

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: Tolerating and Accepting Religious Diversity](#), pages 39 (The Flyswatter Incident) and 40 (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: Tolerating and Accepting 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.