

**Course:** HS World History **Title:** Voice and Lessons from the Arab Spring **Classes:** 2  
Designed by Craig Perrier

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### LESSON QUICK VIEW

**Essential Question:** How can individuals and groups change society?

**Deeper Learning and Skills:** This lesson is a study in human agency, civics,, and narrative analysis. Students are asked to deepen their understanding of society and their own beliefs.

**Assessment:** Students demonstrate their learning by creating a “This I believe” statement either as a written essay, video, or audio recording.

**History and Social Science Skills:** Taken from [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards](#).

- *D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.*
- *D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies*
- *D4.2.9-12. Construct explanations using sound reasoning*

**Content Standards:** These will vary by state and program. Examples are provided below

- [Arizona](#): **HS.H4:** Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.
- [Virginia](#): **WHII.12:** The student will apply history and social science skills to explain global changes during the late 20<sup>th</sup> and early 21st centuries by
- [AP World History: Modern](#): **Topic 9.5** - Calls for Reform and Responses after 1900
  - **SIO Theme:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

#### A Usable History: Explicit Connections to the Contemporary World

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|--|--|--|
| <input type="checkbox"/> Current Issue/Event         | <input checked="" type="checkbox"/> Idea(s)/Systems      | <input type="checkbox"/> UN Global Goal                          |
| <input type="checkbox"/> Students’ Lived Experiences | <input checked="" type="checkbox"/> Students’ World View | <input checked="" type="checkbox"/> Students’ Self Understanding |

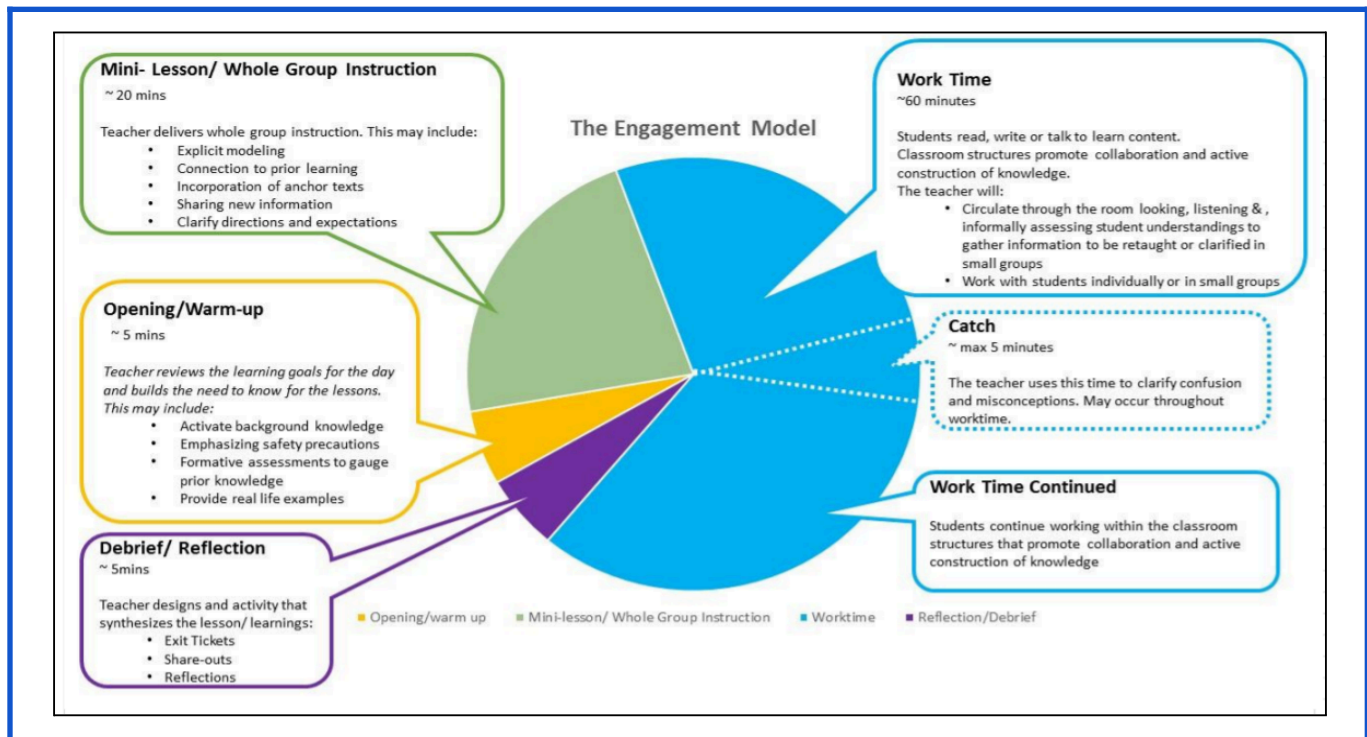
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Quick Link - [Day 1](#)

