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Hillcrest High School - Dallas, TX UAE
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Photos were taken by the teachers on trip

Lesson Plan: Emirati Foreign Policy & a new Pan-Arabism

Subject: IB HL History, IB Global Politics
Grade level: 11-12
Duration: 60 min
Time Period: 1946 - Present



In 1971, seven sheikhdoms formed the only federation in the Arab world. “Sitting within an eight-hour flight of two-thirds of the world’s population, the United Arab Emirates is a modern crossroads, connecting East and West.” (uae-embassy.org) Today, Abu Dhabi and Dubai are global hubs for tourism, business, and education. In this lesson, students examine a series of documents and consider the question: **To what extent has the United Arab Emirates reconceptualized pan-Arabism in the Greater Middle East?**

The object of this lesson is to introduce historical inquiry. Each student will receive a set of primary documents that are differentiated for both advanced readers and those that struggle with challenging texts. Regardless of the difficulty of the source, all analysis is conducted with equal rigor. Groups will be designed by the teacher conducting the lesson.

This lesson follows the Herbartian design. The goal of herbartianism is to aid students in their learning process, beginning from no knowledge to complete knowledge. This is done in discrete steps and, as such, teaches students how to move step by step through the process even if they have no prior knowledge of the subject.

Students will be expected to:

- investigate a historical question
- analyze primary sources
- examine the evidence
- draft a thesis statement

Materials:

- ☐ A powerpoint presenting a brief history of the Gulf states and showcasing the institutions of UAE foreign policy today
- ☐ A set of primary sources for each student in each group (*pre-determined by reading level*)
- ☐ An answer sheet to record their thesis

Preparation: a process of relating new material to be learned to relevant past ideas or memories in order to give the pupil a vital interest in the topic under consideration

1. Arrange students into small groups of three. Be aware of how the groups are aligned by making sure that there is an advanced learner, a proficient learner, and a learner who needs extra support with primary documents in the same group.
2. In the case that the class size is uneven, allow GT and proficient students to work together in pairs. It is reasonable to ask them to analyze the third source together.



3. Each group will receive three primary sources in their sourcebook, but they will be assigned a specific document to read for analysis - *A*, *B*, or *C*.
4. *Document A* is the gifted and talented source. *Document B* is an appropriate source for the grade level of the lesson; 11th and 12th grade. *Document C* is a modified primary source vis-a-vis its text, but it is equally historical and valuable.
5. Do not require the students to work during the historical presentation and ensuing debate. Allow your students to simply observe the images, watch the videos, and debate amongst themselves without the burden of note taking.
6. All students will participate in the powerpoint debate prior to the writing portion of this lesson. Because there is little to no prior knowledge of the region, this is an imperative step if the students are going to draft a reasonable thesis based on the content.

Presentation: presenting new material by means of concrete objects or actual experience

1. Define the following terms (in sourcebook):
 - *emirate* - a country or state ruled by an emir/a ruler in the Muslim world
 - *federation* - a group of organizations, countries, or regions that have joined together to form a larger government
 - *United Arab Emirates* - a federation of seven states, located in the Arabian Gulf that has grown into one of the Middle East's most important economic centers
 - *the Arab world* - twenty-two countries in the Middle East and North Africa: Algeria, Bahrain, the Comoros Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Mauritania, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen. There are over 300 million Arabs in the world.
 - *pan-Arabism* - a political movement that emerged early in The Cold War and reached its peak in Egypt in the 1960s. The movement advocated for the socioeconomic, cultural, and political unity of Arabs after decolonization, from the Maghreb (Arab West) to the Mashreq (Arab East).
 - *the greater Middle East* - the sum of the Middle East, North Africa, the African Horn, South Asia, and ex-Soviet Central Asia that forms a pivotal geopolitical position with respect to two major issues of the modern era: energy sources and availability, and the proliferation of weapons of mass destruction.
 - *Abu Dhabi* - the seat of government of the UAE, the largest of the country's seven constituent emirates, with more than 75% of the area of the entire federation
 - *Dubai* - compared to Singapore and Hong Kong, Dubai is regarded as the Middle East's premier port city and one of the wealthiest of the seven emirates
2. Teachers should have a [map](#) of the region projected on the board so that students can understand the geopolitical impact of the Gulf states, specifically the UAE. It might be necessary to discuss the reasons why Turkey and Iran are not included in the Arab World and the difference between the Arabian and Persian Gulf.
3. Observe the powerpoint and follow all prompts/topics for debate.
4. Distribute sourcebooks to each group and ask students to read their assigned document.
5. Remind students that the documents represent three intended periods of time:



- 1946-1971, post-World War II & early Cold War era
 - 1972-1997, détente & post-Cold War era
 - 1998-2023, globalization & post-9/11 era
6. Encourage students to take notes on their document and think about the content and the claim that is being made. To analyze the source, ask students to consider the person that made it, the historical context, the intended audience, the purpose, and if the claim could be supported, refuted, or modified.

Association: thorough assimilation of the new idea through comparison with former ideas and consideration of their similarities and differences in order to implant the new idea in the mind

1. The teacher will sit with each group to hear their concerns and opinions about the three sources. Keep in mind that the students are leading this conversation.
2. As the teachers recognizes trends and patterns in these discussions, a plan should unveil that will allow for a full class debate on the counter argument, claim, and conclusion of the thesis statement answering the historical question, “To what extent has the United Arab Emirates reconceptualized pan-Arabism in the Greater Middle East?”
3. What has changed about the concept of pan-Arabism? Full class debate.

Generalization - a procedure especially important to the instruction of adolescents and designed to develop the mind beyond the level of perception and the concrete

1. Ask students to divide physically in the room - those that believe the UAE has reconceptualized pan-Arabism to a great extent and those that believe it has done so to a lesser extent.
2. Demand from each side the evidence required to prove their claim.
3. Demand from each side the evidence that they believe the other side needs to prove their claim - i.e., the counter argument.

Application - using acquired knowledge not in a purely utilitarian way but so that every learned idea becomes a part of the functional mind and an aid to a clear, vital interpretation of life

1. Review the process of writing a thesis statement.
2. Ask students to work on each side of the debate, in groups of 2-3 to draft a thesis statement that answers the historical question, “To what extent has the United Arab Emirates reconceptualized pan-Arabism in the Greater Middle East?”