

## Resource links for WH II Teachers: MCPS Georgetown University Workshop 7-25 & 8-1-18

**Teaching the Middle East: A Resource Guide for American Educators** A digital book with great articles by experienced educators and academics—a fairly comprehensive guide to teaching topics related to the MENA, created by the Middle East Policy Council. <http://teachmideast.org/for-educators/digital-book/> **Teachmideast.org** has a wealth of resources and teaching tools at <http://teachmideast.org/for-educators/teaching-tools/> **The Digital Book Teaching the Middle East** has chapters written by noted educators and specialists; aids teaching the topic at <http://teachmideast.org/for-educators/digital-book/#1439390071123-6cc20d41-95da> **Table of Contents** is here <https://docs.google.com/viewerng/viewer?url=http://teachmideast.org/wp-content/uploads/2015/08/Table-of-Contents2.pdf&hl=en>

### Rethinking the Region:

New Approaches to 9-12 U.S. Curriculum  
on the Middle East & North Africa

<http://Teach-mena.org> a critique of textbook approaches and a set of lessons on topics such as **Women & Gender, Plural Identities, Empire & Nation, Political & Social Movements, Arts & Technology**. All resources here <http://www.teach-mena.org/> The entire curriculum has been uploaded to the resource folder for MCPS WH II.

**Duke/UNC Consortium for Middle East Studies** <http://ncmideast.org/> a joint effort to disseminate information to educators and the public about the Middle East and North Africa. Links to a broad array of K-14 teaching materials, including some listed on this page, are at <http://ncmideast.org/outreach/teaching/>

### Our Shared Past in the Mediterranean

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A World History Curriculum Project for Educators

is a set of modules on the history of the Mediterranean region that illustrates the continuity of dynamism and connections despite traditional divides such as Orient/Occident, East/West, and North/South in the region. Modules 4, 5 and 6 have been downloaded to the folder, covering the first global era to the twentieth century. Lots of primary sources, maps, etc. to work with, and framing lessons around them.

**University of Arizona Middle Eastern Studies outreach page** <https://cmes.arizona.edu/outreach/resources>, including a lesson plan searchable database by grade level, course, and topic at assembled under the leadership of Lisa Adeli, longtime outreach educator, teacher and traveler. Lots of materials on Eastern Europe, an often-neglected region in world history, modern history courses. The lesson plan “World War I in the Middle East” is here <https://cmes.arizona.edu/world-war-i-middle-east-diaries-documents-and-diatribes>

**Center for Contemporary Arab Studies, Georgetown University K-14 Education Outreach** pages at <http://ccas.georgetown.edu/outreach> and resources include a sign-up form to be on our mailing list, as well as resources from past workshops, upcoming events, teaching units and a lending library.

**Bridging World History** <http://www.learner.org/courses/worldhistory/> PROFESSIONAL DEVELOPMENT AND CLASSROOM MATERIALS TO SUPPORT THE STUDY OF WORLD HISTORY Bridging World History is organized into 26 thematic units along a chronological thread. Materials include videos, an audio glossary and a thematically-organized interactive. Summaries of all units are here: <http://www.learner.org/resources/series197.html> Highlighting relevant units to modern Middle East history in global history are:

**Unit 20. Imperial Designs**

What lasting impacts did modern imperialism have on the world? The profound consequences of imperialism are examined in the South African frontier and Brazil, where politics, culture, industrial capitalism, and the environment were shaped and re-shaped. *Go to this unit.*

**Unit 21. Colonial Identities**

How did colonialism and eventual de-colonization mutually affect the colonizer and the colonized? From Zanzibar to India, colonial and post-colonial identities are examined through clothing. *Go to this unit.*

**Unit 22. Global War and Peace**

How "global" were the World Wars? This unit examines Japanese imperialism, the Belgian Congo, and twentieth century peace institutions to study how local, national, ethnic, and religious conflicts shaped these wars and their aftermaths. *Go to this unit.*

**The Bridge Initiative on Islamophobia** <http://bridge.georgetown.edu/> Based in Georgetown University's Prince Alwaleed bin Talal Center for Muslim-Christian Understanding, The Bridge Initiative is a multi-year research project that connects the academic study of Islamophobia with the public square. This pioneering "crossover" initiative brings together celebrated faculty, subject-matter experts, and seasoned researchers to examine attitudes and behaviors towards Muslims; dissect public discourses on Islam; and uncover the operational mechanisms of engineered Islamophobia in an effort to raise public awareness and enrich public discourse on this pernicious form of prejudice. Through its website, The Bridge Initiative disseminates original and accessible research, offers engaging commentary on contemporary news, and hosts a repository of high-caliber studies, polls, articles, and other informational resources. By wedding rigorous research and analysis with the accessibility and reach of the Internet, the Bridge Initiative seeks to fulfill Thomas Jefferson's dream of a "well-informed citizenry."

**World History For Us All** <http://worldhistoryforusall.ss.ucla.edu/> World History for Us All is an innovative model curriculum for teaching world history in middle and high schools. The free online curriculum offers a treasury of teaching units, lesson plans, and resources that present the human past as a single story rather than unconnected stories of many civilizations. It helps teachers meet state and national standards, and bridges between traditional civilizations-based models and thematic world history curricula to provide guidance and models for teaching world history era by era across the globe. It helps students understand the past by connecting specific subject matter to larger historical patterns, drawing upon up-to-date historical research. World History for Us All is a national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists. It is a project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA.

