

Unveiling the Roles of Women in the United Arab Emirates (UAE)

Students learn how culture and experience influence people's perception of places and regions.

Author	Dawn Schmidt
Grade Level	9-12
Duration	3 class periods

National Geography Standards

ELEMENT SIX: PLACES AND REGIONS

- How to use maps and others geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- How culture and experience influence people's perception of places and regions.
- The characteristics, distribution and complexity of Earth's cultural mosaics.

Arizona Geography Strand

Concept 1: The World in Spatial Terms

GRADE HS

PO 1 Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, etc.).

Concept 2: Places and Regions

PO 1. Identify the characteristics that define a region:

- human processes such as religion, political organization, economy, and demographics

PO 3. Examine geographic issues in places and world regions.

PO 4. Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.

Other Arizona Standards

Strand 2 World History

Concept 1: Research Skills for History

PO 5. Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective

ELA Common Core Standards Arizona's College and Career Ready Standards Reading

Key Ideas and Details

9-10 R.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9-10 R.2 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.

9-10 R.6 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.

Writing

Production and Distribution of Writing

9-10.W.4 Produce clear and coherent writing in which the development,

organization and style are appropriate to task, purpose and audience.
9-10. W.9 Draw evidence from informational texts to support analysis, reflection and research.

Overview

The area known as the Middle East or Southwest Asia is often misunderstood due to current religious and political conflicts and cultural stereotypes. This lesson aims to combat stereotypes with regards to Emirati (not expatriated) women specifically in the United Arab Emirates.

Purpose

In this lesson, students will work with primary and secondary sources to critically analyze the roles of women in the United Arab Emirates (UAE). The students will use statistical data to create a choropleth map addressing gender equity. Students will also write a reflection on what they have learned.

Materials

- Brief History of the United Arab Emirates
- Unveiling the Roles of Women in the UAE Document Packet
- Graphic Organizer
- Unveiling the Roles of Women in the UAE: Creating a Choropleth Map and Scoring Guide/Rubric
- Southwest Asia Map
- Colored pencils
- Culminating Writing Prompt and Writing Assessment Rubric

Objectives

The student will be able to:

1. analyze primary and secondary documents regarding the role of women in the UAE by completing a graphic organizer.
2. create a choropleth map based on a Gender Equity Index for the region of Southwest Asia (Middle East).
3. write a response to a prompt based on a chart and map.

Procedures

Prerequisite Skills: Students will need to know what a choropleth map is and how to construct one. An easy Google search will provide examples, if needed. Directions for analyzing statistics and generating the color groups can be found in a lesson called "Fun in the Sun?" on the Arizona Geographic Alliance website. This is an excellent example of how students can mathematically figure out how to create their groups. <http://geoalliance.asu.edu/node/188>

SESSION ONE

1. Anticipatory Set: Ask students to think about the Southwest Asia (Middle East) and ask them to brainstorm ideas with regards to their perceptions of women. In addition, ask them to write down any knowledge they may have about the United Arab Emirates. For example, what do they think about women's clothing, religion, education, and roles in society?

2. Distribute Brief History of the United Arab Emirates. Have students read the handout and encourage them to annotate it as they read. Have the students share their annotations with a partner and then have a group discussion about the basic information regarding the UAE.

3. Distribute the Unveiling the Roles of Women in the UAE Document Packet and Graphic Organizer to small groups or individuals. Explain each of the headings and what is needed to complete each box. Instruct students to read through the documents, look at the images provided and then complete their graphic organizer as a means to break down the information that will be used for a writing assignment. Remind them that the information in the chart will be used as evidence when writing their paragraph at the end of the lesson. If necessary, model Document One so everyone understands what is expected.

4. Closure: Ticket Out the Door--Ask students to individually look back at their initial perception(s) about women in Southwest Asia. Have students jot down at least one perception that has changed since reading the Unveiling the Roles of Women in the UAE Document Packet.

SESSION TWO

5. Allow students time to finish working on their Graphic Organizer.

6. When the majority of students are finished, pass out the Unveiling the Roles of Women in the UAE: Creating a Choropleth Map handout. Explain the indicators used in determining the GEI Total provided by the website (explanation is on the handout for both the teacher and student). Ask students to examine the countries listed and see if they notice any trends among the numbers.

7. Distribute the Southwest Asia Map and 1-2 colored pencils. (A choropleth map does not use a wide variety of colors so one or two pencils of the same color hue are all that are needed. (ex. pink and red)

For advanced students: Instruct the students to organize the statistical data into a way in which it would be most efficient to create a choropleth map.

