

RETHINKING THE REGION:

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

UNIT: PLURAL IDENTITIES

TOPIC Gallery Walk of Baghdad in the Early 20th Century

LESSON OVERVIEW	<p>In this three-day lesson students will learn about life in Baghdad in the early 20th century. They will begin with a gallery walk where they describe, analyze, and interpret images and texts that depict life in Baghdad. Additionally, students will read several texts about Baghdad and they will discuss how the texts reveal what life was like in the city in the early 20th century and aspects of life that surprised them. Finally, students will draw on the themes that emerged in class to create a collage that reflects their new or changed views of life in Baghdad.</p>
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • How did various communities co-exist in Baghdad? • How is this different to contemporary portrayals of the city? How is it similar? Why is this history often left out of mainstream sources?
LESSON OBJECTIVES	<p><u>Learners will be able to:</u></p> <ul style="list-style-type: none"> • Understand the multicultural and religious life of Baghdad in the early 20th century. • Articulate a more complex and textured view of the city than that what is offered in mainstream news and media sources. • Synthesize and apply this knowledge using an artistic and creative medium.
STANDARDS	<p><u>Common Core Standards</u></p> <p><i>Common Core Grade 9-10:</i></p> <p>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.</p>

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.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Common Core Grade 11-12:

CCSS.ELA-Literacy.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.

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

- 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 particular eras and across eras
- Analyze changing and competing interpretations of issues, events, and developments throughout world history

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

- 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 and events in world history

Standard 3, Key Idea 1

- Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions
- Investigate the characteristics, distribution, and migration of human populations on the Earth's surface (Taken from National Geography Standards, 1994)
- 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 3, Key Idea 2

- Locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994)
- Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (Adapted from National Geography Standards, 1994)

<p>MATERIALS</p>	<ul style="list-style-type: none"> • Graphic Organizer: Describe, Analyze, Interpret, and Remaining Questions • Items for Gallery Walk <ul style="list-style-type: none"> ○ Photographs of Old Baghdad: <ul style="list-style-type: none"> http://www.slideshare.net/tonyrocca/beautiful-baghdad http://www.slideshare.net/guest11444/old-baghdad-presentation ○ Photograph of the celebration of the Christian Catholic feast of Corpus Christi in Baghdad in the 1920s. The Patriarch, Bishops, and Priests of the Chaldeans (the most numerous of Iraq’s Catholics), and the Syrian (Syriac) Catholic and Armenia Catholic Bishops are seen with their priests, deacons and students marching through the streets of Baghdad close to the old Christian Quarter of Aqd al-Nasara: <ul style="list-style-type: none"> http://commons.wikimedia.org/wiki/File:BaghdadCorpus1920.jpg ○ Musical theater group in Baghdad, 1920s: <ul style="list-style-type: none"> http://commons.wikimedia.org/wiki/File:ComedianpartyBaghdad.jpg ○ Jewish family in Baghdad, early 20th century: <ul style="list-style-type: none"> http://blog.toursinenglish.com/2012/10/mizrahi-conflict.html ○ Abdul Hamid Collection of Baghdad: <ul style="list-style-type: none"> http://www.loc.gov/pictures/search/?q=Iraq&co=ahii ○ Photo essay: “Once Upon a Time In Baghdad”: <ul style="list-style-type: none"> http://www.foreignpolicy.com/articles/2013/03/18/once_upon_a_time_in_baghdad_iraq#2 ○ A horse-drawn carriage in Baghdad, late 1930s: <ul style="list-style-type: none"> http://commons.wikimedia.org/wiki/File:Baghdad-Carriage_1930.jpg ○ Abu-Hanifah Mosque in Baghdad, 1900: <ul style="list-style-type: none"> http://commons.wikimedia.org/wiki/File:Abu_Hanifah_Mosque_1900.jpg ○ German Baghdad Railway. Photo taken between 1900 and 1910. <ul style="list-style-type: none"> https://commons.wikimedia.org/wiki/File:Baghdad_Railway_LOC_04665u.jpg • Smaller Texts: <ul style="list-style-type: none"> ○ Shohat, Ella. “Reflections by an Arab Jew”. <ul style="list-style-type: none"> http://www.bintjbeil.com/E/occupation/arab_jew.html ○ Somekh, Sasson. “Review of Baghdad, Yesterday”. <ul style="list-style-type: none"> http://muse.jhu.edu/journals/man/summary/v020/20.1.somekh.html • Large Text: <ul style="list-style-type: none"> ○ Chapters 1, 2, and 3 from Kirtikar, M. <i>Once Upon a Time in Baghdad</i>. • Old magazines for collage • Glue, paper, scissors, etc. for collage
<p>NOTE TO</p>	<p>The purpose of the gallery walk is for students to explore multiple texts, images, and sources that are either placed around the room on walls, or set up in stations</p>

