

Before the class starts:

Set up library visits: see ACS Lib, Ltrr

Review **Internet Sites** and update the list

Update **T.C.Library resource** list

Cycle 2 test cover sheets

Finish cycle 2 group work evals

Prepare to contact **Lisa Adeli** <adeli@email.arizona.edu> Outreach Coordinator, University of Arizona, Center for Middle Eastern Studies (520) 621-7904.
See "Expert Plan" in "Experts" in Middle East folder

2009: TA Responsibilities this cycle:

Ana, Nelly, Biz: Observe **B-J** groups, **coach**, read **papers**

Biz: News Quiz questions to Chris weekly incl. international news cartoons

Anna: oversee **tests** and test retakes

Anna: oversee **portfolios**

_____: Oversee **Deliscious** account and entries,

_____: Make connections to foreign sources for video and online discussions

Herb and Lizzy: create and manage new news porthole

Mon. 2/1 OnBoard: **Today:** Roles Survey TO CHRIS, Beirut to Jerusalem (B-J) Chaps 1-2 due, **Tue:** ROLES OUT, to ACS Library, **Wed:** B-J Chap 3, **Fri:** to TCPL, **Mon:** Bibliography due, B-J Chaps 4-7, **Tue 2/8** News Quiz, **Wed. 2/9** Middle East Map test, B-J Chaps 8-9, **Fri 2/11:** Outline Due

AW: fill portfolios with work, group work and cover sheets (Chris has) stapled to all cycle 2 tests/quizzes.

11:00: Watch **videos** of past debates as students enter
Course Expectations out, **calendar** on the back, **Fri. TCPL and library cards**

11:10: Journal Write *Hopes and Fears for this class?*
What strategies will you use to stay motivated to meet these deadlines?
Briefly describe your skill and experience in doing research papers.

11:20: Questions about expectations: reminder **News, Map Test, B-J**
Talk Egypt revolution (play)

11:30: **Roles review and Survey**

EB, HU: prepare to share strategies Middle East cycle. Score and log pre-test, Look over surveys, identify most difficult to fill roles.

11:55: **BREAK**

12:00 **Strategies for being successful: advice from Emily and Hannah,**

12:10: **Pre-test:**

12:15 *U1-L3 – Exploring Terms* – begin going over **pre test with slides**

LUNCH MEETING: **EB, HU:** Brief look at roles, B-J groups, Logging + coaching, **Fri library trip,** *Delicious* & entries _____, **NEW BOOKS:** Koran ____, Percepolis ____, B.Burng____, 10,000____, B-J ____
HU/EB Wed. presentation on Internet use, Cycle 4 books from: India _____ and Japan _____

TUE. 2/2 OnBoard: **Today:** ROLES OUT, ACS Library, (B-J) Chaps 1-2, **Wed:** B-J Chap 3, **Fri:** to TCPL, **Mon:** Bibliography due, B-J 4-7, **Tue 2/8** News Quiz, **Wed. 2/9** M.E. Map test, B-J 8-9, **Fri 2/11:** Outline Due

AW: take in roles, finish portfolios (would you be willing to put journals and final performance stuff into last year's portfolios?)

10:40: **Roles** announced

11:10: Go over **Background Paper assignment**

11:20: **ACS Library source material**

11:50: **BREAK:** **EB, HU:** B-J groups and log

11:55 **EB, HU BtoJ groups** Chap 1-2 and discuss roles

12:15: Turn in *B-J* assignments, **EB, HU:** log with ($\sqrt{\quad}$, $\sqrt{+}$, $\sqrt{-}$, INC)

U1-L3 – Exploring Terms Reminder Bus to TCPL Fri at 10:45

Wed. 2/3 OnBoard: **Today:** B-J Chap 3, **Fri:** to TCPL, **Mon:** Bibliography due, B-J 4-7, **Tue 2/8** News Quiz,
Wed. 2/9 M.E. Map test, B-J 8-9, **Fri 2/11:** Outline Due

ASM 3rd

11:40: review Bibliography format

11:45: **Review Internet strategies and guidelines:**

- * Know the authors of the sites (ie "Saddam Hussen's home page"),
- * assess what the purpose of the site is (to inform, persuade, sell something)
- * why might .edu more trustworthy than .com?
- * Avoid personal peoples sites, or at least look for citations
- * look for print sources on the Net (ie periodicals, TV shows, transcripts from NPR, etc.)

