

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Title of Lesson: Comparing Women's Biographies in Middle Eastern Historical Context

Author: Jim Misencik **School:** University of California Santa Cruz **Subject Areas:** World Society (Sociology 15) **Grade Level:** Lower Division Undergraduate (adaptable to H.S. Seniors) **Time Frame to Allow for Lesson:** 1:10 minutes

Introduction: Students will have completed assigned readings and come to class prepared to engage in discussion. The emphasis will be on analyzing continuity and change as it is observed across time and cultures in the biographies of two women in order to understand how different world historical processes create opportunities and constraints. Students will first have read the textbook outlining the mid-19th to early-20th century world historical context in Egypt and Iran. Then they will have read the narrative of Shemsigul, a slave woman who is able to sue the slave dealer who had brought her to Cairo. Finally, students will have read the narrative of Bibi Maryam, an elite tribal woman who escorts the German "Lawrence of Arabia" into her tribal lands during WWI against the interests of the Qajar Dynasty, the British and her own powerful husband.

Geographic Connections: D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Vocabulary: Slavery, Circassians, Bakhtiyari, Tribal structure, Suez Canal, Colonialism, World War I, Gender, Harem, Ottoman Empire, Egypt, Iran.

Common Core Content Standards: CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Students should be able to understand how the reconstructed biographies indicate that while sweeping textbook narratives are useful as a general orientation, people's lived realities may often have been very different from what the textbook implies.

Essential Question: How surprising do you think the biographies of Shemsigul and Bibi Maryam would be to common people that you know today?

Literacy through the Content Area: critical thinking and close reading

Placement of Lesson within Broader Curriculum/Context: This lesson emphasizes episodes in the lives of two women in a course covering World Society. It would be placed near the beginning of the course since World Society primarily focuses on the contemporary world and the largest of historical processes that created our world. The selected readings emphasize pre-colonial countries, World War I and gender relations in a fresh context. Each of these themes—colonialism, the impact of international wars, and the important roles of women—are critical to understanding the contours of our contemporary World Society.

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Learner Background: This is an introductory course and while it might not be the first time that students have been exposed to world historical events, they will not have proficiency with the subject matter. Importantly, students need to be aware that the course pedagogy emphasizes connections between world historical events and how people act out their lives within these contexts. With this point in mind, the material is accessible to every undergraduate and no special skill is required.

Objectives for Lesson: First, students will be able to conceptualize world historical processes and individual agency as separate analytical categories. With these concepts in mind, they will then be able to identify and analyze the important initial conditions and later effects within which the two profiled women are embedded. Third, students will be able to compare the two women with one another across time. Finally, students should realize and analyze the latent argument which is that these mid-19th and early-20th century Muslim women, as exemplars of agency, challenge common ideas about what it must have meant to be a woman living during this period.

Integration of 21st century skills: The entire lesson is designed around nurturing and testing the reading comprehension and critical thinking skills of students. None of the readings in themselves are difficult. However, students are required to extract from the textbook generalized trends and analyze how these trends enabled or constrained everyday lives. Further, this lesson is a step along the way towards effective communication in an essay format.

Assessment: Students should be able to define world historical processes such as slavery, colonialism and international war, among other concepts. These will be measured in both the formative and summative assessments. Students will also be required to compare conditions across time and culture. The efficacy of this portion will be assessed during classroom discussion and the quality of their writing in the summative assessment.

Formative Assessment: Written short answer quiz at the beginning of class designed to assess basic reading comprehension.

Summative Assessment: At a later point in the course, students will be required to write a series of term papers. A comparison between the biography of Shemsigul and Bibi Maryam set within the context of the Cleveland chapters will be one of the options.

Materials/Resources:

Toledano, Ehud R. 2006. "Shemsigul: A Circassian Slave in Mid-Nineteenth-Century Cairo." Pp. 48-63 in *Struggle and Survival in the Modern Middle East*. Vol. 2 edited by Edmund Burke III and David N. Yaghoubian, Berkeley: University of California Press.

Oehler, Julie. 2006. "Bibi Maryam: A Bakhtiyari Tribal Woman." Pp. 103-116 in *Struggle and Survival in the Modern Middle East*. Vol. 2 edited by Edmund Burke III and David N. Yaghoubian, Berkeley: University of California Press.

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Cleveland, William L. and Martin Bunton. 2009. *A History of the Modern Middle East*. 4th ed. Boulder, CO: Westview Press. "Egypt and Iran in the Late Nineteenth Century," Pp. 103-118, "The Response of Islamic Society," Pp. 119-132 and "The Era of the Young Turks and the Iranian Constitutionalists," Pp. 133-148.

Reading Comprehension Quiz

Lesson Development/Instructional Strategies

1. Students are given a short answer reading comprehension quiz at the beginning of the lesson and then turn the quiz in to the teacher after no more than 10 minutes before breaking into groups (15 minutes).
2. In 3-4 person groups, students discuss their responses to the quiz. As their discussion progresses, groups will categorize and compare their internal responses on paper. This should help students learn how to concretize abstract concepts. Simultaneously, the teacher should move around the room and clarify any points or answers brought up by the groups (20 minutes).
3. Once each group has developed their ideas and analysis, the discussion is opened up into the larger group. The teacher may either ask for volunteers to begin or instigate the discussion based upon particular insights gleaned from observing the small-group discussions (25-30 minutes).
4. At the end, the teacher should summarize the conclusions reached by the groups and balance these conclusions with the overall weight accorded them by the historical record before answering or clarifying any final questions (5-10 minutes).

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

The teacher must circulate throughout the groups during the initial discussion to assess the general level of understanding. At this point, concepts can be explained to each group if they are having exceptional difficulty and then touched on for the entire class once the group expands. Often, students will not verbally participate in the larger groups. However, this should not be considered as a sign of ineptitude. If future assessments indicate that the material is not being grasped, the teacher may be required to do a remedial session or hold extra office hours.

How will you provide opportunities for enrichment/higher level of challenge for students?

Although not explicitly assessed as such, students needing higher-level challenges should be pushed to either speak more often or to more thoroughly explain their conclusions. Further, the teacher should actively seek opportunities to present moral dilemmas or paradoxes to these students during the open discussion.

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Reading Comprehension Quiz

1. Please briefly describe two or three world historical processes that Cleveland and Bunton described in the assigned chapters from *A History of the Modern Middle East*.

2. Based on what we have learned from earlier readings and lectures, how do you think Islamic culture affected the political and economic structure of mid-19th century Cairo such that Shemsigul could sue her master?

3. Briefly explain how Bibi Maryam's actions during WWI correspond to the larger shift in Iranian tribal structure. Specifically, as powerful Khans were increasingly drawn into the national political game, how do Bibi Maryam's actions demonstrate the increasing ability of elite tribal women to manage local economies and politics?