TEACHER	at tables. It allows students to work collaboratively, examine multiple historical documents, and/or respond to a collection of quotations, texts, and images to more deeply understand a historical period or event.
PROCEDURE DAY 1	<p><u>Gallery Walk</u></p> <ul style="list-style-type: none"> • Preparation: Set-up texts, images, clips, etc. around the room in gallery fashion, so that students can peruse them at particular stations (either on the wall or at the tables). Make sure they are numbered. • As students come in, either assign them in pairs or let them match up on their own. <p>1. <u>Review, Describe, Analyze, Interpret (10 minutes)</u></p> <ul style="list-style-type: none"> • Explain to students that they will be going on a gallery walk, during which they will examine sources and be asked to describe, analyze and interpret information. • To explain, project on an overhead or hold up an image of the Empire State Building (or something else that exists in contemporary U.S. culture and/or society). • As a class, ask students to describe what they see. They should not attach meaning to it but simply low inference describe. (They may say “tall building, narrow, somewhat austere...”) • Next, ask students to analyze the image: What is this image? What can we say based on our description about what this image is? (It is likely a large office building, and is meant to hold lots of people. It is the Empire State Building.) • Next, ask students to interpret, based on the analysis, “What does this image tell us about this society? (They might say “It tells us that people in the society see themselves as grand.” or “This is likely a capitalist society.”) • Finally, ask what remaining questions they might have, for instance: Who built the Empire State Building (workers)? Who funded it? Was there opposition to it? • Now distribute the graphic organizers to students so that they can collect information. <p>2. <u>Gallery Walk (45 minutes)</u></p>

	<ul style="list-style-type: none"> • In pairs, students should spend about 45 minutes going from station to station, collecting data on the images and texts of Baghdad in the 1930’s. • As they go from station to station, they should fill out the accompanying graphic organizer. For each artifact, they should “Describe,” “Analyze,” and “Interpret.” They should leave the last column blank (for new information). • Students should make sure they do not crowd each other and should spread out as they peruse. <p>3. <u>Finalizing (5 minutes)</u></p> <ul style="list-style-type: none"> • After the gallery walk, the pairs sit down and clarify any points on their graphic organizers. • They should bring the papers the next day as well.
<p>PROCEDURE</p> <p>DAY 2</p>	<p><u>Debrief of Gallery Walk and More Information on Baghdad</u></p> <p>1. <u>Review of Gallery Walk (30 minutes)</u></p> <ul style="list-style-type: none"> • Have students take out their graphic organizers. • As a class, the teacher should go over each item and see what students came up with. • When there have been several ideas shared, the teacher should reveal what the document or image is. • Students can record any new information in the appropriate box on the graphic organizer. • Repeat process for all images and items. <p>2. <u>Texts on Baghdad (15 minutes)</u></p> <ul style="list-style-type: none"> • Students quietly read two small texts about Baghdad. • Students pair share with the person next to them: What did they learn about life in this city? <p>3. <u>Large text on Baghdad (30 minutes)</u></p> <ul style="list-style-type: none"> • Read Margo Kitaker’s chapters on her life in Baghdad.

	<ul style="list-style-type: none"> • Students should finish reading it for homework. • Ask them to identify key passages from the text that stand out to them.
<p>PROCEDURE</p> <p>DAY 3</p>	<p><u>Life in Baghdad</u></p> <p>1. <u>Debrief of text (25 minutes)</u></p> <ul style="list-style-type: none"> • Have students get into groups of 4-5 to do “Three Levels of Text Protocol.” • In their groups, they will engage in “rounds.” • From their passages, they should choose one they want to share with their group. • Each round consists of one person at a time using 3 minutes to address all three levels: <ul style="list-style-type: none"> a. Level 1: Read the passage aloud. b. Level 2: State what you think about the passage and what surprised you. c. Level 3: Describe what you think this excerpt tells us about Baghdad • Each other member of the group has up to one minute to comment on the passage if s/he chooses to. • Continue with the next round. <p>2. <u>Baghdad Collage (35 minutes)</u></p> <ul style="list-style-type: none"> • In the same groups, students make a collage, using images, texts, and words, about early 20th century Baghdad. • Their collage should reflect <u>at least three</u> new themes that have emerged from the activities. • They should spend the rest of the period preparing for this. They could finish this as an at-home project or finish it in school the next day. • Be sure to have them present. <p>3. <u>Questions for Further Reflections/Connection to Today:</u></p>

	<ul style="list-style-type: none"> • Consider having a discussion around how the media portrays Baghdad today. Possibly begin with a web (What do you think of when you hear “Baghdad”?) when starting the unit. • Have students engage in an oral history and interview project related to these themes.
<p>ADDITIONAL RESOURCES</p>	<ul style="list-style-type: none"> • Bashkin, O. “Aspects of Pluralism in the Iraqi Public Sphere.” <i>The Other Iraq: Pluralism and Culture in Hashemite Iraq</i>. 19-87. Stanford, CA: Stanford University Press, 2009. • Bashkin, O. <i>New Babylonians: A History of Jews in Modern Iraq</i>. Stanford, CA: Stanford University Press, (2012). • Raffo, Heather. <i>Heather Raffo’s 9 Parts of Desire: A Play</i>. Evanston, IL: Northwestern University Press, 2006. • Kirtikar, M. <i>Once Upon a Time in Baghdad</i>. London: Xlibris, 2011. • Samir, N. Documentary. <i>Forget Baghdad: Jews and Arabs – The Iraqi Connection</i>. Germany, Switzerland: TagTraum Cologne, Gerd Haag, SF DRS, Teleclub, and Dschoint Ventschr Filmproduktion, 2002.