12:00: **HU/EB** add ideas on Internet use

Prep for **T.C.Library trip** on Friday: Bus to TCPL Fri at 10:45

Discuss **Egypt's revolution**

12:10: **B-J** groups: Chap 3 + coaching on resources

12:25: Turn in *B-J* assignment chap 3

Fri. 2/5

11:00: **To TCPL return 12:30.** Who meeting us there?

Mon. 2/7 Today: Bib. due, **B-J** 4-7, **Tue:** News Quiz, **Wed:** M.E. Map test, **B-J** 8-9, **Fri:** Outline Due

AW, review updates, log+comment on bibliographies (more, different, more current, etc. sources)

DK: see UPDATES, check with students without bibliographies, listen to Chris on outlines

11:00: **Bibs** in to Deb, **UPDATES** to Amanda

11:10: **Outline** training: **Iqua**

Talk about what to include and not to include. Introduce presentations

outlines due 1st period Friday to Chris in hallway or my mail box to give back by 3rd.

11:30: Handout articles for tomorrow's news quiz. Talk about Egypt.

11:35: **BREAK:** **E,H,D:** B-J chap 4-7, review **UPDATES** and Bibliographies

11:40: **B-J groups:** Chap 4-7, check in on characters and research progress

12:10: Turn in *B-J* assignment chap 4-7. **EB** log B-J. **HU:** review **UPDATES** **DK:** review Bibliographies
U1-L3 – FINISH **Exploring Terms**

Overnight Chris comment on Bibs. Give back Tue.

Lunch Meeting: Decide who coaching. Talk coaching (**DK** coordinate?). Book Groups reviewed. next books. **DK:** Delicious **AW:** Book Owes, portfolios (last years?) **EB:** B-J logs,

Tue. 2/8: Today: News Quiz, **Wed:** M.E. Map test, **B-J** 8-9, **Fri:** Outline Due

AW: Score+log News Quiz. check with coaches. Book owes. **DK:** Review portfolios (**LR,TG,...**)

10:45 – **News Quiz** and process – **bibliographies back** with comments

11:20: *U1-L1* - **Middle East photos**

11:35: **BREAK:** **E,H,D:** Coaching, listen to paper info. Announce at 12:20

11:40: **Perspective** in Bkd papers, read models

12:00: **Citations** exercise with Iqua

12:20: **E,H,D:** introduce who you will be coaching

Wed 2/9: Today: Map test, **B-J** 8-9, **Fri:** Outline Due **Tue:** Book Group#2 mtg #1, **Wed.** Rough Draft

AW: Books, portfolios, Score and log Map Test, **DK:** portfolios, *Delicious*

10:45 – **Map Test**, Bib. out for those done early

11:00: *U1-L2* - **Alladin** decoding, importance of sourcing

ASM 4th **Deb** check with Chris - any students to identify

To Do Later: *U4-L1* – **Encyclopedia** (articles on *Islam*) Lesson on voice
Video (30 min): *Ancient and Modern* video and handout,

Fri 2/11 Outlines in before 1st period: Chris read 2nd prd and 3rd prd to return at 12:20

Today: Outline Due **Tue:** Book Group#2 mtg #1, **Wed.** Rough Draft Due, **Fri:** News Quiz, Book Group #2

11:00: **all Outlines** turned in, **AW:** finish map test, schedule retakes, read and comment outlines.
DK coach students without outlines done. Read and comment on outlines.

Intro to Arab/Israeli conflict (**DK: COACHING TIME**)

Lecture/activity: Israel/Palestine: tell both stories side by side from notes

Journal Write: Given your study of the Holocaust do you think that there should have been a Jewish state created after the Holocaust? **Discuss. What are your characters positions?**

11:35: **BREAK:** **E,H,D:** final B-J groups – ELA grids, meet with 2nd book groups

11:40: **Final B-J groups** to turn in all yellow sheets and complete ELA grid

12:10: **Choose 2nd Books:** *Persepolis, Baghdad Burning, the Koran, 1,000 Suns, B-J*
Groups meet to decide how far to read

Mon 2/14 Tue: Book Group#2 mtg #1, **Wed.** Rough Draft, **Fri:** News Quiz, Book Group #2
Mon. 2/28 Presentation begin

AW, Deb review Updates & coach (rough drafts due Wed.) **AW:** map test retakes, books, **Deb** *Delicious*

11:00: **UPDATES. Outlines** back, discuss rough draft
Introduce **Presentations** starting after Break

11:15: **Intro to Arab/Israeli conflict**, *New York Times* article
Lecture/activity: Israel/Palestine: tell both stories side by side from notes
Journal Write: Given your study of the Holocaust do you think that there should have been a Jewish state created after the Holocaust? **Discuss. What are your characters positions?**

11:35: BREAK: **HU, EB:** Check Updates and Coach. If extra time prepare discussion guides for Tue. (see from Chris)

11:40: Lecture **Video:** *Lazerdisk* Children of Palestine. What are your reactions to the video? What did the children communicate about each side? Rewind video to start: Ted Koppel intro.

