



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Lesson Plan: OMAN: CASE STUDY IN GLOBALIZATION

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Grade Level and Subject: 9th Grade, World Geography

Focus Question: How has Oman's strategic location impacted its politics, environment, economy, and society?

Objectives: This unit is aligned with the National Geography Standards. At the culmination of this unit, students will be able to:

- Utilize maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Locate and interpret geographic features and places on maps and globes
- Understands the physical and human characteristics of Oman and the Arabian Peninsula.
- Identify and describe the human characteristics of places, including population distributions and culture.
- Understands how culture and experience has influenced people's perceptions of places and regions.
- Understand how cooperation and conflict among people influence divisions and control of the Earth's surface.
- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Describe the characteristics and patterns of human settlement in different regions of the world and analyze the impact of urbanization.
- Explain how international migrations are shaped by push-and-pull factors, such as political conditions and economic incentives.
- Identify the cultural factors that have promoted political conflict.
- Determine how location and social, cultural, and economic processes affect the features and significance of places.
- Understand how to use mental maps to organize information about people, places, and environments in a spatial context.
- Understand the physical and human characteristics of Oman.
- Understand how Oman's culture and experience has influenced peoples' perceptions of places and regions.
- Understand how Oman's location has influenced its migration patterns.

Introduction: Globalization is not a new phenomenon. For instance, Oman provides an example that, despite the encroaching impact of globalization, local culture can still survive. Historically, Oman has been quite influential throughout the history of the Arabian Sea (formerly known as the Sea of Oman). Due to its proximity to the shores of Africa, Oman dominated the slave trade during the 16th century and ran an empire off the coast of East Africa in the island of Zanzibar until the 19th century.

Today many cultures influence Oman. For example, the style of clothing worn by women and caps worn by men were influenced by Zanzibar. Throughout Oman, Iranian bakeries abound as well as East African dining. The major focus of my curriculum unit focuses on the historical and contemporary impact of globalization on Oman. Students will explore what it means to be an Omani citizen today. The unit begins with activities to stimulate thinking about how to define a “typical” American and Omani. After much brainstorming, students will realize that there is no single correct answer, and that a lot of our misconceptions about a particular cultural group derive from stereotypes. Secondly, students will study Oman’s geography and how it has influenced its historical experience. Throughout this portion of the unit, students will examine what items led to Oman’s dominant role in Indian Ocean trade. Third, after a brief historical lesson, students will analyze the how Omani identification has transformed since Sultan Q was transformed after reunification. Finally, students will learn about the connection between Oman and Zanzibar and how that connection impacts the face of Oman. In closing, students synthesize what they have learned throughout the unit in their final product.

Background Information: Since these lessons were designed to be one component in the regional study of Southwest Asia, students should have a spatial understanding of Oman’s location on the Arabian Peninsula and its proximity to the Indian Ocean.

Intended Audience: The attached lessons are designed for a ninth-grade level World Geography Course. Each lesson was designed for a 55 minute to one hour class period. However, they may be modified as deemed necessary. These lessons should be taught in the context of a broader unit on Southwest Asia.

KEY QUESTIONS:

- How did Sultan Qaboos redefine Omani identity?
- How has Oman redefined “national identity” in the 21st century?
- How has multi-ethnicity influenced Oman?

Lesson One: OVERCOMING STEREOTYPES

Focus Question: How can stereotyping cultures lead to prejudice and hatred?

Opening Question: Write the following prompt on the board. “In your own words, write a definition of the term “stereotype.” How does stereotyping impact individuals and society.

Discuss stereotypes of Arab culture portrayed in media. (Students should work in groups to generate list) After ample time, ask students to reflect on whether or not their perceptions are culturally sensitive. Ask students to reflect on what items or images are missing from the list.

Discuss: How can having an un-balanced impression of a group of people be harmful? .How can basing impressions on stereotypes be harmful?

View TED Clip

Suzanne Barakat: Islamophobia Killed My Brother (Total running time: 14:38) Play clip until 9:20)

https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate/

After students view clip, ask students to write a reflection on the following quote, “In the end, we will remember not the words of our enemies, but the silence of our friends.”

