The final product is twofold: (1) a persuasive essay of 2 pages, describing and giving evidence for their topic’s inclusion in the History’s Turning Points series and (2) a presentation with visuals explaining this material to the class.

Brief synopsis of each task:

Task 1:

Working in groups of 2 or 3, students will choose a topic from the list provided. (Only one individual/group per class may choose a particular topic. If students come up with their own original idea, the teacher must pre-approve it, and students should be prepared to defend its validity.) Working individually, students will **each** locate three different sources of information, only one of which may be from the internet, and write a two-sentence summary of what is in each source. One sentence should describe what kind of information is in the source, and the other should give information on the author’s background and point of view (e.g., where the author is from, which side of the issue he/she supports.) Students in a group may have only **one** source in common, but each student should write his/her own evaluation (sentences) of the source.

Task 2:

After individual students take informal research notes on each source, the group will come up with a catchy title for their show and also create an outline together. Students do not need to follow a specified outline format, but should organize their information effectively.

Task 3:

Each group will write a persuasive essay of two pages (three pages maximum) convincing the representatives from History's Turning Points of the importance of their topic. Students should remember that they need to present evidence to support their view that the topic is significant enough to be included in the History's Turning Points documentary series.

Task 4:

Students will present their ideas to the board of History's Turning Points (i.e., the class). The presentation should be done professionally (with students dressed appropriately and speaking effectively), include visuals (poster or Power Point), and last at least 3 minutes.

Targeted Standard(s) and Indicator(s):

Existing **Social Studies** standards (The newly developed standards are not available yet.):

ISS-P1: Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.

ISS-P3: Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded.

Various content standards from ISS-P7 – ISS–P10 according to the topic chosen by the student.

Full Text of Standard(s) and Indicator(s) in Main Content Area:

Tenth Grade, Writing Standards:

Concept 1: Ideas and Content

Maintain a clear, narrow focus to support the topic.

Write with an identifiable purpose and for a specific audience.

Concept 4: Persuasive

Write a persuasive composition that:

- a. states a position or claim
- b. presents detailed **evidence**, examples, and reasoning to support effective arguments and emotional appeals
- c. attributes sources of information when appropriate
- d. structures ideas
- e. addresses the reader's concerns

Concept 6: Research

- b. integrates information from two or more pieces of primary and/or secondary research information

Unwrapped Standards:***Skills: Be Able To Do***

Apply chronological thinking

Understand the meaning, implications, and import of historical events

Develop historical interpretation

Write with a purpose

Maintain a focus

Write persuasively

Integrate information from different sources

Concepts: Need to Know

Chronological thinking

Historical interpretation

Cause and effect

Purposeful writing

Persuasive writing

Research

Sources

Big Ideas:

1. One historical event affects later historical developments.
2. Research needs a focus in ideas, expressing the relationship of the ideas to the topic.
3. There are different ways to interpret historical events.
4. I need evidence and logical organization to be persuasive.

Essential Questions:

1. How are historical events related to each other?
2. How do I determine what to look for when I do research?
3. Why is it important to have different perspectives on historical events?
4. How do I make arguments persuasive?

Format for the lesson adapted from the Center for Performance Assessment template.