11:55: **U2-L1:** *Same Land Different Histories*

12:10: **U2-L2:** *1948: Independence or Catastrophe*
Why Arab States fought at cross purposes in 48, Hashimite family VS others, national power interests, etc.

Lunch Meeting: Coaching, **H,E,D:** Prepare for book groups (need the list), see Chris notes,
Deb: Delicious Friday **AW:** Friday, Books, tests, portfolios,

Tue 2/15: **Today:** Book Group, **Wed.** Rough Draft, **Fri:** News Quiz, Book Group #2
Mon. 2/28 Presentation begin **AW, Deb:** coaching, map test retakes, books, portfolios,

10:45: **Review** impact of '48 (Israel a new country, Arabs divided, Palestinian refugees)

10:55: **Suez Crisis** - *Lazerdisk* video Nixon - Suez Canal, strategic power, U.S. Presidential Politics in '56
Israel learns not to give land without concessions. US becomes major player in ME. 1956

11:05: 1967 **6-Day War** - *Holyland* video - reugees, occupation, Jerusalem, settlements, right of return
Draw map on board: Sinai, Gaza, West Bank, East Jerusalem, Golan Heights

11:15: **1967: U2-L3: Deepening the Divide.** Have all students write, ask individuals to report out
CHRIS: advance *Lazerdisk* to Camp David, then Sadat assassinated

11:35: BREAK **HU, EB. Deb:** Coach and Book Groups

11:40: 1970 **Black September** – video *Sword of Islam*

11:50: 1973 **Sinai war & Oil Embargo** - Sadat, wage war to make peace – political moves, oil power

12:00: **Book Group #1** meeting till 12:25!

Wed. 2/16 Today: Rough Draft, **Fri:** News Quiz, Book Group #2, **After break:** **Mon 2/28:** presentations start
Tue 3/1: Israel/Palestine test, Book Group #3, **Wed. 3/2:** Bib #2 **AW, Deb:** coaching, review rough drafts

10:45: Rough drafts in
Review 1967-81

10:50: 1979 **Camp David**, *Lazerdisk* Video + *cartoons* - Carter and US role, Financial Aid

11:00: 1981 **Sadat assassinated** - *Lazerdisk* video - Islamic fundamentalism, political risk

11:10: 1982 **Lebanon Invasion** - *video Arafat:* PLO to Intifada – Arafat, PLO, terrorism, Lebanese Civil War, Shabra and Shatilla, Security Zone, Hezbollah, Intifada

11:20: 1988: **the Intifada: U2-L4: *Whose Fear, Whose Security***

11:35: Hand out intro to Paper #2 for anyone out on Friday.

ASM prd 4 (Chris gone for break)

Fri 2/18 Chris Out

AW: today: News Quiz, Book Group #2, **after break:** **Mon 2/28:** presentations start , **Tue 3/1:** Israel/Palestine test, Book Group #3, **Wed. 3/2:** Bib #2 **AW** - Attendance slip (with sub) to Emily.

10:25: **Sub** set up for quiz (1 chair per side of each table – ask Amanda). Set up projector cart in middle of the room facing the screen for Lucas at 11:20, plug in and have internet cable ready

10:45: **Sub:** Hand out **news Quizzes**. Students silent. **Answer sheets on podium** at front.
Pass out **Handout the Paper #2** while students are taking the quiz

11ish: **AW:** When all students are done with the quiz rearrange the classroom. Have them read aloud the handout for Paper #2. Answer questions if you can. If extra time discuss news quiz questions. Finish by 11:20

11:15: Lucas arrives to get technology set.

11:20: **Lucas Burdick** will share strategies and resources for 2nd paper. **Sub:** write me a note on Lucas' presentation

11:35: **BREAK**

11:40: **Deb:** Introduce **Delicious** as a critical resource for the 2nd paper. Add to Lucas' presentation on Internet sources.

