

THE ARAB SPRING: THE POWER OF YOUTH AND TECHNOLOGY

Rachel Rawlings, Kentucky Country Day School, World Cultures, 6th Grade, Time Frame: 3 class periods of 60 minutes

Introduction: Students will learn about the Arab Spring, with a focus on factual information about the events in the Middle East over the last three years as well as concepts about social change. Students will discuss methods of social change, factors that lead to social change, and how these methods and factors have been at play in the Middle East. Finally, students will consider what role they might play in social change.

Geographic Connections: Students will become aware of events in the Middle East and how the United States might be connected with these events. Students will also learn about the power of technology and social change in the digital age.

Vocabulary:

Terms and People:

Arab Spring, Demographics, Coup d'etat, authoritarian, regime, social media, Hosni Mubarak, Moammar Gadhafi, Bashar Al-Assad

Stage 1 – Desired Results	
<p>Common Core Content Standard(s):</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. • CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. • CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 	
<p>Understanding (s)/Goals: Students will understand:</p> <ul style="list-style-type: none"> • How demographics and technology 	<p>Essential Question(s) Related to Theme(s):</p> <ul style="list-style-type: none"> • How can differing points of view affect relations between and within societies?

<p>have contributed to the Arab Spring.</p> <ul style="list-style-type: none"> • The various events and outcomes in different Arab Spring countries. • Various types/methods of enacting social change (i.e., voting, peaceful protest, military action, civil war, coup d'etat) 	<ul style="list-style-type: none"> • How can examining viewpoints that are different from our own help us explain the actions of others? • How have the ideas of people changed over time? How might technology accelerate these changes?
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Student Objectives (Outcomes):

Students will be able to:

- Describe the general events of the Arab Spring and the specific events in at least one Middle East country.
- Collaborate with others to understand events of the Arab spring in the Middle East and explain them to others using various visual and written forms of communication.

Stage 2 – Assessment Evidence

Performance Task(s):

- Group presentation on one country involved in the Arab Spring. (See presentation options and rubric)
- Written analysis/interpretation of political /editorial cartoons about the Arab Spring.
- Written summary of current event about an Arab Spring country.

Other Evidence:

- Reading comprehension questions on basic information about the Arab Spring
- Participation in class discussion
- Planning worksheet for group presentations

Stage 3 – Learning Plan

Learning Activities:

Day 1

1. Write (or project) on the board, “If citizens don’t like the actions of their government leaders, what can they do?” Give students five minutes to brainstorm possible answers, posting on the board (you can use www.padlet.com , a shared Google doc, or simply write on the board. Possible answers include: vote the leaders out, assassinate the leaders, protest against the leaders, write letters to their leaders asking them to change their actions, ask other countries to help overthrow the leader...etc.)
2. In partners or small groups, have students discuss the positives and negatives as well as the effectiveness associated with each type of action. Share responses with whole class.
3. Ask students to describe what methods U.S. Citizens have used in the past (early settlers first negotiated peacefully with Natives, later, U.S. Citizens took military action against Native groups. Colonists held protests against their British government, when that didn't work, they took military action and overthrew the British. Colonists also solicited help from the French! During the civil war part of our country fought a military campaign in an effort to start a new country.

Today, we have peaceful protests and we vote in elections to get rid of our leaders.)

4. Ask students to discuss ways in which technology might play a role in social change.

(Possible answers include: superior technology can help one side win in military campaigns, communications technology can spread word about protests, media technology such a television can change peoples minds by showing them what was happening during civil rights era or during war, wikileaks is a technology that has changed some peoples views on our current government)

5. Explain that, recently, some people in the Middle East have also been upset with their leaders. Distribute the article on the Arab Spring along with comprehension questions. Read article and answer questions. (This can be done individually or in groups, depending on needs of students).

6. Put students into small groups and explain that they will be presenting a profile of one country involved in the Arab Spring. Distribute project guidelines, planning worksheet, and rubric. Begin research.