Martin Luther King, Jr.

(Students should use evidence from Barakat’s discussion of Islamophobia becoming more acceptable in our society)

Lesson Two: Globalization Case Study: Oman

Focus Question: How has Oman’s strategic location impacted its political, economic, social, and environmental sectors?

Objectives:

- Analyze the impact of migration on Oman’s population and culture.
- Analyze the economic contributions that migration has on society.
- Explain the importance of cultural diversity in Oman
- Analyze challenges and opportunities that immigration may bring to a region.
- Analyze how cultural influences can unify a nation’s traditions, religious practices, etc.

1. Discuss with students basic geographical, cultural, and historical information about Oman in the accompanying PowerPoint presentation, “Globalization Case Study: Oman.” Students should create an ESPN (economic, social, political, and environmental) Chart. As the information is discussed, students will complete the chart with pertinent information from the discussion.

2. PHOTO ANALYSIS ACTIVITY in powerpoint (Slides 24-31).

Instructions:

1. Students will choose THREE images to analyze. Students will review images of Oman in ppt. They will choose THREE images to analyze, interpret, and evaluate. (refer to GLOBALIZATION CASE STUDY: OMAN PHOTO ANALYSIS CASE STUDY Handout)
2. Once students have had ample time to complete the activity, groups will choose one of the following sectors of modern-day Oman to explore: political, economic, environmental, or social.
3. After ample research of selected sector of Omani society, students will create a collage or hand drawn cartoon that best illustrates modern day Oman’s political, economic, environmental, or social issues.
4. Final collages/cartoons must connect to one of the following quotes:
 - A. “Oman is an example of how globalization at its best is built on vigorous localisms that can survive the onslaught of destructive commercial forces” (Kaplan, page 25)
 - B. “Globalization happened in Oman and the rest of the Indian Ocean long before it did in other places, leading to an extraordinary level of sophistication.” (Kaplan, page 26)
 - C. “In Oman progress is almost invariably accompanied by the language of tradition.” (Limbert, page 120)
 - D. “Our true history is written in the monsoon winds.” (Kaplan, page 316)
 - E. “A country cannot change where it is, but connectivity offers an alternative to geography.” (Khanna, page 26)

Name _____ Date _____ Pd. _____

GLOBALIZATION CASE STUDY: OMAN PHOTO ANALYSIS

Photos can provide clues about societies and their culture, but photos, like written documents, have a point of view. When analyzing the photos think about the content as well as the point of view of the photographer.

Access GLOBALIZATION CASE STUDY (Photo Analysis Section). Choose THREE photos and complete the following steps.

Step One: ANALYZE

1. What clues can you use from the photo to determine the setting?
2. Describe what you see in the photo?
3. If there are people present in the photo, what are they doing? How would you describe their appearance? (gender, age, clothing, body language, expressions, etc.)

Step Two: INTERPRET

1. What circumstances or events are being captured in the photo?
2. What clues can you infer from the photo about life in Oman?
3. Generate a list of FIVE QUESTIONS these pictures raise for you about Oman?

Step Three: EVALUATION

1. Who took the photo?
2. What was the photographer trying to capture in taking this photo?
3. Based on the photo, does the subject of the photo know the picture is being taken? Provide evidence to support your thesis.
4. How do you think the photographer wanted the viewer to feel about the photo? What evidence do you see?
5. Is there evidence that this photo has been staged or altered? Explain.
6. Generate a list of THREE QUESTIONS you would like to ask the photographer.

STEP FOUR: SYNTHESIZE

Research one factor of Oman society: Economic, Social (culture), Political, or Environmental. Find pictures from various websites and create a photo collage of at least FOUR PICTURES that represents your selected sector of contemporary Oman.

STEP FIVE: REFLECT:

How can dialogue between cultures help prevent xenophobia, or even hatred and violence, from occurring in a region? **(Use pertinent examples from our discussion of Oman to support your response)**

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*Photo Credit: Means, Nicole. Fulbright-Hays Seminar Abroad Participant: Oman-Zanzibar, 2016.