Teaching Guide
for
Embodying the Nation:
George Washington, Abdelkader, and Gandhi

Primary Sources and Document Based Questions (DBQ)

Barbara Petzen, Director of training initiatives at the Center for Strategic and International Studies, created this 11-page curriculum using historical 8 primary sources such as news articles and letters. We have included Document-Based Questions (DBQ’s) and essay prompts.

For more Primary Sources, please see AEP’s collection of themed primary sources from the Library of Congress, with suggested Social Studies standards; suggestions for discussions, questions, and activities.

For easier reading of the Primary Sources, such as newspaper articles from over 150 years ago, you may want to print out the documents in the 11-page curriculum:

Part A:
Comparing views of Abd el-Kader

Doc 1: Article from The London Times (November 28, 1873) describing Abd el-kader leading the resistance to the French occupation of Algeria.


Doc 3: Excerpt from Alexis de Tocqueville’s Essay on Algeria
Doc 4:
Image 1-Statue of the Emir Abd el-Kader, Algiers.
Image 2-Portrait of Abd el-Kader by Ange Tissier

Part B:
Compares George Washington, Abdelkader, and Gandhi regarding leadership and virtue that “embodies their nations” -- the United States, Algeria, and India.

Doc 5: George Washington’s Farewell Address (1796)

Doc 6: From his headquarters in Mascara, Abdelkader dictated an official proclamation of his authority to lead the “jihad” against French colonialism

Doc 7: Mahatma Gandhi described why he believed that non-violence would be more effective than military struggle against British colonial rule

Doc 8: Letter written by Abd el-Kader to the Bishop Pavy describing his reasons for protecting the Christian community in Damascus in 1860

Part C: Essay Question
Evaluate and compare the motivations, methods and roles of George Washington, Abd el-Kader, and Gandhi as leaders of their respective national independence movements.

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