Day 2

1. Continue research and production of presentation project. (Note: if your class has not discussed methods of research and evaluation of sources, this might be a good time to do that).

2. Turn in presentation planning worksheet.

3. Begin Presentations

Day 3

1. Continue presentations.

2. Revisit the questions from Day 1. In small groups, have students discuss the actions taken in the Middle Eastern countries. Report back to whole group. What methods of social change seem to be effective? What are the costs of these methods (\$, loss of life)? How has technology influenced the changes in the Middle East? Does the U.S. Have any role in the Middle East? *Should* the U.S. Have a role in the Middle East? Do these countries want the U.S. To be involved? Do YOU (student) have a role?

3. Have students choose between writing a short paragraph analyzing/interpreting one of the political cartoons OR summarizing a current event about one of the Arab Spring countries.

Enrichment:

- Draw your own political cartoon about the events in the Middle East
- Contact your representatives or even the President and let him/her know what action you think the U.S. should take in a specific country.
- Find an on-line organization that is working to address a particular situation in the Middle East and see how you might get involved (e.g. sign petitions)
- Use what you learned about social media to start a movement to address a particular issue

here in your country, town, or school.

Resource List/Bibliography:

Note: All internet sites were last accessed 7/17/2013, however it should be pointed out to students that the articles are somewhat dated.

Arab Spring Articles:

“One Man Sparks Multiple Revolutions” by Holly Prendergast

<http://youthvoicesrise.com/past/one-man-sparks-multi-nation-revolution/>

(article is re-formatted and appended in this document for those without internet access.

Link also has video)

“Arab Spring: What's Next” by Patricia Smith

http://junior.scholastic.com/issues/10_10_11

(this is a digital issue of the October 10 edition of Junior Scholastic classroom magazine)

Arab Spring Article Review Questions:

<https://docs.google.com/document/d/1ppi6lgP1RABumrhnADKb9-DDzW4ugZifKKbKt1aNcV8/edit>

(questions are appended in this document for those without internet access)

Presentation Assignment Sheet and Planning Sheet:

<https://docs.google.com/document/d/1K0PVm386OU8fuuoPTjTq3cD4v0kM9BrQ7wK31IGHf48/edit>

(Assignment Sheet is appended for those without internet access)

Presentation Rubric

<https://docs.google.com/document/d/1JtbqtBmKuynu8ML2UyQYGgYs1AGD1RrC834JbiK4Usk/edit>

(Rubric is re-formatted and appended for those without internet access)

On-line resources for research and current events:

<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.bbc.co.uk/news/world-12482291>

http://www.nytimes.com/interactive/2011/11/23/world/middleeast/Arab-Spring-and-Fall.html?scp=5&sq=arab%20spring&st=cse&_r=0

<http://www.bbc.co.uk/news/world-middle-east-16212447>

<http://youthvoicesrise.com/past/guide-to-a-social-revolution/>

www.cnn.com

www.nytimes.com

Remind students that targeted Google Searches can also be used to find current events

Editorial Cartoons

<http://static.selfdeprecate.com/wp-content/uploads/2012/02/arab-spring-protest-political->

cartoon-300x196.gif

<http://robertariail.com/2011/03/31/arab-spring-cleaning/>

<http://robertariail.com/2011/03/23/arab-spring/>

<http://www.cagle.com/tag/bashar-al-assad/page/10/>

Note: Students may also do a Google image search for “Arab Spring Political Cartoon”

Please be sure to include full titles, authors, and URL addresses with dates accessed.

Other Sources Accessed:

<http://www.world-affairs.org/wp-content/uploads/2012/04/Libya-cover-and-packet-final-for-web-4.2.12.pdf>

<https://cmes.uchicago.edu/page/arab-revolutions>

How Are You Going to Use This Unit?

