

# Study Guide: *Arab and Islamic World: A New World View*

## Grades

10th grade – California Content Standards 10.6 and 10.9 on Effects of WWI and Nation Building in the Contemporary World.  
11th grade – California Content Standard 11.9 on US Foreign policy since WWII.

## Purpose

This Study guide will take students through the journey of colonialism & it's effects on the peoples of the Arab and Islamic world. Students will learn to recognize colonialism and its manifestations in this region and be able to link this knowledge to current political realities in the region.

## Objectives

Students will benefit from an overview of the Arab and Islamic world that is set in historic and cultural context. Students should gain understanding of the progression of the region, the contributions to world society and the historic events that led to the current climate in the Arab and Islamic world.

## Vocabulary

Indigenous  
League of Nations Mandates  
Nakba  
Non-Aligned Movement  
Arab Spring

## Overview

The Arab and Islamic World appears frequently in daily news stories & plays a dominant role in US foreign policy. It figures heavily in war planning, military spending and foreign aid budgets.

*Arab and Islamic World: A New World View* explores the region from a fresh perspective. It recognizes that the indigenous people live in a region with a long and rich cultural and intellectual life that became dominated by foreign powers. Contemporary efforts to regain their voices and control their own destiny have fallen victim to self-interested rulers, foreign powers with their own agendas and religious extremists.

This study guide is intended to supplement the viewing of *Arab and Islamic World: A New World View*.

## **Activities/Procedures**

The following exercises may be conducted as discussions of the whole class or in small groups. It is recommended that students review vocabulary and/or discussion topics below before viewing the film in order to watch for various concepts.

## **Content Standards 10.6 and 10.9**

**Exercise: Students choose to explore one of the 4 topics below and choose one activity. Activities can include discussion, map exploration, and creation of a timeline.**

### **1. Nation Building**

Analyze instances of nation building discussed in the film (choose one of the events below and explain how it relates to nation building and stability or instability in the region).

- League of Nation Mandates
- UN Partition of Mandate Palestine
- 1956 Suez crisis
- Coup in Iran that installed Mohammad Reza Shah
- Resistance to Soviet-backed government in Afghanistan

### **2) The rise of imperialism and colonialism**

List the colonial powers and the areas they controlled after the Ottoman Empire collapsed.

### **3) World War I and its consequences in the Arab and Islamic World**

Students create a chronology/timeline of national boundaries being created by colonial powers using maps of the region pre and post WWI.

### **4) Nationalism in the contemporary world**

Students explore the connection between colonial actions and larger social and political trends in the Arab and Islamic world.

List governments supported by the US and USSR in the Cold War period. What has happened to these governments since the fall of the USSR?

Examine the 1953 coup that replaced the Prime Minister of Iran Mohammad Mossadegh with Mohammad Reza Shah and the subsequent 1979 Islamic revolution that overthrew the Shah. Consider the effect that this successful rejection of foreign intervention had on other nationalist movements in the region.

## **Resources/Materials Needed**

Map: The Expansion of the European Empires until 1914.

Map: European-Controlled Territories in the 20th Century Middle East.

## **Supplemental Resource**

Kinzer, Stephen, *All the Shah's Men* (Hoboken, NJ: John Wiley & Sons, Inc., 2008).

**Activities / Procedures**  
**Content Standard 11.9**

**Exercise: Students choose to explore one of the 2 topics below and choose one activity. Activities can include discussion, map exploration, and creation of a timeline.**

**1) Unresolved problems of the modern world**

One of the main unresolved problems of the world is the Palestinian/Israeli conflict.

Describe the mandates and declarations that were involved in the development of this conflict. Explain the role of first Zionist congress in the development of this conflict and present either the Israeli or Palestinian narrative.

Students create a chronology/timeline of the conflict using the changing maps of the region.

**2) US foreign policy in the region since WWII**

Students choose one of the following countries that have been focuses of U.S. foreign policy and describe the process/details of US involvement in that country.

Iraq  
Afghanistan  
Israel/Palestine  
Egypt  
Iran

Additional activities could include:

Classroom discussion of this film's perspective as it compares to their understanding of the people and the region. Alternatively students could choose two points of view and hold a debate.

News reports: Students could be assigned the job of reading a news article or watching the news and finding a report about the region and comparing its analysis to the context presented in the film.

**Resources/Materials Needed**

Map: Palestine Under the British Mandate 1923-1948.

Map: United Nations Partition Plan 1947 and Rhodes Armistice line 1949.

Map: The Near East After June 1967 War.

Map: Projection of the West Bank Final Status Map presented by Israel, Camp David, July 2000.