

Time Requirements: The three lessons are one hour each; they can be adapted to two extended length block periods as needed. Sections can be completed by students independently; suggested extensions are included.

Number of students: formatted for 20-30 students

AEP Curricula Used:

1. Islamic Networks Group, *Emir Abdelkader: A Muslim Hero for our Time*, Lessons [Two](#), [Three](#), and [Four](#).
2. Harvard Pluralism Project, *Case Study Program*, [In the Shadow of the Sword/Rumors in Damascus: Emir Abdelkader and Ethical Leadership](#)
3. [Foundations of a Civil Society: Exploring Cultural and Religious Diversity](#)

Lesson Sequence Overview:

This series of three lessons supports several learning objectives of the *AP World History: Modern* Unit 6 utilizing the life of Emir Abdelkader as a case study. Furthermore, this series of lessons strives to introduce students to historical realities that give evidence that contradicts several assumed truths of contemporary world affairs that work counter to mutual understanding between religious and cultural groups.

Standards:

While the specific learning objectives associated with *AP World History: Modern* are listed, these lessons can be utilized by teachers in most World History courses which have associated standards, for example:

Texas World History Studies:

(c) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

*(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, **European imperialism**, and the Enlightenment's impact on political revolutions;*

(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:

(B) identify the major political, economic, and social motivations that influenced European imperialism;

(C) explain the major characteristics and impact of European imperialism;

(22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

(B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and

(C) identify examples of religious influence on various events referenced in the major eras of world history.

(24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

(D) explain how geopolitical and religious influences have impacted law and government in the Muslim world.

(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:

(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;

(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;

AP World History Modern, Unit 6: Consequences of Industrialization c. 1750 to c. 1900

TOPIC 6.1 Rationales for Imperialism from 1750 to 1900

Unit Learning Objective A: Explain how ideologies contributed to the development of imperialism from 1750 to 1900.

KC-5.2.III A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.

TOPIC 6.2 State Expansion from 1750 to 1900

Unit Learning Objective B: Compare processes by which state power shifted in various parts of the world from 1750 to 1900.

KC-5.2.I.C Many European states used both warfare and diplomacy to expand their empires in Africa.

KC-5.2.I.D Europeans established settler colonies in some parts of their empires.

TOPIC 6.3 Indigenous Responses to State Expansion from 1750 to 1900

Unit Learning Objective C: Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.

KC-5.2.II.C Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

KC-5.3.III.E Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.

TOPIC 6.4 Global Economic Development from 1750 to 1900

Unit 6 Learning Objective D: Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.

KC-5.1.II.A The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.

AP, Common Core, and C3 Social Studies Framework skills are listed with individual lessons.

Activities appropriate for one-to-one classrooms are labeled **Tech option**.

Lesson One: Coming of Age

Lesson Objective: *Students will examine the social context of the 19th century Middle East and North Africa and analyze how various religious groups interacted and understood one another.*

DOL/Assessment: Students will write an evidence-based paragraph summarizing the social context of the 19th century Middle East and North Africa.

Essential Questions:

What shapes our perceptions of religious and cultural groups?

What role did religion play in 19th century Algerian society?

How did people of different religious groups view each other in the 19th century Ottoman empire?

This lesson addresses the following skills:

AP World History: Modern (AP)

HTS 4: Contextualization: Analyze the context of historical events, developments, or processes.

4.A Identify and describe a historical context for a specific historical development or process.

HTS 6: Argumentation: Develop an argument.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

§ Describe specific examples of historically relevant evidence.

§ Explain how specific examples of historically relevant evidence support an argument.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (C3)

Dimension 2, Geographic Representations

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics

Dimension 2, Change, Continuity, and Context

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Dimension 2, Perspectives

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Common Core English Language Arts Standards » History/Social Studies » Grade 9-10 (CC)

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson Materials:

One copy per student of:

[Myth or Fact warm-up](#) or [Digital version \(Google quiz\)](#) (Note: the teacher will need to save a copy of the quiz in his or her own drive in order to see a separate set of results)

[Day One Activity](#)

[Assessment](#)

One copy each per four students:

[Abdelkader Education Project's Foundations of Civil Society: Exploring Cultural and Religious Diversity](#), pages 28 (The First Eight Years), 29 (Theology and the Prophet), 30 (Pilgrimage), and 31 (The Monks of Jesus).

Lesson Procedures:

1. Lesson Hook/Warm-up: (5 minutes)

- As students settle into their seats, they will complete the [Myth or Fact warm-up](#).
Tech option: [Digital version \(Google quiz\)](#)
(Note: the teacher will need to save a copy of the quiz in his or her own drive in order to see a separate set of results)
- Explain that to the students that they are basing their responses on what is common belief today. Their own experiences may differ. *What do most people around them in society believe?*
- As the students complete the quiz, get a feel for answers by either displaying the results of the Google quiz or informally polling students.
- Students will keep their papers/quiz results (make sure they send themselves a copy) for later reference. Emphasize that they will need these again; perhaps hold them for the students depending on student habit.