I will use this as part of a larger unit on the Middle East in a 6th Grade World Cultures classroom at Kentucky Country Day School.

One Man Sparks Multiple Revolutions

By Holly Prendergast

Mohamed Bouazizi set himself on fire in the streets of Tunisia when police confiscated his fruit and vegetable cart after learning he didn't have a permit for it.

Bouazizi's suicide on Dec. 17, 2010 sparked a revolution of epic proportions that spread to countries throughout the Middle East and North Africa. His act of protest was a reaction to the long history of political corruption and oppression in Tunisia.

Almost immediately following the initial uprisings in Tunisia and the fall of its president Zine El Abidine Ben Ali, uprisings and protests quickly spread to Egypt. Thousands of Egyptians gathered in Cairo's Tahrir Square to protest against Hosni Mubarak and his 30-year regime on Jan. 25, 2011

"In January 2011, I can remember, it was very interesting," Shady Ramadan, Project Officer for Catholic Relief Services (CRS) Egypt, said. "I have never seen Egyptians that motivated and they were – it was very civilized."

"Youth from different backgrounds and classes and parts of Cairo were all marching together calling for freedom, and I guess the rest was history," Mosa'ab Elshamy, a student in Cairo, said.

On Jan. 25, police forces were very present in the streets of Cairo but it "didn't become violent until after midnight," Radaman said.

"The sit in [on Jan. 25] was dispersed at midnight by tear gas and rubber bullets, but then it was too late for the regime because people had found each other," Elshamy said.

Once the people of Egypt saw the strength and power that they had, Egyptians from all parts of the country came to Tahrir Square to protest against Mubarak and his regime.

"People didn't join again until January 28, which was like the real beginning of the revolution," Elshamy said. It was at this point "when millions, literally millions," of people joined the revolution.

With the protests quickly growing, it was reported that just five days after the initial uprisings began in Egypt, the civilian death toll surged passed 100 on Jan. 30, according to the Huffington Post.¹

As the number of casualties continued to climb in Egypt, the revolution began to spread even more throughout the Middle East and North Africa.

According to The Telegraph, beginning on Jan. 29, 2011 supporters of Yemen president, Ali Abdullah Saleh began to attack Yemenis who wanted to march to the Egyptian embassy in order to show their support for the protesters in Egypt.²

With continued protests from both Egyptians and Yemenis, it was only a short time later that both regimes collapsed.

According to Al Jazeera, Hosni Mubarak stepped down from the presidency on Feb. 11, 2011, just 18 days after the initial protests in Tahrir Square began.³

Even with Mubarak's resignation, many of his staffers were still in their government positions a year after the initial protests and many considered "that the revolution did not end," said Ramadan.

Although Yemenis fight for Saleh's resignation took months, compared to Egypt's 18 days, on Nov. 23, 2011 President Saleh signed an agreement, while in Saudi Arabia, that ended his 33 years in power, as reported by Al Jazeera.⁴

Between the time of Mubarak's resignation and Saleh's resignation, dissent spread to Bahrain, Libya and Syria. All of these countries were calling for the same thing that Egypt had achieved; the resignation of the present regimes.

According to The Guardian, the protests in Bahrain were eventually contained through a government crackdown with the help of Saudi Arabian troops; long-time Libyan dictator Moammar Gadhafi was killed on Oct. 20, 2011 after months of protests and by the end of that year, it has been estimated that over 5,000 civilians in Syria have been killed. 5

Through just a brief time in modern history, millions of people in the Middle East and North Africa have taken a stand for freedom and have done all that they can to ensure that one day they will be free.

The youth, primarily, have taken the initial step to end the harsh political oppressions that they face. In regards to older generations,

“I guess one thing that surprised everyone is that the youth were able to do something that they (older generations) haven't been able to do,” Elshamy said.

