What to Wear:  UAE Edition

Cristine Jordan

AVID 1/AVID 2

Clark High School, Plano ISD

[Cristine.Jordan@pisd.edu](mailto:Cristine.Jordan@pisd.edu)

Essential Question

After comparing a variety of different clothing from the UAE and the United States, determine what impact clothing has on our perceptions of people & cultures and our actions toward them?

Standards met

Character Development

9-CD A.5. Complete self-evaluations about conflict resolution, personal behavior and core values     A.7. Develop awareness of personal strengths/skills and utilize them to better the school and community

10-CD A.6. Assess areas of weakness and develop plans to address those weaknesses

Communication

9-COMM A.5. Work with a collaborative group to make presentations to the class following various activities

10-COMM A.8. Participate in group discussion, progressing the discussion into deeper levels of thinking

Writing

9-WRI D.2. Differentiate between a summary and a reflection

10-WRI D.3. Write detailed reflections on experiences, presentations and speeches, focusing on how the knowledge is applied to decisions

Inquiry

9-INQ A.2. Focus on drawing connections between ideas, using compare and contrast questions

10-INQ A.1. Use skilled questioning to elicit deeper thinking from self and others

Collaboration

9-COLL A.3. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, justify one’s own views and understanding and make new connections in light of the evidence and reasoning presented

10-COLL A.8. Acknowledge new information expressed by others, and when warranted, modify one’s own views

Lesson Sequence

Engagement

Part I:

Show students a series of photos which include: different abayas, hijabs, burkahs, Kanduras, and the western counterpart of those as well.  Have students write their 1st impression and thoughts about each image including what they think about the person's occupation, education, beliefs, personality, etc.

In small groups, students will share their 1st impressions and compare and contrast their responses.

Part II

Students will see the images again and will now write a level 2 or 3 question about the person. They will submit final responses in [www.polleverywhere.com](http://www.polleverywhere.com/)

(For 9th grade, remind students to focus on drawing connections between ideas, using compare and contrast questions and have 10th grade use skilled questioning to elicit deeper thinking from self and others)

Exploration

4 corners

The 4 corners of the classroom will be labeled with a different photos: 1) Arab woman in full covering & man in Kandura, 2) US Teenage Male & Female, 3) Teenage Girls with just head covering not in black & Arab male teenager with facial hair, & 4) US Adult Male & Female

Students will be asked a series of questions and will indicate their answers by moving to different corners:

* Who is the most educated?
* Who are you most like?
* With whom would you feel most comfortable striking up a conversation?
* Who lives in the biggest house?
* Who do you feel safest around?
* Who would you accept a ride home from if you were stranded?
* Who do you think has the newest cell phone?
* Whose parents went to college?

Have students sit back in groups to debrief and discuss responses from the activity.

Remind students to respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, acknowledge new information expressed by others, and when warranted, modify one’s own views

Explanation

Teacher will give a powerpoint overview of UAE experience and culture.

Expand

World Cafe

Remind student of the essential question.

Each group table is covered by a large sheet of butcher paper.  Students will have 2-3 minutes per table to discuss the question displayed and will write thoughts and responses on the butcher paper.  When the 2 minutes are up, 1 person will stay to host the new group that comes to the table.  (The host of the table must change each round.) When the new group arrives, the host will highlight important points that were previously discussed.  The new group may also read comments that were written.

The new group will now answer the next question, write responses on the same butcher paper, and choose a new host when time is up.  Repeat 4-5 times.

The questions will come from the polleverywhere created in the engagement portion of the lesson.

At the end of the World Cafe, students will write a reflection of topics discussed making sure to answer the essential question.

Enrichment

For enrichment purposes, the students may want to try on an actual abaya or kandura.