

RETHINKING THE REGION:

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

UNIT: POLITICAL AND SOCIAL MOVEMENTS

TOPIC “Free Trade” and the Colonial Roots of Revolt	
LESSON OVERVIEW	In groups, students will research two case studies (Persia and Egypt) and they will present their findings to the class. Using this information, the class will discuss the political and economic impacts of colonialism and how these historical experiences have shaped political views in the region. Finally, students will use images from the 1919 Egyptian Revolution and 19 th century Persia to analyze how the images convey popular sentiment and how they complement the texts they read.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • How did the expansion of European colonialism affect Middle Eastern economies? • What role did trade play in the growth of European empires? • Why did different people and groups mobilize against colonialism?
LESSON OBJECTIVES	<p><u>Learners will be able to:</u></p> <ul style="list-style-type: none"> • Understand that “empire” is a concept that is defined, discussed, and understood in different ways • Examine the relationship between military conquest and economic concessions • Understand how practices of empire and colonialism were linked to economic protest and larger anti-colonial political movements • Examine two historical social movements and forms of protest against foreign rule
STANDARDS	<u>Common Core Standards</u>

Unit: Political and Social Movements

Lesson: “Free Trade” and the Colonial Roots of Revolt

Common Core Grade 9-10:

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.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Common Core Grade 11-12:

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

New York State Standards

Performance Indicators Students will:

Standard 2, Key Idea 1

- Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time
- Analyze historic events from around the world by examining accounts written from different perspectives

- Understand the broad patterns, relationships and interactions of cultures and civilizations during the particular eras and across eras

Standard 2, Key Idea 2

- Explain the importance of analyzing narratives drawn from different times and places to understand historical events
- Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes

Standard 2, Key Idea 3

- Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities
- Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world

Standard 2, Key Idea 4

- Interpret and analyze documents and artifacts related to significant developments in world history

Standard 3, Key Idea 1

- Understand the development and interactions of social/cultural, political, economic and religious systems in different regions of the world
- Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface (Taken from *National Geography Standards, 1994*)

Standard 4, Key Idea 1

- Analyze the effectiveness of the varying ways in which societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources
- Explain how economic decision making has become global as a result of an interdependent world economy

<p>MATERIALS</p>	<ul style="list-style-type: none"> • Graphic Organizer: Egypt and Persia Case Study • <i>Guardian</i> article “So-called free trade talks should be in the public, not corporate interest”: http://www.guardian.co.uk/business/economics-blog/2013/jul/05/free-trade-talks-public-corporate-interest • Materials for the Persia Case Study <ul style="list-style-type: none"> a. “Concessions in the Qajar Period.” <i>Encyclopedia Iranica</i>: http://www.iranicaonline.org/articles/concessions#pt12 b. “Iranian resistance to Tobacco Concession, 1891-1892”: http://nvdatabase.swarthmore.edu/content/iranian-resistance-tobacco-concession-1891-1892 c. “Iranian Women and the Struggle for Democracy: The Tobacco Boycott and the Constitutional Revolution”: http://www.pbs.org/wgbh/pages/frontline/tehranbureau/2010/04/iranian-women-and-the-struggle-for-democracy-i-the-pre-revolution-era.html d. Handout: Photos from 19th Century Persia: • Materials for the Egypt Case Study <ul style="list-style-type: none"> a. Egypt-Muhammad Ali, 1805-48: http://www.mongabay.com/history/egypt/egypt-muhammad_ali_1805-48.html b. “Egyptians Campaign for Independence, 1919-1922”: http://nvdatabase.swarthmore.edu/content/egyptians-campaign-independence-1919-1922 c. “The Egyptian Revolution of 1919”: http://www.saylor.org/site/wp-content/uploads/2011/08/HIST351-10.3.1-Egyptian-Revolution-of-1919.pdf d. Handout: Photos from the 1919 Egyptian Revolution
<p>PROCEDURE</p> <p>DAY 1</p>	<p>1. <u>Opening Activity: Warm up and brainstorm (5-10 minutes)</u></p> <ul style="list-style-type: none"> • Teachers can open this activity by telling students that in 1872, Nasir al-Din Shah, the ruler of Persia (present day Iran, which should be shown on a map if students do not know where it is), granted an enormous economic concession to a British man named Baron Julius de Reuter (the eponymous founder of the Reuters news service). This deal was issued in part because the Shah of Iran was in a weak financial position, and maintaining his lavish royal lifestyle required large sums of money. In exchange for a percentage of future profits to the royal court, this deal would have given Reuter exclusive rights to carry out business ventures in Persia, including the creation of a national bank, the construction of railways and mines, and the development of land irrigation, among other activities. Had it lasted, this concession would