2. Topic Introduction (3-4 minutes)

- Announce to students that they will be studying French imperialism in the Middle East through a case study of a man named Emir Abdelkader. Over the next couple days, they will look at Emir Abdelkader's life.
- Display slide 4 of the [ING slide presentation \(free registration required\)](#) to establish the geographical context.
- They will utilize Emir Abdelkader's life to both learn about the French imperialism in North Africa and the Middle East as well as use evidence from his life to distinguish historical realities from current myths.
- Today, they will "set the scene" and learn about Abdelkader in order to better understand later events. Therefore, they will be establishing the **context** of Abdelkader's life.
- In the activity, each student will learn about a section of Abdelkader's early life and then share out.

3. Group Activity: (30-33 minutes)

- Students will be broken into groups of four.
- Each student in the group will be given a selected page from the [Abdelkader Education Project's Foundations of Civil Society: Exploring Cultural and Religious Diversity](#). This activity will utilize pages 28 (The First Eight Years), 29 (Theology and the Prophet), 30 (Pilgrimage), and 31 (The Monks of Jesus). Inform students that these pages are from a well-researched biography of Emir Abdelkader, *Commander of the Faithful*. If possible, display a copy of the book for students.
- [This protocol](#) provides the procedures to run this activity. Students will record information [here](#).

4. Lesson assessment: (17-20 minutes)**

- Check in with students and allow a few to share out their answers to the activity closer and facilitate discussion as desired.
- Students will complete the lesson [assessment](#) on their own.
- As time allows, have students share out answers.

**Depending on the usual class habit and expectations, discussions throughout the lesson may be extended and the assessment assigned as independent work outside of class.

Lesson Two: Ethical Leadership

Lesson Objective: Students will evaluate the validity of France's stated goals of invading Algeria in contrast to the actual events of the war and treatment of Abdelkader as a captive.

DOL/Assessment: Students will evaluate France's goals and motivations for the invasion of Algeria utilizing information from primary and secondary sources.

Essential questions:

How do cultures' perceptions of each other affect their interactions?

What motivated European countries to imperialize African countries in the 19th century?

How did interactions between Africans and Europeans help them to create a dialogue between cultures?

This lesson develops the following skills:

AP World History: Modern (AP)

HTS 1: Developments and Processes: Identify and explain historical developments and processes

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

HTS 2: Sourcing and situation: Analyze sourcing and situation of primary and secondary sources.

2.A Identify a source's point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

HTS 3: Claims and evidence in sources: Analyze arguments in primary and secondary sources.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

HTS 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

HTS 6: Argumentation: Develop an argument.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

§ Describe specific examples of historically relevant evidence.

§ Explain how specific examples of historically relevant evidence support an argument.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (C3)

Dimension 2, Civic and Political Institutions

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

Dimension 2, Participation and Deliberation

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Dimension 2, Processes, Rules, and Laws

D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

Dimension 2, Human-Environment Interaction

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Dimension 2, Human Population: Spatial Patterns and Movements

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

Dimension 2, Change, Continuity, and Context

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Dimension 2, Perspectives

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's Perspectives.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Dimension 2, Historical Sources and Evidence

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

Dimension 2, Causation and Argumentation

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Common Core English Language Arts Standards » History/Social Studies » Grade 9-10 (CC)

[CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

[CCSS.ELA-LITERACY.WHST.9-10.10](#)

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.WHST.9-10.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Materials:

One copy per student:

[Warm-up](#)

[Abdelkader Education Project's Foundations of Civil Society: Exploring Cultural and Religious Diversity](#), pages 33 (The Flyswatter Incident) and 34 (War as a Distraction)

[Guided reading questions](#)

[Lesson assessment](#)

Equipment:

Display technology (to present the slideshow)

Lesson Procedures:

1. Hook/Warm-up: (5 minutes)

- Students will complete the word-association exercise on the [warm-up](#).
- Call on various students to share out their answers popcorn-style and record them on the board. Alternatively, ask students to come write their responses on the board. If computer display

technology is available, utilize [Word It Out](#) to generate and display word clouds from the student responses.

- Look at the answers together and look for common themes. What conclusions do we draw about the French? Arabs? Is this a dependable source of information?
- Remind the students that this painting, and most information we have about the French colonization of North Africa, is shown from the French point of view.
- Today, we will continue the case study of Emir Abdelkader and look at the colonization of France from the Algerian point of view.