**Bridging Cultures Bookshelf: Muslim Journeys** <http://bridgingcultures.neh.gov/muslimjourneys> The Muslim Journeys project is a collaboration between the National Endowment for the Humanities and the American Library Association. It presents to the American public resources representing diverse perspectives on the people, places, histories, beliefs, practices, and cultures of Muslims in the United States and around the world. The cornerstone of the project is the Bridging Cultures Bookshelf: Muslim Journeys, a carefully curated collection of resources recommended and reviewed by distinguished scholars in the fields of anthropology, world history, religious studies, interfaith dialogue, the history of art and architecture, and world literature, as well as interdisciplinary fields such as Middle East studies, Southeast Asian studies, African studies, and Islamic studies.

**Middle East Outreach Council** <http://meoc.us> (MEOC) is a national nonprofit organization working to increase public knowledge about the peoples, places, and cultures of the Middle East, including the Arab world, Israel, Iran, Turkey, and Afghanistan. MEOC is a national network of educators dedicated to disseminating apolitical and nonpartisan information, resources and activities furthering understanding about the Middle East. MEOC is an affiliated organization of the Middle East Studies Association.

**Resources of ING MidWest at** <http://ringmidwest.org> A searchable database of teaching resources, literature and film, articles and websites assembled by the Resources team of ING MidWest, which includes diverse Muslim professionals, educators and K-12 parents, with input from various schools. The website is designed to link young people, educators, and organizers with curricular and other resources that will promote safe spaces, mutual understanding, and inclusive communities. In addition to providing resources about Islam that complement the

classes of social studies and world religions, we aim to provide K-12 resources that address issues related to diversity, inclusion, stereotypes, discrimination, identity, and Islamophobia. Our hope is to make these resources available to public and private schools to assist in addressing critical issues which impact our communities within the school population.

**Unity Productions Foundation** <http://upf.tv/teachers> the site links to documentary films for various age levels, and companion curriculum materials, on DVD or streaming, in addition to companion lesson plans and interactive learning websites developed by social studies teachers. These resources are designed to meet state and national teaching standards, and they have been supported by the National Endowment for the Humanities, the United Institute for Peace and other foundations. The films have been broadcast on PBS stations nationwide, making history and social studies topics accessible, engaging, and entertaining, while consulting with scholars ensure that the content is authentic.

**Media Lit Kit** at <http://www.medialit.org/cml-medialit-kit> The *CML MediaLit Kit*<sup>TM</sup> provides a vision and directions for successfully introducing media literacy in classrooms and community groups from preK to college. It offers a systematic way of constructing curriculum that is modular, flexible, replicable, measurable and scaleable -- and that meets 21st century needs. The *CML MediaLit Kit*<sup>TM</sup> provides an accessible, integrated, research-based teaching strategy needed to assist schools and districts in organizing and structuring teaching activities using a media literacy lens.

**Project Look Sharp** <https://www.projectlooksharp.org/> Project Look Sharp is a media literacy initiative of Ithaca College that develops and provides lesson plans, media materials, training, and support for the effective integration of media literacy with critical thinking into classroom curricula at all education levels, including integration with the new common core standards.

**“Between-the-World-Wars-FINAL1.Pdf.”** Accessed July 20, 2018.

<https://docs.google.com/viewerng/viewer?url=http://teachmideast.org/wp-content/uploads/2015/08/Between-the-World-Wars-FINAL1.pdf&hl=en>.

**“Internet History Sourcebook James M. Ludlow: The Tribute of Children, 1493.”**

<https://sourcebooks.fordham.edu/islam/1493janissaries.asp>.

**“Modern History Sourcebook: Ogier Ghiselin de Busbecq: The Turkish Letters, 1555-1562.”**

<https://sourcebooks.fordham.edu/mod/1555busbecq.asp>.

**“Muslim Modernities-Forum Questions on Golden Age & Decline.”**

<http://muslimmodernities.org/items/browse?collection=2>.

**“Primary Sources | The Janissary-Archives.”**

<https://thejanissaryarchives.wordpress.com/category/library/primary-sources/>.

**“The-Ottomans2.Pdf.”**

<https://docs.google.com/viewerng/viewer?url=http://teachmideast.org/wp-content/uploads/2015/08/The-Ottomans2.pdf&hl=en>.

### **Units from Univ of AZ CMES Outreach specific to WH II in MCPS**

The lesson plan "World War I in the Middle East" is here

<https://cmes.arizona.edu/world-war-i-middle-east-diaries-documents-and-diatribes>

Cultural Diffusion and its Impact in the Balkans

<https://cmes.arizona.edu/cultural-diffusion-impact-middle-east-balkans-powerpoint>

Case Study of the Greek-Turkish Population Exchange

[https://cmes.arizona.edu/sites/cmes.arizona.edu/files/3.%20Case%20study%20-%20Greek%20Turkish%20Population%20Exchange\\_1.pdf](https://cmes.arizona.edu/sites/cmes.arizona.edu/files/3.%20Case%20study%20-%20Greek%20Turkish%20Population%20Exchange_1.pdf)

### **Indian Ocean in World History**

Check out the entries from IOWH, Historical Overviews of specific eras, and ready lesson plans in the resource folder and at <http://www.indianoceanhistory.org>

**Cotton in the Global Economy**, a teaching unit by Kaylee Steck. Textile arts and manufacture, fashion through the ages, and economic changes in the cotton growing, weaving and fashion industry over time.