



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Assignment Description (For Teachers)

Title: World War I in the Middle East – Analyzing Primary Sources

Author: Lisa Adeli; University of Arizona Center for Middle Eastern Studies; High School World History, English, and Middle East Studies teacher; PhD in History.

Purpose/Connection to the Curriculum: This lesson helps students to develop their reading, writing, and analytical skills, while also learning more about World War I and the modern Middle East (important parts of the World History curriculum). Students also read primary accounts (diaries and newspaper accounts), analyze visual images (photographs, drawings), conduct research, and write/create a documentary or “news program.”

What the Lesson Entails: Students read a brief overview of World War I in the Middle East. Then, they work with another student to analyze 3 documents: a diary or other personal account, a contemporary newspaper article, and a photo/drawing. Students share what they have learned with the class. Finally, in groups of 3 or 4, students research and create either a short documentary film OR a performance project on a topic related to World War I in the Middle East.

Grade Level: High School/College.

Time: 2 class periods + homework (reading before starting the unit)

Objectives:

- Students analyze various kinds of primary sources – a contemporary newspaper account, a diary entry or memoir, and a photo or drawing – in order to draw conclusions on the impact of World War I in the Middle East.
- Students explore the ways in which the author’s or artist’s perspective and audience affect his/her work.
- Students gain the background to understand and participate in the dialogue about the war as we approach the 100th anniversary (2014) of the outbreak of the conflict.
- Students experience ways in which Language Arts skills and History are interrelated.
- Students develop their skills in analysis and communication.
- Students experience how writing (both expository writing and creative writing) is based on research.

- Students develop critical thinking, literacy, and research skills.

Targeted Skills - Based on Arizona State Standards:

High School English/Language Arts:

- Reading Standards. Comprehending informational texts
- Reading Standards for Literacy in History/Social Studies. Key ideas and details. Craft and structure. Integration of knowledge and ideas.
- Writing Standards. Understanding text types and purposes. Production and distribution of writing. Research to present knowledge.
- Speaking and Listening Standards. Comprehension and collaboration. Presentation of knowledge and ideas.

High School Social Studies: Geography Strand:

Concept 1: The World in Spatial Terms. PO 1 – Interpret maps and images.

Concept 2: Places and Regions. PO 1 – Identify the characteristics that define a region. PO 3 – Examine geographic issues in places and world regions. PO 6 – Analyze how a region changes over time.

Concept 4: Human Systems. PO 6 – Analyze factors (e.g., social, biotic, abiotic) that affect human populations.

High School Social Studies: World History Strand:

- Concept 1: Research Skills for History. PO5 – Evaluate primary and secondary sources. PO 6 – Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
- Concept 8: World at War. PO 1 – Examine the causes of World War I. PO 2 – Analyze the impact of the changing nature of warfare in World War I. PO 3 – Explain the end of World War I and its aftermath.

Suggested Procedures

1. Before this lesson:

A. Students need a general background of World War I, including diplomatic, military, social, and political developments during the war (learning that takes place as part of the regular World History curriculum).

B. Students need an overview of the Middle East during World War I. Either as homework or in class, they should read **#2 – Overview** included in this lesson.

2. Document Analysis Activity (probably 2 class periods):

A. Required preparation before class: “Document Analysis Sheet” for each student (**#3 – Document Analysis Sheets**), two copies (one for each member of the pair) of **#4 – Documents – Diaries and Memoirs**, 2 copies of **#5 (a-c) – Documents – Photos and Artwork**, and 4 copies of **#6 (a-h) – Newspaper Articles**. Note: Instead of photocopying, if you have access to a computer, you

can put them in a file for students to use. If you do choose to photocopy, you can create a class set that all your classes use.

B. Divide the students into pairs. Assign each pair one diary entry or memoir AND one photo or artwork to examine. Students should use the Document Analysis sheet to examine each one. According to your instructions, they should write out good answers to the questions OR use the questions as a guide to write up a paragraph about each document or image OR (if working in a computer lab) use the questions as a guide to create a 3 or 4-slide Powerpoint.

C. Put 2 pairs together and have them share their ideas and work with each other.

D. Keeping the groups of 4 together, give each larger group a copy of a newspaper article. Have them read, discuss, and evaluate using the Document Analysis Sheet like before.

E. Class discussion: What did you learn from looking at the various primary source documents? How was the perspective of the writer or artist reflected in his/her work? What insights into the war – and the experience of Middle Eastern people in the war – did you gain?

Assessing Student Learning

Students may be quizzed on their comprehension of the background reading. However, the majority of their grade for this unit should be on document analysis activity.

Extending the Lesson:

Do the “War and Remembrance” lesson (<http://cmes.arizona.edu/outreach/lessons#W>) lesson/discussion with the students (1 class period). Then have the students work in groups to analyze existing Middle Eastern war memorials of World War I (Gallipoli – Turkish and Anzac side, Turkish war of independence, Armenian genocide) AND/OR create their own (campaigns in Suez, Palestine, Iraq, Arabia).