**Embracing Innovation and Preserving Traditions:**

**An Inquiry Project on Change and Continuity in the UAE**

**Topic**: Changes and continuities in the United Arab Emirates from before its 1971 federation to the present, with a focus on health, education, energy infrastructure, architecture, and bilateral relations with the United States.

**Grade Level:** AP World History

**Objective and Rationale:** Working collaboratively, students will engage in research, real-world collaboration, and creative design to synthesize their analysis of change and continuity into coherent presentations.

**Time Frame:** 5 class periods of 50 minutes

* Days 1: Introduction
* Day 2: Research
* Days 3&4: Creation of products
* Day 5: Presentations

**Description of Lesson:**

**DAY 1**:

* Introduce the assignment by creating a simulation of a *majlis*, the traditional structure of Emirati social or legislative gatherings. Instruct students to sit on cushions lined up along the edge of the classroom (students could be instructed to bring in a cushion or pillow for the lesson). Select two or three student volunteers to serve fresh juices and dates to the class. Model traditional Arab manners for the class: guests keep their focus on the speaker while being served (don’t talk to to server), and if they do not want refills on juice, they slightly shake their cup before handing it back to the server. For additional insight into the structure of a *majlis*, see this article: <http://gulfnews.com/news/uae/culture/majlis-is-a-key-feature-of-civilisation-in-uae-1.69497>
* Show the following video clip (9 minutes) highlighting the rapid transformation of Emirati society in the past 41 years. <http://www.uaeinteract.com/culture/history.asp>
* Students take notes in the form of a t-chart of changes and continuities with both descriptions of and reasons for the changes and continuities and pair-share their t-chart notes at the end of the video.
* Present the information in the Google Slide titled “Background Briefing”. Students continue to record notes in their t-chart. <https://docs.google.com/presentation/d/1GsF7rSYsU__bb8glSTQqP7waMrn0y2pgriaR1XeVJts/pub?start=false&loop=false&delayms=10000>
* Students pair-share their notes and respond to the question: “Have there been more changes or continuities in the Emirates since 1971?”
* Introduce the research task and rubric, model how to access the Livebinders document sets, and assign one of the five sub-topics (health, education, energy infrastructure, architecture, and bilateral relations with the United States) to student groups based on their personal interests. <http://www.livebinders.com/play/play?id=1670033>
* With any remaining time, students begin individually reading documents and taking notes.

**DAY 2&3:**

* Students continue processing the curated documents and gather, evaluate, and take notes on a minimum of two additional sources. Monitor progress and conference with students about the validity of their chosen sources and formatting/content of notes.

**DAYS 4:**

* Groups begin collaborating to create an interactive presentation for their topic (using Everyslide, Prezi, Kahoot, etc.) containing the following elements:

a. description of the topic at the beginning of the period (pre-1971)

b. claim

c. explanation and analysis of changes

d. explanation and analysis of continuities

e. description of the topic at the end of their period (2015)

f. original political cartoon addressing a prediction for the future of the topic

g. works cited

**DAY 5:**

* Groups present to the class. Students in the audience take notes in the form of a change/continuity t-chart.

**Materials:**

All the documents needed for this lesson are curated in a livebinder at:

<http://www.livebinders.com/play/play?id=1670033>

The individual links for the Livebinders Document Sets are listed below:

Education:

1. <https://www.moe.gov.ae/English/Pages/AboutUs/VisionMission.aspx>
2. <http://www.livebinders.com/media/get/MTA4Nzc3MDM=>
3. <https://www.moe.gov.ae/english/pages/uae/uaeeduh.aspx>
4. <https://www.abudhabi.ae/portal/public/en/citizens/education?_adf.ctrl-state=x3e9at3va_4&_afrLoop=14466070130655616>
5. <http://www.uae-embassy.org/sites/default/files/pdf/LH-Education-factsheet_2010-03.pdf>
6. <http://www.thenational.ae/uae/education>
7. <http://nyuad.nyu.edu/en/>
8. <http://www.zu.ac.ae/main/en/>
9. <https://www.adec.ac.ae/en/Education/Pages/Education-History-in-Abu-Dhabi.aspx>
10. <https://www.youtube.com/watch?v=x6KCTBfFqJA&feature=youtu.be>