Credits:

1. http://www.huffingtonpost.com/2011/01/30/egypt-death-toll_n_815925.html
2. <http://www.telegraph.co.uk/news/worldnews/middleeast/yemen/8774702/Yemen-timeline-of-protests-against-Ali-Abdullah-Saleh.html>
3. <http://www.aljazeera.com/indepth/spotlight/egypt/2011/11/2011111461511739312.html>
4. <http://www.aljazeera.com/indepth/spotlight/aljazeera102011/2011/12/2011122593511542382.html>
5. <http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>

Questions for “One Man Sparks Multiple Protests” article Name _____

1. What incident appeared to spark the first protests of the Arab Spring?
2. Who is Hosni Mubarak?
3. List three other countries that experienced protests and uprisings.
4. What group of people have been important in the protests?
5. What are the people protesting? What are they trying to change?

Questions for Junior Scholastic “Arab Spring” article

Name _____

1. By what method did word of protests in Tunisia spread from city to city?
2. Why were many people in the West surprised by the Arab Spring uprisings?
3. The Arab Spring countries are located on which two continents?
4. What incident appeared to spark the first protests of the Arab Spring?
5. In which Arab Spring uprising did the U.S. intervene militarily and how?

The Arab Spring: Country Presentations

Instructions

With your group members, create a 3-5 minute presentation about the protests, violence, and/or political change that has occurred in your assigned country in 2011. Your presentation may take the form of a power point, prezi, glogster, google presentation, or posterboard. You must include visuals and sources.

Assigned country: _____

Group Members: _____

1. History of the protests

- a. When did protests begin?
- b. What were/are people protesting?
- c. How did the government respond?
- d. What has been the result?

2. Causes

- a. What factors do you think led to the protests? (pay special attention to demographics, economy, technology)
- b. What factors have made the protest successful?

3. Today

- a. What is happening in your country now?
- b. Who is in charge of the government?
- c. Will there be elections? If so, when?
- d. What key challenges does the country face today?

4. The international community

a. Have international organizations (for example, the Arab League, the UN, or NATO) or other countries been involved in events in your country? If so, how?

b. What has been the position of the United States on the events in your country?

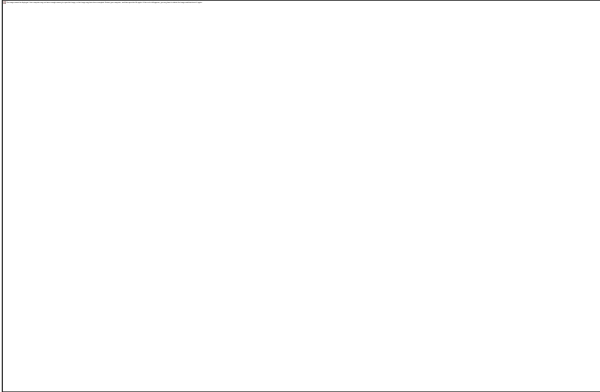
*Don't forget to include a list of your sources at the end of your presentation.