2. Lesson introduction: (7 minutes)

- Remind students of the two “Revolutions” that have been taking place in Europe during the 18th century, the Enlightenment and the Industrial Revolution.
- Prompt students to think about what some of the consequences of these two movements would be. Guide them to think about the following main points; post/have students post them on the board as needed:
 - Enlightenment-based nationalism made European countries very competitive with one another
 - The Enlightenment has also increased demands for democracy and political debate; nowhere is this more evident than in France (French Revolution, Napoleon).
 - Industrialization helped them develop weapons superior to most of the rest of the world.
 - Increased production and transportation technology have Europe looking for new markets.
 - Medical and agricultural technology has increased European population.
- Remind students that the European industrial capacity was threatening the economic dominance of the Ottoman Empire in the Middle East. Algeria in the 1820’s was part of the Ottoman Empire. In a few years, the Ottoman Empire, having lost its former glory, would be called the “Sick man of Europe.” Though the Algerian Arabs and Turkish Ottomans were both Muslim, the Ottomans were seen by the Arabs at that point as foreign occupiers who only took from them to line their own pockets.
- Display slide 4 of the [ING slide presentation \(free registration required\)](#) to establish the geographical context.

3. Activity One: (13 minutes)

- Students will read pages 39 (The Flyswatter Incident) and 40 (War as a Distraction) of the [Abdelkader Education Project’s Foundations of Civil Society: Exploring Cultural and Religious Diversity](#) and answer the [guided reading questions](#).
- In the last two minutes of the time period, the teacher will ask students to share out some of their ideas about what motivated the French. Answers will be recorded on the board.

*****If an instructor is breaking this lesson series into two block periods, this would be a logical place to end the first block period.*****

4. Activity Two: (20 minutes)

- Show slides 17-37 of the [ING slide presentation \(free registration required\)](#), utilizing the accompanying [lesson two](#) and [lesson three](#) notes to tell the story of Emir Abdelkader. Highlight only the main points most relevant to the lesson.
Tech option: record a narrated slideshow and send it out to students.
- Source analysis: During the presentation, emphasize how the French and Arabs are depicted in the accompanying works of art. How do the works indicate a measure of respect for the Arabs in general and Emir Abdelkader in particular?

- At slide 19, add in the information that one of Emir Abdelkader's most trusted advisor who helped negotiate the treaties was a Jew, Ben Arrach. He was held in high esteem by Emir Abdelkader and helped his administration immensely.
- Students will take notes on the presentation on the back of the guided reading sheet.

5. Assessment: (10 minutes)

- Students will complete the [lesson assessment](#).

**Depending on the usual class habit and expectations, discussions throughout the lesson may be extended and the assessment assigned as a homework.

Lesson Three: 'Protector' and Human Rights Pioneer

Lesson Objective: Students will develop an understanding of the power relationships that took place between the Ottoman governors, European diplomats, and indigenous populations of the 19th century Middle East and apply their understanding to analyze a contemporary historical argument.

DOL/Assessment: Students will evaluate contemporary historical arguments using evidence-based explanations.

Essential Questions:

How can political factors fuel tensions between ethnic and religious groups?

How can personal values motivate figures in history?

How can we apply knowledge of historical events to our understanding of the contemporary world?

This lesson develops the following skills:

AP World History: Modern (AP)

HTS 1: Developments and Processes: Identify and explain historical developments and processes

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

HTS 3: Claims and evidence in sources: Analyze arguments in primary and secondary sources.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

HTS 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

HTS 6: Argumentation: Develop an argument.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

§ Describe specific examples of historically relevant evidence.

§ Explain how specific examples of historically relevant evidence support an argument.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (C3)

Dimension 2, Civic and Political Institutions

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

Dimension 2, Participation and Deliberation

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Dimension 2, Processes, Rules, and Laws

D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 2, Human-Environment Interaction

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Dimension 2, Change, Continuity, and Context

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

Dimension 2, Perspectives

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's Perspectives.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

Dimension 2, Historical Sources and Evidence

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

Dimension 2, Causation and Argumentation

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Dimension 3, Developing Claims and Using Evidence

D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4, Communicating Conclusions

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). **

Dimension 4, Critiquing Conclusions

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

Dimension 4, Taking Informed Action

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.**

**If a culminating project option is assigned.

Common Core English Language Arts Standards » History/Social Studies » Grade 9-10 (CC)

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[CCSS.ELA-LITERACY.WHST.9-10.1.A](#)

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.WHST.9-10.1.B](#)

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

[CCSS.ELA-LITERACY.WHST.9-10.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.WHST.9-10.1.E](#)

Provide a concluding statement or section that follows from or supports the argument presented.

[CCSS.ELA-LITERACY.WHST.9-10.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.WHST.9-10.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

For this lesson, students should be seated in a circle facing each other. Larger classes may want to create two circles. If students are not at desks, clipboards/hard surfaces available to them to help them write down information.