12:00: **HU, EB, Deb, Sub: Book Group #2. Sub:** Take Chris group on **Baghdad Burning**. See notes. Write me a note on each student's participation in the group.

12:25: End.

Mon 2/28: today: presentations scheduled, **Tomorrow:** Israel/Palestine test, Book Group #3, **Wed.** Bib #2, Fri. News Quiz, Book Group #4, **Tue. 3/8** BG#5, **Wed.** 3/9: Rough Draft, **Fri 3/11:** final BG

AW see Updates, coach, review rough drafts + leave for 4th prd, schedule Map Tests, Read new papers.

11:00: UPDATES **AW** collect. Collect any additional papers. Review schedule and presentations

11:05: Events in the Middle East – reading the news

11:10: Lecture: **history** 93-07 & issues

1988: **the Intifada: U2-L4:** *Whose Fear, Whose Security*

11:25: 1993 Oslo Peace Accords **video** clips, Hamas response,

11:35: 2000. 2nd Intifada, Sharon, withdrawal from Lebanon and Gaza ('05)

Hizbollah attacks and '06 Lebanon War,

elections in Gaza '06, Hamas/Fatah (engage characters), Gaza War 2009

final status issues: Borders, Jerusalem, settlements, Right of Return, (NY Times)

11:50: BREAK: **EB, HU:** see Updates, coach, review Chris comments on rough drafts, Read new papers.

Emily: please help facilitate and write down presentation schedule on board:

Create schedule of presentations on board.

Tue: _____, _____, _____, _____, _____, _____, _____,

Wed _____, _____, _____, _____, _____, _____, _____,

Fri: _____, _____, _____,

Tue: _____, _____, _____, _____, _____, _____,

11:55: **Audio clip** (5 min) from Palestinian bomber within Israel.

discuss terrorism. What is terrorism? What differentiates it from Freedom Fighting? Is it ever justified? what is the goal of the Hamas "terrorists" bombing in Israel? In character?

12:05: **U2-L5:** *The Politics of Maps* groups meet to prepare presentations

Test Tomorrow: bold Words on handout

Lunch Meeting: check in on each student: papers, Book Groups. **DK + EB:** Japan book,

Tue 3/1 today: test, presentations, Book Group #3, **Wed.** presentations, Bib #2,

Fri. News Quiz, Book Group #4, **Tue. 3/8** BG#5, **Wed.** 3/9: Rough Draft, **Fri 3/11:** final BG

AW coach, read new papers, score and log tests, schedule Map Test retakes

10:45: **Test.** Hand out **reading on Iraq.** Hand back **rough drafts.** Encourage students to share papers.

11:00: Sit appropriately. Talk rough drafts – encourage sharing of papers

11:05 **Presentations:** _____, _____, _____,

_____, _____, _____, _____

11:50: **BREAK:** **DK, EB, HU, CS:** view presentations, lead Book Groups

12:00: **Book Groups.** Including checking in on how research is going

Wed 3/2 today: Bib #2, Fri. News Quiz, BG#4, Tue. 3/8 BG#5, Wed. 3/9: Rough Draft, Fri 3/11: final BG
10:45 Sit Appropriately: **AW, DK**: collect and review bibliographies. Coach, listen to presentations

Presentations: _____, _____, _____,
_____, _____, _____, _____

11:35: **BREAK: DK, EB, HU**: review bibliographies. Coach, correct new papers

Lucas: News Quiz Questions to Chris by 6pm Thursday

Fri 3/6: today: News Quiz, BG#4, Tue. BG#5, Wed: Rough Draft, Fri: final BG

AW: score and log news quiz, retests, Coach, **DK sub**: prep for book group

11:00: **News Quiz** and processing, **bibliographies** back, **UPDATES**

11:45: **BREAK: DK, EB, HU, CS**: listen to presentations, book groups

11:50: Presentation: _____, _____, _____

12:05: **DK, EB, HU, CS: Book Groups** and check in on research

Mon 3/7: Snow Day

Tue 3/7: **today.** BG#5, begin Iraqi history, **Wed:** outline, **Fri:** Iraq Test, final BG, **next Tue,** News Quiz, **next Wed** Rough Draft

AW: Updates, retests, Coach, listen to presentations **DK:** Updates, presentations, Japan **Book Order**

10:45: UPDATES: **Outline due tomorrow, 1st period to Chris**

No news quiz this week, **Iraq test Friday**, book done by Friday

10:55: **Presentations** Nick, Amanda, Miles, Hannah

11:20: **Read aloud Iraqi history** through Gulf War (**AW, DK:** good coaching time)

11:30: Saddam DVD: totalitarianism

11:35: BREAK: **DK, EB, HU:** read UPDATES, **good** coaching time!

