

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:

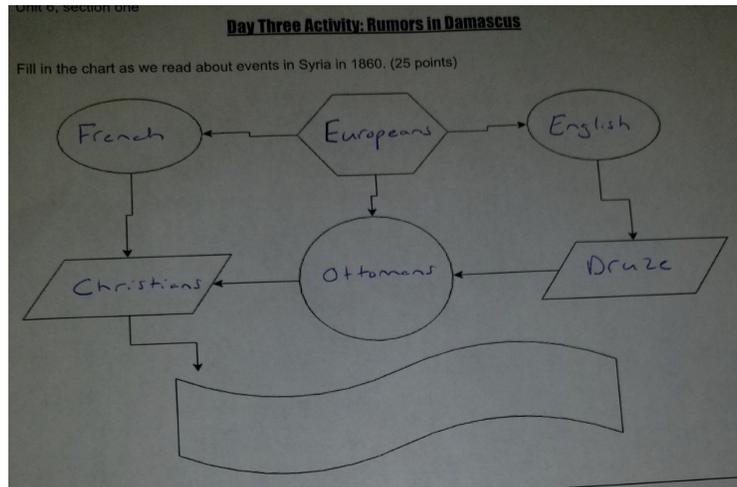
1. Opener/Hook: (5 minutes)

- 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.