	<p>have given Reuter an enormous amount of economic power in Persia, but it was cancelled at the objection of the Russian government, which viewed the concession as damaging to their own interests in Persia. Reuter was later offered a smaller, more modest concession to build the Imperial Bank of Persia. Ask the students to consider this vignette and try to connect it to the present day by posing the following question for discussion:</p> <ol style="list-style-type: none"> a. What would happen if the government today made a deal to sell the rights and control of our communications, banks, utilities, roads, airports, etc. to one individual or private entity? b. What are some of the effects that such a deal would have? <ul style="list-style-type: none"> • You may also ask students to consider what might happen when a government cannot control economic activity. Have students record their ideas on the board so that all of their responses are visible to their peers. Following this warm up activity, teachers may introduce the essential questions of this unit, and explain the aims and process of the lesson. <p>2. <u>Main Activity: Two Case Studies</u></p> <ul style="list-style-type: none"> • Divide the class into halves. One group will work on Persia, the other on Egypt. Students should use their graphic organizers to cull information from the given materials for their assigned case study. Students can be assigned to smaller sub-groups to read each source more deeply, and share and discuss their findings within their larger group.
<p>PROCEDURE</p> <p>DAY 2</p>	<p>1. <u>Main Activity: Two Case Studies</u></p> <ul style="list-style-type: none"> • Each group will be given 10-15 minutes apiece to report their findings to the entire class. Students may use the information they included in their graphic organizers to organize their presentation. Each group should elect a small team of speakers to present their findings. Students working on the other case study can use this opportunity to ask clarifying questions of the presenting group, and to add information about the second case to their graphic organizers. • Following the presentations, the teacher can facilitate a broader discussion that encourages a comparative understanding of the two case studies. Some possible topics for this broader discussion may include the following: <ol style="list-style-type: none"> a. What long-term impacts do you think colonialism had on the

economic and political development of these two countries?

- b. How do you think these historical experiences have shaped political views in Egypt and Iran, and other countries in the region that have had experiences with European colonialism?
- c. What did you learn during this activity that you found to be surprising?

- Collectively, ask students to look photos from the 1919 Egyptian Revolution Handout and describe and interpret the images – what do they tell us about popular sentiment, and who participated?
- Similarly, students can look at the photos from 19th century Persia and describe and interpret the images – how do these images complement the texts the students read?

Assessment:

- There are different assessment possibilities for this lesson. Two suggestions are listed below.

Option A:

- Connections to Today: Following the case study activity and discussion of the two cases, students can read the *Guardian* article “So-called free trade talks should be in the public, not corporate interest”:
<http://www.guardian.co.uk/business/economics-blog/2013/jul/05/free-trade-talks-public-corporate-interest>
- This opinion piece by Nobel Prize winner Joseph Stiglitz critically examines the United States’ refusal to give up cotton subsidies in the latest round of WTO talks, and the negative effect this position has on small farmers in lower-income countries. In reading this article, students should write a 2-3 page response paper on how they see the practices of free trade described in the news article connecting to the historical cases of Egypt and Persia. They can utilize the information gathered in their graphic organizers to supply evidence and examples as they construct their arguments.

Option B:

- Opportunity for Independent Study:

	<p>During the 19th century, European powers often made use of their militaries to negotiate trade agreements that were favorable to their economic interests. Some of these treaties include:</p> <ol style="list-style-type: none"> The 1813 Gulistan Treaty between Persia and Russia The 1828 Turkmanchay Treaty between Persia and Russia The 1838 Balta-Liman Treaty (also known as the Anglo-Ottoman Treaty of 1838) The 1857 Treaty of Paris between Persia and the UK <ul style="list-style-type: none"> As an independent study, students may go online to learn more about these treaties, as well as the circumstances and conflicts that set the stage for them. They can also learn about the political, economic, and social implications of these treaties, including political and social movements that emerged as a result of these developments. Teachers may consult the following texts to select relevant excerpts for students to read, or to adapt material to create handouts or summaries for students. <ol style="list-style-type: none"> Quataert, Donald. <i>The Ottoman Empire, 1700-1922</i>. Cambridge, U.K.: Cambridge University Press, 2000. Bonakdarian, Mansour. <i>Britain and the Iranian Constitutional Revolution of 1906-1911: Foreign Policy, Imperialism, and Dissent</i>. Syracuse: Syracuse University Press, 2006. Keddie, Nikki. <i>Qajar Iran and the Rise of Reza Khan, 1796-1925</i>. Costa Mesa, Calif.: Mazda Publishers, 2012. Students can create a 3-5 page report on one or more of these treaties, and should strive to incorporate and make use of maps, photos, and artifacts in their reports.
<p>ADDITIONAL RESOURCES</p>	<ul style="list-style-type: none"> Read: Chapter 1: “Who is an imperialist?” from <i>Empire</i> by Stephen Howe. This text presents a concise but advanced overview of the idea of “empire,” and key definitions of terms such as <i>empire</i>, <i>imperialism</i>, and <i>colonialism</i>. Students can use this text as a reference to learn more about the concepts and also to learn about some key historical examples of empire and colonialism. Read: <i>The Strangling of Persia</i> by W. Morgan Shuster. Shuster was an

American advisor who served as Imperial Treasurer to the Qajar government in Persia following the 1906 Constitutional Revolution in Iran. Shuster was removed from his position after only a year, due to objections by the British government. Shuster's book is a valuable primary source, offering a personal narrative on the role of the British and Russian governments in shaping Iranian politics. Full text available online at <http://archive.org/details/stranglingofpersoo1925mbp>

- **Read:** Naguib Mahfouz's novel *Palace Walk*, paying special attention to his descriptions of protest during the 1919 revolution. Students can address the following question: How does a fictionalized account of the Revolution compare to the non-fiction materials used in class to introduce the topic?
- **Browse:** The Travelers in the Middle East Archive (TIMEA) is a digital archive that focuses on Western interactions with the Middle East, particularly travels to Egypt during the 19th and early 20th centuries. TIMEA offers electronic texts such as travel guides, museum catalogs, and travel narratives, photographic and hand-drawn images of Egypt, historical maps, and interactive GIS (Geographic Information Systems) maps of Egypt and Cyprus. In addition, TIMEA provides educational modules that set the materials in context and explore how to conduct historical research: <http://timea.rice.edu>.