11:40: **U3_L1 Timeline** exercise: Iraqi history: handout 3 pages reading

4 groups: a) USA p1, PJB p1, USA p2&3, PJB p2-3: summarize message and POV in readings, use a few facts to illustrate. Evaluate credibility (equally credible?

what left out (Palestinian's kicked out) **Did too fast. Need 20_+ minutes to get at kyey content or skip**

12:05 **DK, EB, HU, CS: Book Groups** and check in on research. Final Book Group Friday

LUNCH: Chris Mtg. XXX

Wed 3/8: **today.** outline, **Fri:** Iraq Test, final BG, **Tue,** News Quiz, **next Wed** Rough Draft

AW: presentations, review outlines, Coach, retests **DK:** outlines, Coach, presentations

10:45: Outlines turned in

10:50: **Presentations: Laurel, Bram**

11:15: **discuss: Was the Gulf War justified, your POV?, your character?**

11:35: BREAK: **DK, EB, HU:** see outlines, **good** coaching time!

11:40: finish **reading Iraq Handout**

12:00: September 11, *Frontline* **video**, Newsweek "How to Save the Arab World"

Fri 3/10: **today.** final BG, **Mon:** Iraq Test, **Tue,** News Quiz, **next Wed** Rough Draft

AW: Coach, retests **DK:** Coach, Delicious

11:00: **Catoons lesson: work in groups and present**

11:50: BREAK: **DK, EB, HU:** see outlines, **final book groups**

12:05 **DK, EB, HU, CS: FINAL Book Groups** ELA Grids. Evaluate books

Mon 3/14 **Today:** Iraq test, **Tue,** News Quiz, Guest speaker **Wed** Rough Draft, **Fri** Iran test

AW: Updates, Coach, retests **DK:** Updates, Coach, Delicious

11:00: UPDATES and check in, News (tomorrow Quiz)
11:10: **Iraq War ppt**
11:25: **Iraq Test**, Iran Reading out
11:45: BREAK: **DK, EB, HU**: see outlines, **good** coaching time!
11:50: Check in on Books for next year
12:00: **Video**: Shiite Sunni Split from *Sects and Violence* (worksheet)

Lunch Meeting: decide ME books for next year, check in on students, rough drafts
4th cycle research and ppts: Vietnam, Japan, 7 billion

Tue 3/15 Today: News Quiz, Guest speaker **Wed** Rough Draft, **Fri**. Iran test

AW: Coach, retests, news quiz **DK:** Updates, Coach, Delicious

10:45: **News Quiz** and discussion. Each student with a question.

Journal Write: what are you learning about politics, culture, history, current events?

11:05: go round with news quiz questions

11:25: Students go around and introduce themselves and share one thing from their journal write

11:35: BREAK: **DK, EB, HU**: see outlines, **good** coaching time!

11:40: Discussion with **Steven Zunes**

Wed 3/16 Today: Rough Draft, **Fri**. Iran test, **Tue** Afghanistan test

AW/DK: coach, read and comment on Rough Drafts

10:45: **Rough Drafts** due, thank you to Steven Zunes

10:50: presentations **Max and Aurora**

11:15: handout and read aloud **Iran history**

11:35: BREAK: **DK, EB, HU**: read rough drafts, coach

11:40: **Video**: Iran 1953-1995 from Moyers, *the Secret Government* (with worksheet)

11:50: **Video**: Hostage crisis from Lazerdisk (with worksheet)

12:00: **U4-L3: A Revolution in Iran:** Iran slides

12:25: **DK, EB, HU:** Papers to Chris

Fri 3/18 Today: Iran test, **Tue** Afghanistan test **AW/DK:** coach, new papers, Iran test

11:00: Papers back.

11:10: **Iran Test.** Handout Afghanistan reading.

