

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: Tolerating and Accepting Religious Diversity](#), pages 34 (The First Eight Years), 35 (Theology and the Prophet), 36 (Pilgrimage), and 37 (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: Tolerating and Accepting Religious Diversity](#). This activity will utilize pages 34 (The First Eight Years), 35 (Theology and the Prophet), 36 (Pilgrimage), and 37 (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.