

From Jerusalem to Elkader:

An exploration of three Abrahamic faiths coming together (and colliding), an examination of Islam in particular, and a spotlight on the Algerian hero Abd el-Kader

A unit in three parts:

- Lesson One: Jerusalem
- Lesson Two: Islam
- Lesson Three: Abd el-Kader: Algeria to Elkader

LESSON THREE: Abd el-Kader: Algeria to Elkader

Revised 2021



Lesson Objectives

In this lesson, we'll examine the life of Abd el-Kader, a unifying Muslim role model and learn about his connection to Iowa.

Essential Question (compelling question)

How do you become the person you want to be?

Supporting Questions

1. What was living like in 19th century Algiers?
2. How did Abd el-Kader's family prepare him for adulthood?
3. Adulthood and Elkader: warrior, protector, human rights trailblazer?

Iowa Social Studies Standards

• Content

- SS.6.13: Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.
- SS.6.17: Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.
- SS.6.20: Analyze connections among historical events and developments in various geographic and cultural contexts.
- SS.6.23: Compare Iowa's geography, natural resources and climate to other regions of the world.
- SS.7.13: Identify social, political and economic factors that can influence our thoughts and behavior.
- SS.7.24: Analyze connections about historical events and development in contemporary global issues.
- SS-Psy.9-12.13: Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
- SS-Psy.9-12.15: Analyze the influence different individual members of a group can have on the collective thought and behavior of the group as a whole.
- SS-Soc.9-12.14: Explain the characteristics of groups, and the influences that groups and individuals have on each other.
- SS-WH.9-12.13: Describe the impact of culture and institutions on societies.
- SS-WH.9-12.24: Examine and explain how the perspectives of individuals and societies impact world history.

• Inquiry

- SS.6.7: With teacher direction, construct arguments using claims and evidence from multiple sources.
- SS.6.8: With guided practice, construct responses to compelling questions supported by reasoning and evidence.
- SS.7.7: With guided practice, construct arguments using claims and evidence from multiple sources.
- SS.7.8: Independently construct responses to compelling questions supported by reasoning and evidence.

- SS.9-12.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- SS.9-12.8: Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations.
- **Literacy**
 - RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
 - RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - 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.
 - RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
 - RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
 - WHST.6-8.1, WHST.9-10.1, WHST.11-12.1: Write arguments focused on discipline-specific content.

Lesson Materials

- [Slides: Lesson Three](#)
- [Discover Mascara, Algeria](#) (video)
- [Viewing/Reflection Guide: Abd el-Kader: Childhood](#)
- [Chapter 2: An Unlikely Leader Emerges](#) (from *The Compassionate Warrior: Abd el-Kader of Algeria* by Elsa Marston)
- [The Legend of the Horse](#)
- [Viewing/Reflection Guide: Abd el-Kader: Adulthood and Elkader](#)

- [Biography script](#) (for completion of timeline on Viewing/Reflection Guide: Abd el-Kader: Adulthood and Elkader)
- [Abdelkader Stage Project](#) (Middle School Version)
- [Summative Assessment: Lesson Three](#)

Lesson Plan

Day 1: Context (time and place)

1. Tell students that in this lesson, we'll be heading back in time to learn about an extraordinary Muslim hero named Abd el-Kader.
2. Slides 3-6 ([Slides: Lesson Three](#)) present Abd el-Kader and the essential (compelling) question for this lesson, the supporting question for Part I, and begin to establish context. *Use Presenter View to see Speaker Notes on slides for suggested teacher script. (Instructions on first slide of PowerPoint.)*

Note: I've provided Slide 7 for classes who need a little jump-starting to complete the activity on Slides 6-8.

3. Slides 8-10 contain 16 events. Have students identify on a sheet of scratch paper which they think happened during AEK's lifetime. For a more interactive activity, do thumbs up/thumbs down, and have a volunteer record the class consensus for each.
4. Slides 11-13 contain the same events, with the events that happened during AEK's lifetime highlighted in yellow. Use them for students to "correct" their guesses in this activity. Go through them a second to reinforce the idea that while Abd el-Kader lived a long time ago, he's not ancient history.
5. **Extension (optional):** If you have extra board space or a large sheet of paper, have students record U.S. events from Abd el-Kader's lifetime that seem particularly important or interesting. Keep these events posted throughout this lesson.
6. Slides 15-25 contain images of present-day Algeria. With each, allow students to compare geography and climate in Algeria to geography, climate, and natural resources in Iowa... and elsewhere in the United States.
7. **Extension (optional):** Here's a brief [video](#) that shows the landscape of Mascara, Algeria, which was Abd el-Kader's capital city.
8. **Formative assessment for Part I:** Ask students to respond in writing to the "stop and reflect" question on Slide 26.