For average students: Suggest that they divide the data into three ranges and create a legend that will have three boxes. They can work together to do the math exercise. Then model how the lowest range would be the lightest color, the middle range would be the medium value of the same color and the highest value would be the darkest hue of the same color by drawing a key on the board. Then model how to color the map by doing one of the countries.

8. Homework: Students complete the Graphic Organizer for UAE as well as the Southwest Asia map.

SESSION THREE

9. Ask students to take out their Graphic Organizer and their Southwest Asia map. Pass out the Culminating Writing Prompt: In what ways, has your perception regarding women of the UAE changed as a result of your analysis of documents and choropleth map? Share the Writing Assessment Rubric so students know how the work will be graded. Allow up to 30 minutes for students to write a 1-2 paragraph response. Then collect Graphic Organizer for UAE, Choropleth Maps and Writing Responses unless they become homework.

10. Ask to students to think about what they originally thought in Session One and how they may have changed those ideas. Have students share with a partner their ideas. End the lesson with a large

group discussion about perceptions and how they may change when provided with more information about a given topic.

Assessment

Unveiling the Roles of Women in the UAE: Creating a Choropleth Map--Students will score 80% or higher on the Scoring Guide for the choropleth map.

Culminating Writing Prompt --Students will score Acceptable or higher in all 4 categories on the Writing Assessment Rubric. Point values may be given to the writing assignment categories.

Graphic Organizer—Students will have over 90% of the graphic organizer completed correctly in order to achieve mastery.

Extensions

Create a commercial explaining the role of women in the UAE using Vimeo or an alternative online tool.

Create a poster that defines the role of women in the UAE in the 21st century.

Depending on time, further examination of the Gender Equity Index could be discussed as to what factors impact those numbers.

Take another factor that can be indexed for the same countries (GDP, medical care, infant mortality, etc.) and see how these countries compare to the GEI Total. Another choropleth map could be made.

Sources

Akbar, Jay. "It's a Cabinet Re-chuckle! The United Arab Emirates Appoints Seven Women to Its New Government including a Minister of State for HAPPINESS (but Can You Guess Which One?)." *Daily Mail Online*. Associated Newspapers, 10 Feb. 2016. Web. 27 Mar. 2017.
<http://www.dailymail.co.uk/news/article-3441209/It-s-cabinet-chuckle-United-Arab-Emirates-appoints-seven-women-new-government-including-Minister-State-HAPPINESS-guess-one.html>

Arizona Geographic Alliance, Southwest Asia Map. Arizona State University. Tempe, Arizona.
<https://geoalliance.asu.edu/>

Davies, Catriona. "Middle East's First Women's Museum Lifts Lid on Rich History." *CNN*. Cable News Network, 08 Mar. 2013. Web. 27 Mar. 2017.

<http://www.cnn.com/2013/03/08/world/meast/rafia-ghubash-uae-womens-museum/>

Her Highness Sheikha Fatima Bint Murbarak. N.p., n.d. Web. 27 Mar. 2017.

<http://motherofthenation.ae/mother-of-the-nation/>

"History." *History | UAE Embassy in Washington, DC*. N.p., n.d. Web. 30 Mar. 2017.

<http://www.uae-embassy.org/about-uae/history>

Mannan, Mahak. "Sheikha Fatima Hails Emirati Women." *The National UAE*. N.p., 07 Mar. 2017. Web. 27 Mar. 2017.

<http://www.thenational.ae/uae/government/sheikha-fatima-hails-emirati-women>

"Measuring Inequity: The 2012 Gender Equity Index." *Measuring Inequity: The 2012 Gender Equity Index | Social Watch*. N.p., n.d. Web. 27 Mar. 2017.

<http://www.socialwatch.org/node/14365>

Schmidt, Dawn. Personal Photographs from UAE Educator Study Tour. March 2017

"'UAE a Model for Women's Empowerment'." *GulfNews*. Gulfnews, 23 Aug. 2016. Web. 27 Mar. 2017.

<http://gulfnews.com/news/uae/government/uae-a-model-for-women-s-empowerment-1.1884142>

United Arab Emirates MENA Gender Equality Profile Status of Girls AndWomen in the Middle East and North Africa (2011): n. pag. UNICEF. Web. 27 Mar. 2017. <https://www.unicef.org/gender/files/UAE-Gender-Eqaulity-Profile-2011.pdf>

Zaki, Yousra. "15 Women Reveal Why They Love Living in the UAE." *GulfNews*. Gulfnews, 28 Aug. 2016. Web. 27 Mar. 2017.

<http://gulfnews.com/guides/entertainment/art-culture/15-women-reveal-why-they-love-living-in-the-uae-1.1884849>



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for
Middle Eastern Studies