11:20: OPEN: Discuss Iran from *Percepolis*. Any other **presentations**. Begin debate prep

11:35: BREAK: **DK, EB, HU:** coach, new papers,

11:40: **Dara** on Iran

Mon 3/21 Tue Afghanistan test. **Wed** News Quiz, Final Drafts due, **Fri** 11:20-1:40 Coaching

AW/DK: coach, new papers,

11:00 Handout + review **The Debates** and **invitations**, Discuss ASM,

11:20: create schedule for this week and Supt Conf Day using handout.
Handout Coaching Prep Questions. Have students bring to class tomorrow

11:30: Handout News Quiz readings for Wed.

11:35: BREAK: **DK, EB, HU:** coach, new papers,

11:40: **Max and Aurora** presentations

11:55: read **Afghanistan reading**

12:10: Begin **Video coaching** with questions in Journal

Lunch Meeting: Peace research, cycle 4 prep, final student check-in, final papers

Tue 3/22 Today Afghanistan test. **Wed** News Quiz, Final Drafts due, **Fri** 11:20-1:40 Coaching

AW/DK: score & log Afghan test, average all tests this cycle and log on sheet, **coach**, new papers

10:45 **Afghanistan test**

11:00: Handout U4, L5: **Why They Hate Us**, work in groups

11:15: report out, *Why They Hate Us* and discussion

11:30: Brief **lecture** on ultimate and proximate causes.

11:40: BREAK: **DK, AW, HU:** coach, read new papers, finish averaging all tests for the cycle

11:45: **Video:** *Sword of Ialam* clip. Reactions? What does it teach us about religion and culture of some Shiites in Lebanon? What does our reaction teach us about ourselves? Does this clip perpetuate stereotypes? Should I show it?

12:00: **Emma's speech giving prp**

12:15: Cont. **Video coaching**

Wed 3/23 today News Quiz, Final Drafts due, **Fri** 11:20-1:40 Coaching, **Mon** speeches, **Tue** debates (3:35-5:30),

Wed. voting and final speeches, **Fri** debriefing

AW/DK Review final papers for all drafts attached, all revisions made: place postits on each naming number of pages, sources and citations for each and if revisions made. Give to prd. 4 TAs to continue.

11:00: final drafts due **News Quiz** Collect papers.

11:15: Review news

11:40: BREAK: **DK, AW, HU:** See task above. Leave all papers with Chris at 12:30. Score final news quiz.
Log and average all scores: Vocab for cycle 50% average of all tests, 50% average of all news quizzes.

10:45: final **Video coaching**

Thur 3/24 11:20 at LACS for coaching. Lead students through Coach Prep Questions before meeting with Chris

Lunch Meeting: **LG, MF, MB**: papers to Chris, plan for papers turned in today. **LG**: Retakes of Map Tests. **LG**: oversee all final drafts turned in for portfolio and log FD for each paper: # of page, # sources and # citations **ALL**: next cycle China literature groups, **IR, QW, MF, MB** Notes on student participation in book groups and notes on leading books.
ME DEBATES ROLES: **QW**: facilitate Mon 11:10-11:20, + 4th period, Tue prd 3+4 and 3:30-6pm, Wed 4th
MB, MF: Tue prd 3-4 help Quina, 3:30-5:30 Human Rights, 4:30-6pm Help. **IR + Lois** observe
IR, QW, MF, MB: Coaching plan for Tuesday???
Need Help setup 2nd prd Mon, Tue, Wed, takedown Tue 5:30, cleanup Mon, Wed. lunch, Photograph Wed. lunch

10:45: **Test** (will take both periods for many students) and **UPDATE: Papers Back** from Chris
Chris will pull out students in groups to coach during the test. After test TAs pull out and coach students.
IR: work with Stasi (and Boris?) on the test. **CS, MF, MB, QW**: **DEBATE PREP** – best if you can do n pairs or groups of 2-3: by asking students to respond to questions in character (what are your most important issues, what proposals can you make? what is your position on... who will you be attacking on what? What will you be attacked on, by who, and how will you respond? How should you dress and how will you get the outfit? What don't you know that you should? What do you need to do to prepare for the debates.

Lois, Maddy, Mikayla: take home papers that com in today to correct and give to Chris **tomorrow**
Lucas, Quina, Maddy, Mikayla: Quiz Questions to Chris by 6pm

Wed 3/24: **Lois** Stasi News Quiz then check in with Stasi, Boris, Jeremy with prep for debates.

10:45: **News Quiz** and discussion, clothing, jnr write: how do you feel about...