Quick Link - [Day 2](#)

*This Lesson is Designed Using the Engagement Model*



**Day 1:**

Engagement Model Activity Description (90 minute class)	Est. Time
<p>1. <b>Opening/Warm-Up:</b></p> <p><b>Introduce the Essential Question:</b> How can individuals and groups change society?</p> <ul style="list-style-type: none"> <li>• Teacher shares examples that are familiar to students from previous units or their local/state/national context.</li> <li>• Ask students to <a href="#">Turn and Talk</a> and generate more examples to share out and are documented by the teacher.</li> </ul> <p><b>Introduce the Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Explain that you will use an event called the Arab Spring to explore the essential question.</li> <li>• By the end of the next class students will demonstrate their learning by creating a <a href="#">“This I believe”</a> statement as a written piece (350-500 words), video, or audio recording (2-3 minutes).</li> <li>• Review and students make a copy of the <a href="#">graphic organizer/template</a>.</li> </ul>	<p><b>15 Minutes</b></p>



<p><b>2. Mini Lesson</b></p> <p><b>Develop Background Knowledge:</b> Students will build their understanding of the Arab Spring through teacher directed instruction.</p> <ul style="list-style-type: none"> <li>Teacher resource options to select from to build student background knowledge of the Arab Spring causes, events, and outcomes. <ul style="list-style-type: none"> <li><a href="#">Google Ed</a>   <a href="#">Britannica</a>   <a href="#">Al Jazeera &amp; Timeline</a>   <a href="#">The Guardian</a></li> <li>Suggested <a href="#">Slide Deck to be used and modified</a> for your class</li> </ul> </li> <li>At the end of the mini-lesson group students into 3 and ask students to complete a <a href="#">3-2-1 processing strategy</a> (suggested <a href="#">slide deck to use</a>.)</li> <li>Model for students and ask each group to share their responses</li> </ul>	30-35 Minutes
<p><b>3. Student Work Time</b></p> <p><b>Developing beliefs using Historical Thinking Skills:</b> Students remain in the groups of 3 they formed. Explain that as a group they will examine some images from the Arab Spring. For each image they should provide a 1-2 sentence explanation/caption for what they believe is happening.</p> <p><b>Image Slide Deck:</b> Each <a href="#">group can use their own slide deck or the image</a> can be shared to the class and completed together. For each image used, make a geography connection and identify where it is happening.</p>	15 Minutes
<p><b>4. Catch/Transition</b></p> <p><b>Revising and Expanding Beliefs:</b></p> <ul style="list-style-type: none"> <li>Students return to the <a href="#">3-2-1 processing strategy</a> (suggested <a href="#">slide deck to use</a>) and review the beliefs they had identified. They add new ones to the “More Beliefs..” box.</li> </ul>	10-15 Minutes
<p><b>5. Debrief/Reflection</b></p> <p><b>Formative Assessment/Check</b></p> <ul style="list-style-type: none"> <li>Use this time to gauge student 1) knowledge and understanding of the Arab Spring and 2) The beliefs they are forming about the Essential Question: How can individuals and groups change society?</li> <li>Poll students to get an idea of the format they plan to use for their <a href="#">“This I believe”</a> statement: written piece (350-500 words), video, or audio recording (2-3 minutes).</li> <li>Review their <a href="#">3-2-1 processing</a> activity to see if there are any outstanding questions that need to be answered.</li> <li>Ask students to add their name provide a draft title of their statement on their <a href="#">graphic organizer/template</a>.</li> </ul>	15-20 Minutes



