

The Modern UAE: Cultural, Economic, Environmental, and Political Transformations in the 21st Century

Lesson Plan by: Mr. Steve Muench

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NJ Learning Standards:

Era 6. Contemporary Issues:

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy

Grade Levels: 6-8, 9-12

Theme(s):

6-8 World History (Classical Civilizations, Religions, Global Issues)

9-12 World History (Modern Middle East, Foreign Affairs, Global Issues, 21st Century)

DESCRIPTION OF LESSON:

This lesson will show how, within 50 years, the United Arab Emirates transformed itself into a 21st century global leader in geopolitical diplomacy, cultural diffusion, economic leadership, and climate/environmental innovations. In March of this year, the World Affairs Council of Dallas-Fort Worth and the Embassy of the UAE in Washington, DC, selected 12 educators from around the United States to participate in an Educator Study Tour of the UAE. We visited three schools and met with students, teachers and administrators. We toured cultural, historical, and innovative institutions such as Burj Khalifa, Louvre Abu Dhabi, Masdar City, Palm Jumeirah Islands, and the Museum of the Future. Lastly, we met with a range of high-ranking government leaders in seven ministries ranging from the Ministry of Education to the Ministry of Foreign Affairs and Cooperation and the International Renewable Energy Agency. In this lesson,

students will learn how the UAE has embarked on a national identity strategy that values a creative economy, diversity, innovation-driven technologies, multiculturalism, religious tolerance, green energy, sustainability, and social responsibility.

INSTRUCTIONAL STRATEGIES AND/OR ACTIVITIES:

Case Study on the UAE

KWL - What do you know about UAE? What would you like to know?

Gallery Walk of Images of UAE relevant to each topic

[LESSON PLAN - UAE STUDY TOUR 2023](#)

[LESSON PLAN GALLERY WALK - UAE.docx](#)

[LESSON PLAN - GRAPHIC ORGANIZER](#)

 UAE Study Tour 2023

Description::

Anticipatory Set: Use my original Slides presentation, modified with interactives in PearDeck, which gives a unique, firsthand account of the modern Middle East using the UAE as a case study.

Teachers using this lesson may modify the Google Slides to meet your needs. Clearly this is designed for my own personal lesson.

Print and laminate each document from the Gallery Walk. Normally I would present the Google Slides to class (40 minutes) and then set up the Gallery Walk on Day 2. Distribute them around the classroom on desks (or walls). Students bring their Chromebooks to each desk and analyze the image and research the topic. Using the graphic organizer, students take notes. On Day three, we either finish the graphic organizer, or hold a classroom discussion.

A note about Below-the-Surface-Questions: Students really enjoy sharing out loud their BSQs especially because there is no pressure to know the actual answers. Rather, they are developing their sense of curiosity and critical thinking about a given topic. The BSQ should be about the topic *represented* by the image, not about the image itself. For instance, in the image of the Burj Khalifa, a bad BSQ would be "Why do they use so much glass?" A better one would be "To what extent do the Emiratis view architecture as a reflection of their national identity?"