Lesson Materials:

Previously completed *Myth or Fact* sheets

One copy per student:

[Day Three Activity](#)

[Rumors in Damascus](#)

[Lesson assessment](#)

Sticky notes or online access

Teacher:

[ING Lesson 4 notes](#)

Display technology for graphic organizer

Lesson Procedures:

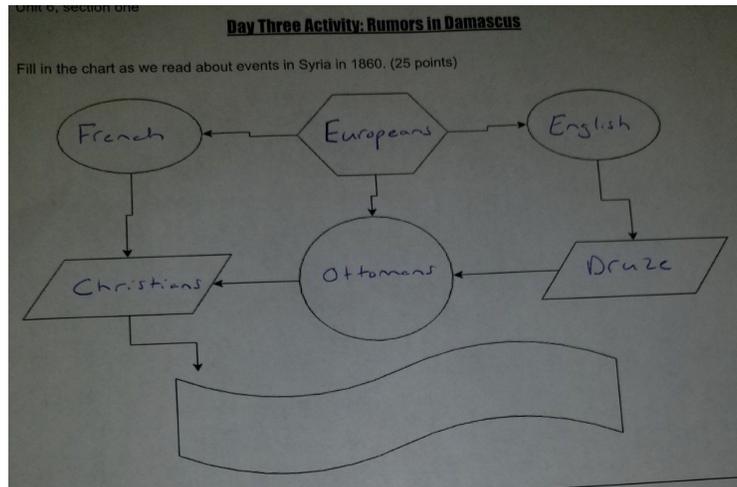
1. Opener/Hook: (5 minutes)

- Students will take out their day one *Myth or Fact* sheets (or pull up their results electronically).
- The teacher will ask students to review their original work.
- The teacher will take an informal poll, "How many statements labeled 'fact' have now been shown to be a 'myth?'"
- The teacher will ask students to predict what will happen next in the life of Emir Abdelkader, calling on students popcorn-style.
- Record answers on the board, or have students do so.

2. Activity One: 15-20 minutes)

- Distribute the [Day Three Activity](#) and [Rumors in Damascus](#) to students.
- Students will take turns reading from [Rumors in Damascus](#).
- Encourage students to read clearly and dramatically.

- Students will take turns reading sections, going around the circle. Each student will read a paragraph. Check in and clarify word meanings as needed.
- Students will read page 2, the top paragraph of page 3, and from “In Exile” on page 5.
- After the completion of the third paragraph on page 2, pause the group to explain some of the relationships in Damascus at that time. Using the text from the [ING Lesson 4 notes](#), slide 42, explain the power dynamics in Syria at that time. Guide students through the graphic organizer.
- Explain that while the Europeans were united in pressuring the Ottomans to cancel the jizya in the name of minority rights, they supported different groups in order to achieve their own economic and political interests.
- Project the graphic organizer and help students fill it in, leaving the bottom blank:



- At the conclusion of the reading, students will fill in the bottom with “Emir Abdelkader offers protection.”
 - During the reading of [Rumors in Damascus](#), students will record their thoughts and reactions to the events and pose their own questions about the actions and motivations of those involved.
 - Provide the students with sticky notes which they can post on a wall chart after the conclusion of the reading.
- Tech option:** Set up a Padlet backchannel so that students can post their thoughts and questions in real-time.

4. Activity Two: (15-20 minutes)

- Allow students a few minutes to review the padlet or browse sticky notes. Have them choose one reaction or question to connect to.
- Students will go around the circle. Each student reads their selection and explains how they connect to it or provides their answer to it.
- Give students a few minutes to answer the questions at the bottom of the [Day Three Activity](#).
- At the conclusion, students will review their *Fact or Myth* sheets.
- Poll the students: How many of what people assume to be “facts” have actually been proven to be myths as we have learned about Abdelkader’s life? Are the understandings that people have today supported by history?
- For each claim on the *Myth or Fact* sheet, have students write a fact that counters the claim.
- STEM connection: Compare student “mythbusting” to the show Mythbusters which uses science to “bust” commonly accepted myths. Explain the need to dig deeper into history in order to be able to distinguish between the “facts” and “myths” that inform contemporary understandings of religions and cultures.

5. Assessment and Reflection: 15 minutes

- Students will complete the [lesson assessment](#).
- Have students share out answers as time allows.

Culminating project options:

- Create a history “Mythbusters” poster or video. Have a poster exhibition, or post the video on YouTube.
- Write a letter to the editor of a local newspaper about the life of Emir Abdelkader.
- Publish a blog about the life of Emir Abdelkader and what we can learn from it.
- Design and present a presentation on the life of Emir Abdelkader for younger students.
- Design an exhibit about Emir Abdelkader to be displayed in the school or local library.