

Unveiling the Roles of Women in the United Arab Emirates (UAE)

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Grade Level High School
Duration 3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places
6. How culture and experience influence people's perceptions of places and regions

Element 4: Human Systems

10. The characteristics, distribution and complexity of Earth's cultural mosaics

Element 6: The Uses of Geography

18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading

Key Ideas and Details

9-10 RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10 RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

Production and Distribution of Writing

9-10.W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

9-10.W.9 Draw evidence from informational texts to support analysis, reflection and research.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.

HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.

Overview

The area known as the Middle East or Southwest Asia is often misunderstood due to current religious and political conflicts and cultural stereotypes. This lesson aims to combat stereotypes with regards to Emirati (not expatriated) women specifically in the United Arab Emirates.

Purpose

In this lesson, students will work with primary and secondary sources to critically analyze the roles of

women in the United Arab Emirates (UAE). The students will use statistical data to create a choropleth map addressing gender equity. Students will also write a reflection on what they have learned.

Materials

- Brief History of the United Arab Emirates
- Unveiling the Roles of Women in the UAE Document Packet (7 documents)
- Graphic Organizer with writing prompt and Answer Key
- Scoring Guide for Choropleth Map

- Unveiling the Roles of Women in the UAE: Creating a Choropleth Map
- Southwest Asia Map (unlabeled)
<https://geoalliance.asu.edu/sites/default/files/maps/Southwest%20Asia.pdf> and Answer Key
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Schmidt/Unveiling/Southwest%20Asia%20Map%20Key.pdf>
- Colored pencils
- Scoring Guide for Writing Assessment
- Writing Assessment Rubric

Objectives

The student will be able to:

1. Analyze primary and secondary documents regarding the role of women in the UAE.
2. Create a choropleth map based on a Gender Equity Index for a region of the world.
3. Write a response to a prompt based on a chart and map.

Procedures

Prerequisite Skills: Students will need to know what a choropleth map is and how to construct one.

Directions for analyzing statistics and generating the color groups can be found in a lesson called “Fun in the Sun?” on the Arizona Geographic Alliance website. <http://geoalliance.asu.edu/node/188>

SESSION ONE

1. Begin the lesson by asking students to think about the Southwest Asia (Middle East) and then brainstorm ideas with regards to their perceptions of women. In addition, ask them to write down any knowledge they may have about the United Arab Emirates. For example, what do they think about women’s clothing, religion, education, and roles in society?
2. Distribute Brief History of the United Arab Emirates. Have students read the handout and encourage them to annotate it as they read. Have the students share their annotations with a partner and then have a group discussion about the basic information regarding the UAE.
3. Distribute the Unveiling the Roles of Women in the UAE Document Packet and Graphic Organizer to small groups or individuals. Explain each of the headings and what is needed to complete each box. Instruct students to read through the documents, look at the images provided and then complete their graphic organizer as a means to break down the information that will be used for a writing assignment. Remind them that the information in the chart will be used as evidence when writing their

paragraph at the end of the lesson. If necessary, model Document One so everyone understands what is expected.

4. Ticket Out the Door--Ask students to individually look back at their initial perception(s) about women in Southwest Asia. Have students jot down at least one perception that has changed since reading the Unveiling the Roles of Women in the UAE Document Packet.

SESSION TWO

5. Allow students time to finish working on their Graphic Organizer if necessary.
6. When the majority of students are finished, pass out the Unveiling the Roles of Women in the UAE: Creating a Choropleth Map. Explain the indicators used in determining the GEI Total provided by the website (explanation is on the handout for both the teacher and student). Ask students to examine the countries listed and see if they notice any trends among the numbers. Share the Scoring Guide for the Choropleth Map so students are aware of the requirements.
7. Distribute the Southwest Asia Map
<https://geoalliance.asu.edu/sites/default/files/maps/Southwest%20Asia.pdf> and 1-2 colored pencils. (A choropleth map does not use a wide variety of colors so one or two pencils of the same color hue are all that are needed. (ex. pink and red)
Note: For advanced students: Instruct the students to organize the statistical data into a way in which it would be most efficient to create a choropleth map. For average students: Suggest that they divide the data into three ranges and create a legend that will have three boxes. They can work together to do the math exercise. Then model how the lowest range would be the lightest color, the middle range would be the medium value of the same color and the highest value would be the darkest hue of the same color by drawing a key on the board. Then model how to color the map by doing one of the countries.
8. Students complete the Graphic Organizer for UAE as well as the Southwest Asia map as homework if necessary.

SESSION THREE

9. Ask students to take out their Graphic Organizer and their Southwest Asia map. Share the Writing Prompt at the top of the Graphic Organizer: “In what ways, has your perception regarding women of the UAE changed as a result of your analysis of documents and choropleth map?” Explain the Writing Assessment Rubric so students know how the work will be graded. Allow up to 30 minutes for

students to write a 1-2 paragraph response. Then collect Graphic Organizer for UAE, Choropleth Maps and writing assessments unless they become homework.

10. Have students share with a partner their ideas. End the lesson with a large group discussion about perceptions and how they may change when provided with more information about a given topic.

Assessment

Social Science

The choropleth map can be graded with the Scoring Guide for Choropleth Map. Mastery will be considered a score of 80% or higher.

Social Science and ELA

The writing assignment can be graded with the Writing Assessment Rubric. Mastery will be a rating of Acceptable in all 4 categories.

The Graphic Organizer can be graded for completeness and accuracy. Mastery will be considered a score of 90% or higher.

Extensions

Create a commercial explaining the role of women in the UAE using Vimeo or an alternative online tool.

Create a poster that defines the role of women in the UAE in the 21st century.

Depending on time, further examination of the Gender Equity Index could be discussed as to what factors impact those numbers.

Take another factor that can be indexed for the same countries (GDP, medical care, infant mortality, etc.) and see how these countries compare to the GEI Total. Another choropleth map could be made.

Sources

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