



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Lesson Plan The Onset and Diffusion of the Arab Uprisings

Grades: High School (11-12)

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Subject: Global Relations

Objectives:

1. Students will be able to develop a deeper understanding of the Arab Uprisings within historical, political and social contexts.
2. Students will be able to identify and examine the demands, wishes and concerns of those involved in the Arab Uprisings.

Enduring Understanding:

1. The Middle East is a volatile region in transition today.

Essential Question:

1. Why and how did the uprisings occur and what explains the varied trajectories?

National Content Standards:

Many of the activities will help students to achieve the Common Core English Language Arts Standards for high school History and Social Studies:

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

Key Ideas and Details:

CCSS.ELA-Literacy.RH.11-12.1

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.

CCSS.ELA-Literacy.RH.11-12.2

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.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Craft and Structure:

CCSS.ELA-Literacy.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Procedures:**Introduction (Orientation) Activities:**

1. Students will reflect on what they know about revolutions. Students will answer in their OneNote notebooks the following question- What is a revolution? What are characteristics of a revolution? Identify historical examples of revolutions.
2. Students will share their reflection with another classmate (pair share)
3. Students will discuss with whole class as to what they believe a revolution is, its core components, etc. Ask questions as needed.

Instructional Activities:

4. Inform students that today's lesson focuses on the Arab Uprisings. Students will be provided with a blank map of the Middle East/North Africa and a list of Arab Spring countries and their respective capitals. Without consulting any sources, students will label the Arab Spring countries and capitals in black ink. (Tunisia, Egypt, Libya, Syria, and Yemen) Other countries may be used as well (ie. Bahrain, Algeria)
5. Students will consult the Internet or the world atlas to label the remaining items that they do not know in red ink.
6. Students will be provided with pictures of those in power at the time of the uprisings. Students will guess and place the leader's faces in their respective countries. Provide them with the correct answers. Ask students the following questions: Which protests led to the resignations of the rulers that had held power for decades? Which leaders refused to resign leading to armed rebellions?

PSA (Primary Source Activity):

7. “The Tunisian Revolution did not come out of nowhere” Prior to the reading, ask students what they think that means. What references can they draw?
8. Direct students to read the interview with Sadri Khiari by Beatrice Hibou. The translation can be found here: <http://www.decolonialtranslation.com/english/the-tunisian-revolution-did-not-come-out-of-nowhere.html>
9. As students read the interview, they are to complete the **Hands on History** worksheet.
10. Groups students 3-4 and each student shares his/her notes/reflections from the **Hands on History** worksheet. Once the group discussion has ended, inform students to complete the right hand column of the worksheet.
11. As a follow up, students will watch the following NBC video, entitled: How Rap Music Fueled the Arab Spring Uprisings. Students will summarize the video in their OneNote Journal as they watch the video. Brief class discussion follows thereafter.
<http://worldblog.nbcnews.com/news/2011/09/15/7758131-how-rap-music-fueled-the-arab-spring-uprisings>

Collaborative Group Work:

12. Students will be informed that they will conduct research on an Arab Spring country. Students will be broken into groups and assigned to an Arab Uprising Country. Each group will create a PowerPoint. Students will explore a variety of web resources. They will present their PowerPoint to the class addressing the following questions:
 - What actual event ignited the uprising in your assigned country?
 - What demographic, social, and or economic factors led to the uprising in your assigned country?
 - What type of political system did the leader of the country use to govern?
 - When did the protests start?
 - How did the government respond?
 - Who were some key state actors and non-state actors? Identify three important people.
 - What else is important to know about this country?
 - What is the aftermath and the result?
13. As groups present, students will take notes on the historical context of each country’s protest.

Recommended Resources for Group Research:

Egypt:

Al Jazeera: Egypt Revolution: 18 days of people power

<http://www.aljazeera.com/indepth/inpictures/2016/01/egypt-revolution-160124191716737.html>

Yemen:

BBC: Q&A–Yemen Crisis

<http://www.bbc.com/news/world-middle-east-14988945>

Libya:

BBC: Libya Conflict Q&A

<http://www.bbc.com/news/world-africa-14612570>

Al Jazeera: Empire—A Revolution for All Seasons (watch 21:23-23:20)

<http://www.aljazeera.com/programmes/empire/2011/11/201111311165635164.html>

Syria:

BBC: Syria Conflict: from peaceful protest to civil war

<http://www.bbc.com/news/world-middle-east-21797661>

Al Jazeera: Empire—A Revolution for All Seasons (watch 2:23-6:25)

<http://www.aljazeera.com/programmes/empire/2011/11/201111311165635164.html>

Syria’s Climate Change War Comic Reader

Author: Audrey Quinn

Comic Reader attached

Tunisia:

Al Jazeera: Tunisian Revolution

<http://www.aljazeera.com/indepth/inpictures/2015/12/tunisian-revolution-151215102459580.html>

Al Jazeera: Empire—A Revolution for All Seasons (watch 23:25-28:22)

<http://www.aljazeera.com/programmes/empire/2011/11/201111311165635164.html>

Arab Uprisings:

New York Times: Arab World Uprisings: A Country-by-Country Look

<http://www.nytimes.com/interactive/world/middleeast/middle-east-hub.html?action=click&contentCollection=Middle%20East&module=RelatedCoverage®ion=Marginalia&pgtype=article>

NBC News Arab Spring Cagle Cartoons:

http://www.nbcnews.com/id/43104374/ns/politics-picture_stories/displaymode/1247/?beginSlide=1

Time: The Middle East in Revolt

<http://content.time.com/time/specials/packages/0,28757,2045328,00.html?iid=redirect-egypt>

Wrap-Up:

14. Students watch the hip hop artist El General’s video “President, Your People Are Dying.”

<https://www.youtube.com/watch?v=IeGIJ7OouR0>

Provide a copy of the lyrics as well.

Students answer the following questions as they watch the hip hop video:

1. Who is el General addressing in the song? Why?
2. What does this rap say about the general state of Tunisia?
3. What does el General say about the behavior of the police in Tunisia?
4. El General says “good father.” Why do you think he uses this metaphor? What is its effect?
5. Give three examples from the rap of the injustice in Tunisia to which El General refers.

15. Students will create their own hip hop song similar to El General’s. Students are to select a country that they learned about as watched their peers present. The song needs to include five different relevant facts from the revolution. Students share their songs with the whole class.

Homework Enrichment:

- Students may review teacher’s PowerPoint and write notes as needed.
- Students may watch a series of films from: “The Arab Awakening.”
<http://www.aljazeera.com/programmes/general/2011/04/20114483425914466.html>
- Students may read an NPR article and watch rap songs of the Arab Spring
<http://www.npr.org/sections/therecord/2011/06/09/137067390/the-rap-songs-of-the-arab-spring>