Days 2-3: Childhood

To understand the story of Abd el-Kader, students will need a basic understanding of colonization. Slide 28 contains the following definition of the term: *the action or process of settling among and establishing control over the indigenous people of an area*. Emphasize that Europeans didn't randomly arrive in the Americas; they were searching for land and resources. The 13 Colonies of our own U.S. history were composed of people who *settled among and established control over indigenous peoples*.

If you have time and want to present a global view of colonization/conquest, I recommend showing part of the Youtube video "[History of the World: Every Year](#)" (2016, 19:08): Pause the video whenever you like to illustrate the effects of historical events, but I think it's beneficial for students to see that although we may focus on one particular area at a time, there are other things going on in the world. If you start the video at 1450 CE, students can watch:

- Columbus arriving in the Caribbean
- Height of Ottoman Empire in the mid-1500s
- 13 Colonies and the rest of the U.S.
- Division of Africa by Europeans, especially the French in West Africa (including Algeria)... and African countries slowly gaining independence

Definitely pause at 1808 and 1883 (the years of Abd el-Kader's birth and death) to allow students to notice who is controlling various parts of the world.

1. Background
 - a. Unless you have already covered the concept of colonialism, do it now. (Refer to Slide 28 and the notes in blue, above.)
 - b. By the time of Abd el-Kader's birth, the Ottomans (Turks) were pulling out of northern Africa. France was anxious to hurry the remaining Ottomans along and establish a presence themselves. France attacked the port city of Algiers in 1830. (Refer to Slide 29.)
2. Hand out [Viewing/Reflection Guide: AEK: Childhood](#).
3. Tell students that today we'll be learning about Abd el-Kader's childhood.
4. First, though, ask students to respond in writing to the first question on the viewing guide (Slide 30). Give them several minutes to think and write. Allow volunteers to share ideas... and encourage students to add to their own lists if they hear something they didn't think of themselves. (Slide 31 is optional; it's written from my own parent/teacher perspective.)
5. Hand out "An Unlikely Leader Emerges" (*The Compassionate Warrior* by Elsa Marston, Ch. 2).

Note: The reading level of *Compassionate Warrior* is 1160L. If this presents too much of a challenge to your students, you could use just two paragraphs on pp. 14-15, starting with “The young Abd el-Kader seems...” and stopping with “This physical strength and stamina would serve him well in the years to come.” These paragraphs contain the information needed to complete the Venn diagram.

Another note: Various sources use different English spellings for the Arabic names of Abd el-Kader and his family. I’ve tried to be consistent, but students may note that Marston uses *Muhyi ad-Din*, while the family tree on the handout (and on Slide 32) says *Muhi al-Din*.

6. Read introduction to Ch 2 and the first section “The Algerians” aloud to the class, stopping as necessary to clarify concepts and answer questions. When finished, ask students to respond independently to the two corresponding questions on the student reading guide. When they have finished, stop to discuss their responses.
7. Assign the rest of the chapter, using whatever reading method works for your class. I usually allow partner reading for this type of work, allowing those who prefer to work independently to do so. Either way, students should stop at the end of each section to respond to the questions on the reading guide. (Point out that the final question asks them to return to the first question/Venn diagram.)
8. When all have finished (or perhaps the next day), discuss the completed Venn diagram.

Note: Two additional points in this chapter worth emphasizing: 1) Although Marston doesn’t use the word *hajj* on page 15, this is the pilgrimage that Abd el-Kader and his father complete. Students who have studied Islam will recognize pilgrimage/*hajj* as one of the Five Pillars. 2) Muhi al-Din (here Muhyi ad-Din) made sure that his son traveled extensively across northern Africa and the Middle East, exposing AeK to many different ideas and cultures. Ask students to consider how this might contribute to his later success as a leader, adding it to their Venn diagrams if they wish.