11:35: **BREAK**: **IR, MF, MB, QW**: score and log Test and news quiz. Figure and **log TTL test score for cycle 3** above each student's name on the log sheet. Get score by adding geog score and 2X test score and dividing by 3 (test counts twice as much as geog test). Eliminate lowest News Quiz score. Anyone below 70% on TTL let me know at lunch.

11:40: **Chris debate prep**

Fri 3/26 **Lois** Stasi, Boris, Will have any papers? Final debate prep. Take over final paper checking on Monday.

10:45: debate prep, Watch parts of past debates, Emma's giving speeches hdt **Final time for TAs to coach**.

11:35: **BREAK**: **IR, MF, MB, QW**: Score/Log **test** and **quiz**, tally News Quiz and test scores on HW log. Coach Review final papers for all drafts attached, all revisions made: place postis on each naming number of pages, sources and citations for each and if revisions made.. Leave with Chris at 12:30.

11:15: **U3-L8** Abu Ghraib

Mon: 3/30

10:40: Set up room: **UN Rep (Anna?) both periods!**

11:00: begin opening speeches

12:40: End opening speeches

Tue: 3/31 Fine Arts Theatre

10:40: Debates – **Biz and Nelly?** 3rd, 4th and 3:30-5:30

12:40: **BREAK**

3:40: Cont Debates

Wed: 4/1

10:40: Set up room: **UN Rep (Anna?) 3rd period for closing speeches!**

11:00: voting

11:40: closing speeches (UN opens and closes these)

12:30: **Class Photo** (incl TAs)

Fri: 4/3: TAs: Log final paper length, # citations and sources

? Pal/Israel perspectives: U2-L6 Maps

reminder Video Conference Tuesday am

Video: The Shia of Lebanon from *The Sword of Islam* (with worksheet)

Discuss Ashura imagery and impact on stereotypes

Amanda then Emily,

Please score and log the news quiz (attached), average all news quiz scores – dropping the lowest score - and log on sheet. Then average the test scores (leave Maggie, Aurora, Lucia and Julia until they have finished their tests) and log on sheet. Then average those two scores. Finally, please enter onto cover sheets.

Deborah and Hannah,

Please go through all the final papers to check for the following

- 1) previous drafts attached to final
- 2) final annotated bibliography (or bibliographies) attached
- 3) revisions made from rough drafts

Please write and attach a postit note on the paper if any of the above are incomplete or missing. Use your judgment on the revisions. I am NOT going to have students do another revision unless there are essential components missing including citations, many mechanics or grammatical revisions not made. I will let it go if they did not include the additional information I suggested as long as their paper is of sufficient length (at least 10 pages total) and quality (subjective).

If all of the criteria is met write
in the upper right of the final paper:

Portfolio Demonstration:

Research ✓

History ✓

Please count and write in the top of each paper
(under the spot for “Portfolio Demonstration”):

_____ pages

_____ sources

_____ citations

Coaching schedule for Middle East Debates:

20 minute slots

Mon 17th

12:45 _____
Lunch

1:05 _____,
Family Group

Tue 18th

1:00 _____
1st split

1:20 _____
1st split

1:40 _____
1st split

2:00 _____
1st split

2:20 _____
2nd split

2:40 _____
2nd split

Wed 19th

11:45 _____
ASM

12:05 _____
ASM

Reflections on your learning:

Use these questions to focus your writing

1. How do you feel about your learning this cycle?
What did you learn and how did you learn it?
 2. How do you feel about the quality of your work this cycle?
How did you deal with self-discipline and motivation?
Are there any lessons to be learned for the future?
 3. What aspects of the course had the greatest effects on your learning,
either positively or negatively?
 4. What, if anything, did this course teach you about war and peace,
about the relationship of culture to history and history to culture,
and about your own role as a student of history?
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Reflections on your character:

- * What did you learn about your character's motivations, principles and behaviors as a politician and leader ?
- * Did you come to respect your character ? Explain
- * Did you find yourself moving closer or farther from your character's positions on the issues over the cycle ? Explain
- * How do you think your research and character influenced your own position on major issues in the Middle East such as the Arab Israeli conflict, the War on Terrorism, and Islamic Fundamentalism.

Prepare a short presentation for the class in which you summarize your insights about your character and how playing that role influenced your own personal opinions.

Briefly explain your (not your characters) personal position on at least two of the following:

- * a just solution to the Arab/Israeli conflict
- * the U.S. wars in Iraq and Afghanistan and our military role in Libya
- * democracy and human rights in the Middle East
- * the appropriate role of Western culture in the Muslim World