Arab Spring Presentation Rubric

Names _____

	5	4	3	2	1	0
History of Protests	Detailed discussion of 4 subparts were and included 2 or more visuals that added to presentation.	4 subparts were answered and included 2 or more visuals	Some subparts were answered and 1-2 visuals were included	Missing information on more than 1 subpart. 1 or no visuals included	Missing information on more than 2 subparts. No visuals included.	Not Demonstrated
Causes	Detailed discussion of factors and 2 or more visuals included that added to presentation.	Significant discussion of factors and 2 or more visuals included.	Some discussion of factors and 1 or more visuals included.	Limited discussion of causes. One or fewer visuals included.	Very limited discussion of causes. No visuals	Not Demonstrated
Today	Detailed discussion of 4 subparts were and included 2 or more visuals that added to presentation.	4 subparts were answered and included 2 or more visuals	Some subparts were answered and 1-2 visuals were included	Missing information on more than 1 subpart. 1 or no visuals included	Missing information on more than 2 subparts. No visuals included.	Not Demonstrated
International Community	Detailed discussion of 2 subparts were and included 2 or more visuals that added to presentation.	2 subparts were answered and included 2 or more visuals	Some subparts were answered and 1-2 visuals were included	Missing information on more than 1 subpart. 1 or no visuals included	Missing information on more than 2 subparts. No visuals included.	Not Demonstrated
Presentation style and Group Work	All members contributed significantly. Presentation tone, volume, pace, length, were excellent.	All members contributed Presentation tone, volume, pace, length, were good.	All members contributed Presentation tone, volume, pace, length, were fair or had minor problems..	Members did not contribute equally. Presentation tone, volume, pace, length, had minor problems.	Members did not contribute Significant problems with presentation tone, volume, pace, and length.	Not Demonstrated
Class Time and Sources	All members made excellent use of class time and all sources were cited in presentation.	Members generally made good use of class time and all sources were cited.	Members were off task a time or two and/or 1-2 source citations were missing.	Members were often off task and/or several source citations were missing.	Members were generally off task and most source citations were missing.	Not Demonstrated

ARAB SPRING EDITORIAL CARTOONS



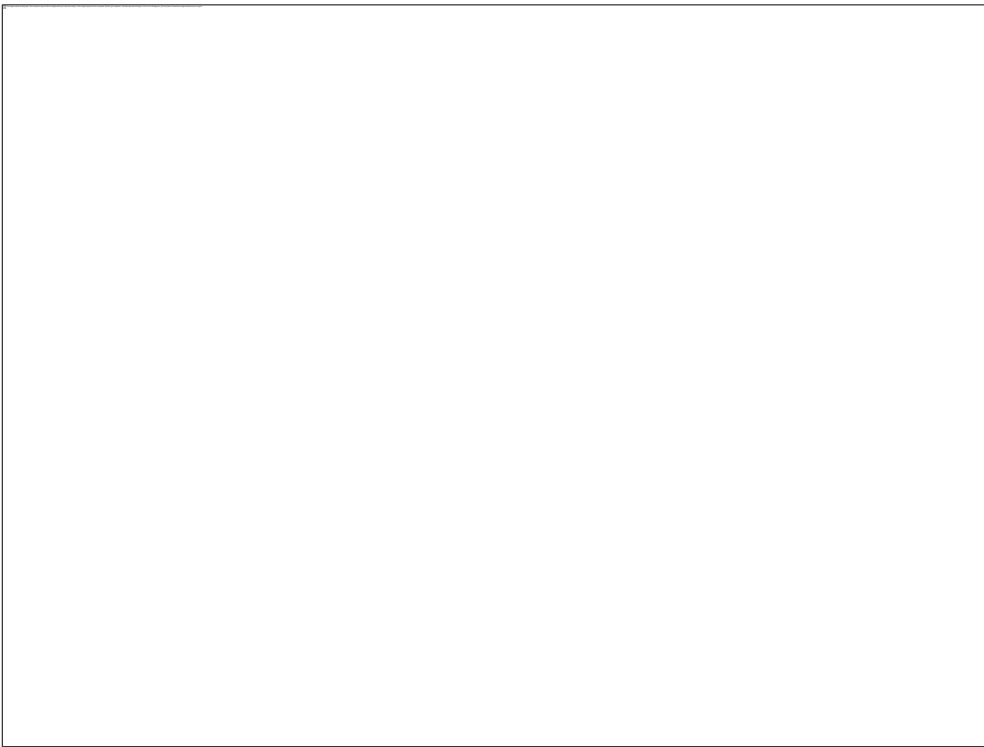
<http://selfdeprecate.com/politics-articles/editorial-social-medias-impact-communication/>



<http://robertariail.com/2011/03/31/arab-spring-cleaning/>



<http://robertariail.com/2011/03/23/arab-spring/>



<http://www.cagle.com/tag/bashar-al-assad/page/10/>