9. Extension (optional): Slide 34 contains additional details about Abd el-Kader’s life from John Kiser’s biography *Commander of the Faithful*.
10. Extension (optional): I would like to underscore the importance of horsemanship and horses in the life of Abd el-Kader. General Eugène Daumas, when writing a book about the Sahara, asked for the Emir’s expertise about the Arabian horse and about the importance of hunting among the desert tribes. *Horses of the Sahara* has been translated into English (trans. Sheila M. Ohlendorf, available from Amazon). When Daumas asked Abd el-Kader about the origin of the Arabian horse, the Emir responded with a legend. (See [“The Legend of the Horse.”](#)) The story illustrates the importance of both religion and the horse in mid-nineteenth century Saharan Arab culture. The legend references the biblical characters Adam, Ishmael, King David, and King Solomon, reinforcing the notion that Islam, Judaism, and Christianity share common stories.

If you don't have time to include the legend, but would like to include the Arabian horse, show Slide 35 and ask students to recall what they learned about the importance of horsemanship in Abd el-Kader's early education. (They read about this in Ch. 2 of Marston and included it on the Venn diagram they created on the viewing/reflection guide.) Show the following Youtube video: [Arabian Horse - Origins, Characteristics and Temperament](#), 3:45.

11. **Formative assessment for Part II:** Ask students to respond in writing to the "stop and reflect" questions on Slide 36.

Days 4-6: Adulthood and Elkader: warrior, protector, human rights trailblazer

1. Hand out [Viewing/Reflection Guide: AEK: Adulthood and Elkader](#).
2. Slides 37-40: *Use Presenter View to see Speaker Notes on slides for suggested teacher script. (Instructions on first slide of PowerPoint.)*

Note: Stop & Reflect #1 (Slide 38) asks students to compare two images of Abd el-Kader: a painting created during his lifetime, and a sculpture created 100 years after his death. Students should notice that the pieces of art emphasize two different sides of Abd el-Kader: in one he holds a sword, in the other prayer beads (used by many religions, including Islam, to keep track of repetitions of prayers). Abd el-Kader was both a warrior *and* a religious leader and scholar... reminding us that historical figures are complex human beings, often with conflicting attributes.

3. Students will learn about Abd el-Kader's adult life by constructing a timeline on the viewing/reflection guide. Slides 40-51 accompany this biography. As the teacher script on Slide 40 suggests, have students put down their pencils and listen the first time you read the [biography](#). Read slowly, giving students time to absorb aural and visual content.
4. Read the biography a second time, allowing students time to complete the timeline on their viewing/reflection guides.

Note: this is an excellent place for students to practice note-taking skills. Encourage them to take simplified notes in their own words, rather than trying to write down yours verbatim. Try this: read the relevant material once or twice and give students time to translate ideas into their own words. Allow a few volunteers to share what they've written; make suggestions for what they might add/subtract to capture important points.

5. **Formative Assessment for Part III:** Ask students to respond in writing to the "stop and reflect" question on Slide 52.
6. [Abd el-Kader Stage Project](#) (Middle School Version): The stage project reinforces all three parts of this lesson. I recommend that you assign parts to volunteers for each

vignette and give students time to read through their parts, asking for help on pronunciations if necessary. If you have time to prepare them, simple props would be fun.

7. **Summative Assessment:** How do you become the person you want to be?
 - a. Provide background by showing--and reading aloud--Slide 53. Abd el-Kader was respected internationally, so we're not asking students to argue whether or not he was a great man. Instead, students will consider the whole of what they've learned about Abd el-Kader, and begin by selecting actions or achievements they consider admirable. The next step is to determine how Abd el-Kader's background contributed to two major achievements.
 - b. **Extension (optional):** The third page of the assessment asks students to consider their own goals... and what needs to be done to achieve them.

Sources

Daumas, E., and Abd El-Kader. *The Horses of the Sahara*. Translated by Sheila M. Ohlendorf, University of Texas Press, 2012.

Discover Mascara, Algeria, City World, 7 Sept. 2016.

www.youtube.com/watch?v=kQ9eQQfkNwU.

Kiser, John W. *Commander of the Faithful: the Life and Times of Emir Abd El Kader*. Monkfish Book Pub., 2008.

Marston, Elsa. *Compassionate Warrior - Abd El-Kader of Algeria*. World Wisdom Books, 2013.