Lesson Plan

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Creating a Protopia: The UAE Model Lesson Plan

Introduction

 This lesson examines the United Arab Emirates as a case study for unique governance, the impact of oil wealth, and the impact of innovative technology.

Grade Level or Course

This lesson is designed for use in 9th grade World Geography classes.

Estimated Time

2 days of class time; an hour and a half

WG TEKS

(WG.5) A. analyze how the character of a place is related to its political, economic, social, and cultural elements; and

(WG.15) B. Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

(WG.17) C. Compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations;

(WG. 20) B. Examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.

(WG. 23) B. Use case studies and GIS to identify contemporary challenges and to answer real-world questions; and

C. Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Objectives

* Students will consider the motivations of governments in developing public policy.
* Students will examine the impact of technology on changing societies.
* Students will evaluate the unique government policies of the United Arab Emirates as a case study.
* Students will brainstorm possible solutions to complex future challenges.

Materials

* Student worksheet, *Creating a Protopia*
* Computer, internet access

Engaging Focus

* The discussion questions that start the lesson serve as the engaging focus.
* Or start by showing the UAE Vision 2021 [video](https://www.vision2021.ae/en) or another from the [Museum of the Future](http://museumofthefuture.ae/) and have the class brainstorm how these ideas could change societies.
* Or start with an example of new technology like the [edible water bottle](http://www.telegraph.co.uk/technology/2017/04/12/edible-water-bottle-could-put-end-plastic-packaging/?WT.mc_id=tmg_share_tw) and talk about unique solutions to sustainability challenges.

Lesson Sequence

1. Select one of the engaging focus options.
2. Organize students into groups based on needs of the class. Consider allowing students to self select based on the essential question they find most interesting.
3. Part 1: Provide one essential question for each group to consider. In small groups, students should discuss and record their ideas for about 5 minutes.
4. Part 2: Students then examine how the UAE addresses their essential question as a case study using the resources provided or online research. After researching and discussion, students record their ideas in the chart. This segment should last from 15 to 30 minutes.
5. Part 3: Scramble the groups so that one representative from each original group is included in each new group. Students share the results of their research and record the information from the other groups in their chart. This segment should last about 10 minutes.
6. Part 4: In their new groups, students discuss the essential question: How will the world be different in 2030? This discussion is still related to the UAE case study because their government is very future focused. Each group is provided with specific research sites so that although the question is the same for all groups, the concepts are different for each. This is a good place for teachers to personalize the lesson by changing up the sites students visit. Each student records the best 3 ideas into the chart. This segment should last 15 to 30 minutes.
7. Either as a whole or in their groups, students then discuss the essential question: How should the world be different in 2030? Each student should record their top 3 ideas in the chart. This segment should last about 10 minutes.
8. Part 5: This section may be best suited to advanced classes or as an extension for advanced students. It can be done in the same groups or new groups can be created based on each student’s personal interests. The groups will review one of the innovation prizes from the UAE and brainstorm possible solutions or products to address it. Time will vary depending on how far groups are asked to take the project.
9. To wrap up the lesson and as a possible assessment, each student can answer any of the essential questions in paragraph form. The assignment directs them to answer the How should the world be different in 2030? question using three supporting facts from the lesson. This can be done as an exit ticket or for homework.

Extension

* Ask students to create a presentation that depicts their solutions and predictions.
* Ask students to find recent examples of sustainable or new technology to share with the class. Debate the pros and cons of the example.
* Ask students to actually enter a UAE contest such as the [Future Energy Prize](http://www.masdar.ae/en/zayed-future-energy-prize/about-zayed-future-energy-prize).

Differentiation

* The difficulty of the lesson can be decreased by allowing students to work together in groups during all portions of the lesson cycle.
* The difficulty of the lesson can be decreased by skipping parts 4 and/or 5.
* The difficulty of the lesson can be increased by requiring students to research all or part of the data themselves rather than providing links.

Assessment

* Students can be assessed by their participation in group research and discussion.
* Students can be assessed according to how they complete the chart.
* Students can be assessed by their written response to any of the essential questions.
* Students can be assessed if they are asked to create an actual submission for one of the innovation prizes.

Resources

* United Arab Emirates Fact Sheets - <https://docs.google.com/document/d/1kgL9tRMusmzGDFFgMAzNfkiofBlrU9mEumkNe6qKycc/edit?usp=sharing>
* Museum of the Future - <http://museumofthefuture.ae/>
* UAE Vision 2021- <https://www.vision2021.ae/en>
* Abu Dhabi Vision 2030 - <http://www.upc.gov.ae/abu-dhabi-2030.aspx?lang=en-US>
* Dubai Future Foundation - <https://dubaifutureaccelerators.com/en>
* World Economic Forum - [www.weforum.org](http://www.weforum.org)
* Museum of the Future <http://museumofthefuture.ae/>
* Dream Car Art Contest - <http://www.toyota.ae/world-of-toyota/dream-car-art-contest/>
* Drones for Good - <https://www.dronesforgood.ae/>
* Future Accelerator - <https://dubaifutureaccelerators.com/en>
* Zayed Future Energy Prize - <http://www.masdar.ae/en/zayed-future-energy-prize/about-zayed-future-energy-prize>
* Geoawesomeness - [www.geoawesomeness.com](http://www.geoawesomeness.com)
* World Happiness Report - <http://worldhappiness.report/ed/2017/>
* Global Innovation Index - <http://www.wipo.int/publications/en/details.jsp?id=4064>
* Edible water bottles - <http://www.telegraph.co.uk/technology/2017/04/12/edible-water-bottle-could-put-end-plastic-packaging/?WT.mc_id=tmg_share_tw>

***Creating a Protopia: The UAE Model***

The United Arab Emirates is attempting to create a protopia: proactive utopia. Because of the immense wealth created first by oil exports and now by investments, government officials have extensive resources to meet their goals. What would you do to create the best version of society?