Health:

1. <http://www.uae-embassy.org/uae/health-care>
2. <http://www.uaeinteract.com/society/health.asp>
3. <http://www.telegraph.co.uk/news/health/expat-health/8015363/Expat-guide-to-the-UAE-health-care.html>
4. <http://www.who.int/countries/are/en/>
5. <https://www.youtube.com/watch?v=ofcL2DinTrg>
6. <http://healthcare.global-summit.com/middleeast/>
7. <https://www.clevelandclinicabudhabi.ae/en/faqs/pages/default.aspx>
8. <http://www.moh.gov.ae/en/About/Pages/MinisterSpeech.aspx>
9. <http://www.thenational.ae/uae/health>
10. <http://www.thenational.ae/uae/heritage/before-modern-medicine-uae-mothers-relied-on-tradition-and-community>

Architecture:

1. <http://www.uaeinteract.com/culture/architecture.asp>
2. <http://www.szgmc.ae/en/>
3. <http://www.thedubaimall.com/en/Index.aspx>
4. <http://www.malloftheemirates.com/>
5. <http://www.burjkhalifa.ae/en/>
6. <http://www.jumeirah.com/en/hotels-resorts/dubai/burj-al-arab/>
7. <http://www.aedas.com/en/architecture/dubai-metro>
8. <http://www.bbc.com/news/business-31658186>
9. <http://www.sheikhmohammed.com/vgn-ext-templating/v/index.jsp?vgnextoid=6abc4c8631cb4110VgnVCM100000b0140a0aRCRD>
10. <http://www.archdaily.com/606670/dubai-s-museum-of-the-future-to-be-partially-3-d-printed/>
11. <http://www.ferrariworldabudhabi.com>
12. <http://www.nytimes.com/2014/12/07/arts/design/inside-frank-gehrys-guggenheim-abu-dhabi.html?_r=0>

Energy:

1. <http://www.uae-embassy.org/uae/energy>
2. <http://www.enec.gov.ae/nuclear-energy-in-the-uae/>
3. <http://www.masdar.ae/>
4. <https://www.youtube.com/watch?v=jV5g5h5AyCc>
5. <http://www.thenational.ae/business/energy/uae-powers-up-with-energy-growth>
6. <https://www.gov.uk/government/publications/uae-energy-gap/uae-energy-gap>
7. <http://www.eia.gov/countries/country-data.cfm?fips=tc>
8. <http://www.theguardian.com/sustainable-business/uae-clean-energy-sustainable-technologies-masdar>
9. <http://www.uaeinteract.com/news/default3.asp?I>
10. <https://www.youtube.com/watch?v=569i6RGssag&index=18&list=PLma0js7FndJcMLDVoYLwDqAkWnFraDTJ1>

Bilateral Relations with the U.S.

1. <https://history.state.gov/countries/united-arab-emirates>
2. <http://uaeusaunited.com>
3. <http://abudhabi.usembassy.gov>
4. <http://www.uae-embassy.org>
5. <https://ustr.gov/countries-regions/europe-middle-east/middle-east/north-africa/united-arab-emirates>
6. <http://www.state.gov/r/pa/ei/bgn/5444.htm>
7. <http://www.washingtonpost.com/world/national-security/in-the-uae-the-united-states-has-a-quiet-potent-ally-nicknamed-little-sparta/2014/11/08/3fc6a50c-643a-11e4-836c-83bc4f26eb67_story.html>
8. <http://www.nytimes.com/2015/02/04/world/middleeast/united-arab-emirates-key-us-ally-in-isis-effort-disengaged-in-december.html?_r=0>
9. <http://www.twofour54.com/en/>
10. <http://www.hedayah.ae/>

**Prior learning/Position within larger unit of study:**

This intensive case study could take place after students have taken the AP World History Exam. Students will have already mastered prerequisite skills by engaging in project based learning and conducting research throughout the year.

**Accommodations:**

To provide additional **scaffolding**, the teacher could reduce the number of required documents, instruct students to use an application such as Professor Word to identify and define difficult vocabulary in the texts, provide extended time, and increase modeling and guided practice for individual learning tasks.