

# Assignment Description (For Teachers)

**Title:** Sports, Politics, and Social Change in the Modern Middle East

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**Purpose/Connection to the Curriculum:** This is a lesson that combines elements of Social Sciences (World History, Geography, Government, Current Events) and Language Arts. The purpose is to help students understand some of the political, social, and foreign relations issues in the modern Middle East by viewing them through the lens of sports.

**Overview:** The lesson is very easy to use. It begins with a short read-aloud play (or really, a series of skits) that students read together in class. That leads to a discussion of broader social, political, and international issues and how sports can shed light on these issues. Then, students work individually or in pairs (teacher's preference) to read a newspaper article about sports in the Middle East, analyze the issues raised by the article, and share the findings with the class.

**Grade Level:** High School/College.

**Time:** Two 54-minute class periods (plus a homework assignment).

**Objectives:**

**-- Targeted World History Skills – Based on AP World History**

**Guidelines:**

**Period 6: Accelerating Global Change and Realignment, c. 1900 to the Present:**  
Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture., IV.  
Sports and Culture.

**-- Targeted Social Studies and Language Arts Skills - Based on Arizona State Standards:**

**High School Social Studies: Geography Strand:**

- Concept 2: Places and Regions. PO 1 – Identify the characteristics that define a region – with specific reference to human processes such as religion and political organization. PO 4 – Analyze the differing political, religious, economic,

- demographic, and historical ways of viewing places and regions. PO 6 – Analyze how a region changes over time.
- Concept 4: Human Systems. PO 4 – Analyze issues of globalization. PO 8 – Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.
  - Concept 6: Geographic Applications. PO 3 – Analyze how geography influences historical events and movements.

**High School Social Studies: World History Strand:**

- Concept 1: Research Skills for History. PO 3 – Formulate questions that can be answered by historical study and research.
- Concept 9: Contemporary World. PO 5 – Connect current events with historical events and issues.

**High School Social Studies: Civics and Government Strand:**

Concept 5: Government Systems of the World. PO 1 – Compare the United States system of politics and government to other systems of the world. PO 3 – Describe world governmental and non-governmental organizations.

**High School Language Arts: Reading - Strand 3: Comprehending Informational Text:**

- Concept 1: Expository Text. Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

**High School Language Arts: Writing – Strand 3: Applications:**

- Concept 6: Research Skills. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

**Suggested Procedures**

**- Day 1:**

**Required: copies of the script for the students (Document #2)**

1. Motivator: Why are sports important in people’s personal lives? Are sports important in society, or do they serve only as entertainment?
2. As a class, have the students read through the script together and discuss.

## **- Day 2:**

**Required: access to a computer lab; list of articles (Document #3) for each student or pair (preferably the online version so that students can click directly on the link to access the article)**

1. Have the students work individually or in pairs. Each student or pair should read one article (from the list or according to your instructions) and themselves find one additional article giving the background to an issue raised in the original article. (For example, someone reading an article about Iranian soccer players' political protests could read a general article about Iran's 'green' movement; someone reading an article about Afghanistan's cricket team may want to read an article about the British rule of Central Asia that brought the game to that part of the world.)

2. Have them:

a. write a short (1-2-page) paper summarizing what they learned and referencing both articles. (This would require them to finish their work as homework.)

OR

b. share their work with their classmates by preparing an oral presentation, poster, or powerpoint. (This would require you to allow an additional day in class for presentations or for a wall-reading or computer-sharing time.)

## **Assessing Student Learning**

40%: in-class participation

60%: assignment: reading, analyzing, and developing a theme from an article