**Day 2:**

Engagement Model Activity Description (90 minute class)	Est. Time
<p><b>1. Opening/Warm-Up:</b></p> <p><b>Revisit the Essential Question:</b> How can individuals and groups change society?</p> <ul style="list-style-type: none"> <li>Assemble students in the groups they had formed last class.</li> <li>Teacher revisits the examples they provided last class or share new examples that are familiar to students from previous units or their local/state/national context.</li> </ul> <p><b>Revisit the the Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Explain that you have started to and will continue to explore the Arab Spring to reply to the essential question.</li> <li>By the end of this class students will demonstrate their learning by creating a <a href="#">“This I believe”</a> statement as a written piece (350-500 words), video, or audio recording (2-3 minutes)</li> <li>Review the <a href="#">graphic organizer/template</a>.</li> </ul>	10 Minutes
<p><b>2. Mini Lesson</b></p> <p><b>Primary Sources Overview:</b> Students will build their understanding of the Arab Spring by examining primary sources from the event.</p> <ul style="list-style-type: none"> <li>Show one of the video options on “What is a primary source?” Be sure to share that the images they saw last class are examples of primary sources. <ul style="list-style-type: none"> <li><a href="#">Video A</a>   <a href="#">Video B</a>  </li> </ul> </li> <li>Then ask students to to <a href="#">Turn and Talk</a> and 2 main points from the video.</li> <li>Share that they will engage with primary sources texts from the Arab Spring next.</li> </ul>	10 Minutes
<p><b>3. Student Work Time</b></p> <p><b>How Primary Sources can impact our beliefs:</b></p> <ul style="list-style-type: none"> <li>In their groups of 3, stations, or as a whole class, have students engage with this collection of quotes and excerpts from people involved with the Arab Spring.</li> <li>With each item, be sure to include time for students to revise or add to their beliefs they started on day 1.</li> </ul>	20 Minutes
<p><b>4. Catch/Transition</b></p> <p><b>Modelling “This I believe...”</b></p> <ul style="list-style-type: none"> <li>Take a moment to share to the class your own learning or example of how you are forming your beliefs about the essential question.</li> <li>Write your thinking on the board as an organizing model they can use.</li> </ul>	5 Minutes
<p><b>5. Student Work Time</b></p> <p><b>Begin work on assessment</b></p>	40 Minutes



<ul style="list-style-type: none"><li>• This segment provides time for students to outline and create their “This I believe” statement. Link to <a href="#">graphic organizer/template</a>.</li><li>• By the end of this class students will demonstrate their learning by creating a <a href="#">“This I believe”</a> statement as a written piece (350-500 words), video, or audio recording (2-3 minutes)</li></ul>	
<p><b>6. Debrief/Reflection</b></p> <p><b>Class share out</b></p> <ul style="list-style-type: none"><li>• Ask students to share something...<ul style="list-style-type: none"><li>○ They are proud of regarding their work.</li><li>○ They formed in their beliefs.</li></ul></li></ul>	<b>5-10 Minutes</b>
<ul style="list-style-type: none"><li>• <b>Post Lesson Ideas</b><ul style="list-style-type: none"><li>○ Create a virtual gallery of student work.</li><li>○ Students play or read their work in groups or to the class.</li><li>○ Include a feedback round for students to consider and then revise/record again.</li><li>○ Arrange for a scholar to be a guest speaker about the Arab Spring to discuss the event and its legacy with students. National Resource Centers are great partners to do this.</li></ul></li></ul>	