**Part 1:** Discuss your group’s essential question and create a list of priorities to address the issue. Record the three best ideas in your chart.

1. How would you organize a society if money weren’t an issue?
2. How would you organize a government if the goal was to improve the lives of all citizens?
3. How would you organize a government if the goal was gender equality?
4. How would you organize a government to promote innovation and sustainability?
5. How would you organize a government if the goal was to promote happiness for all citizens?
6. How will the world change when it is being run by artificial intelligence?

**Part 2:** Examine how the United Arab Emirates addresses your essential question using the resources provided.

1. How would you organize a society if money weren’t an issue?
	* UAE Vision 2021 - <https://www.vision2021.ae/en>
	* [UAE Fact Sheet](https://docs.google.com/document/d/1kgL9tRMusmzGDFFgMAzNfkiofBlrU9mEumkNe6qKycc/edit?usp=sharing)
2. How would you organize a government if the goal was to improve the lives of all citizens?
	* Abu Dhabi Vision 2030 - <http://www.upc.gov.ae/abu-dhabi-2030.aspx?lang=en-US>
	* UAE Ministry of Youth - <https://ysa.gov.ae/en>
	* [UAE Fact Sheet](https://docs.google.com/document/d/1kgL9tRMusmzGDFFgMAzNfkiofBlrU9mEumkNe6qKycc/edit?usp=sharing)
3. How would you organize a government if the goal was gender equality?
4. How would you organize a government to promote innovation and sustainability?
	* <https://www.weforum.org/projects/extractives-and-the-sdgs-strengthening-capacity-and-collaboration-for-agenda-2030>
	* Dubai Future Foundation - <https://dubaifutureaccelerators.com/en>
	* UAE Ministry of Youth - <https://ysa.gov.ae/en>
	* [UAE Fact Sheet](https://docs.google.com/document/d/1kgL9tRMusmzGDFFgMAzNfkiofBlrU9mEumkNe6qKycc/edit?usp=sharing)
5. How would you organize a government if the goal was to promote happiness for all citizens?
	* UAE Ministry of Happiness and Positivity <https://uaecabinet.ae/en/details/cabinet-members/her-excellency-ohoud-bint-khalfan-al-roumi>
	* [UAE Fact Sheet](https://docs.google.com/document/d/1kgL9tRMusmzGDFFgMAzNfkiofBlrU9mEumkNe6qKycc/edit?usp=sharing)
6. How will the world change when it is being run by artificial intelligence?
	* Museum of the Future - <http://museumofthefuture.ae/>
	* [UAE Fact Sheet](https://docs.google.com/document/d/1kgL9tRMusmzGDFFgMAzNfkiofBlrU9mEumkNe6qKycc/edit?usp=sharing)

**Part 3:** New groups will form with one representative from each of the original groups. That representative will share what they learned about how the UAE addresses their essential question.

**Part 4:** Answer the following questions in your new groups. Each group will be assigned a different resource to use, and you can also use other relevant and reliable internet sources.

***How will the world be different in 2030?***

* Group 1 - The World in 2030
	+ <https://www.weforum.org/agenda/2016/01/what-will-the-world-look-like-in-2030/>
	+ <https://www.weforum.org/agenda/2016/11/what-will-we-eat-in-2030>
	+ <https://www.weforum.org/agenda/2016/11/shopping-i-can-t-really-remember-what-that-is?utm_content=buffered6ea&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer>
	+ <https://www.weforum.org/agenda/2017/04/this-is-what-the-experts-think-the-world-will-be-like-in-2050?utm_content=buffer15b47&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer>
* Group 2 - Greenest/Happiest Countries
	+ <https://www.weforum.org/agenda/2016/07/greenest-happiest-country-in-the-world?utm_content=buffer596a9&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer>
	+ <http://worldhappiness.report/ed/2017/>
* Group 3 - Automation of Jobs
	+ <https://www.theguardian.com/business/economics-blog/2016/jan/24/4th-industrial-revolution-brings-promise-and-peril-for-humanity-technology-davos>
	+ <https://www.weforum.org/agenda/2017/02/nearly-half-of-jobs-could-be-automated-in-the-future-heres-what-the-researchers-are-saying?utm_content=buffer8effd&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer>
	+ <https://www.weforum.org/agenda/2017/02/ethics-2-0-how-the-brave-new-world-needs-a-moral-compass?utm_content=buffer2ecd5&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer>
* Group 4 - Green Energy and Sustainability
	+ <https://www.weforum.org/agenda/2015/11/energy-100-percent-green-2030>
	+ <http://www.wipo.int/publications/en/details.jsp?id=4064>
* Group 5 - Gender and Educational Equality
	+ <https://www.weforum.org/agenda/2015/11/can-we-achieve-quality-education-for-all-children-by-2030>
	+ <https://www.weforum.org/agenda/2015/03/can-we-achieve-gender-equality-by-2030>
* Group 6 - Artificial Intelligence
	+ <https://www.weforum.org/agenda/archive/artificial-intelligence-and-robotics/?utm_content=buffer45363&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer>
	+ <http://geoawesomeness.com/whats-difference-artificial-intelligence-machine-learning-deep-learning/>
	+ <https://www.weforum.org/agenda/2017/03/sharing-economy-space-blockchain>

**Part 5:** The UAE encourages innovation by creating prizes. They open the contest up to certain groups and offer a large prize - usually cash. As a group, select one of the contests below and brainstorm ideas about how you would try to win the prize.

* Dream Car Art Contest - <http://www.toyota.ae/world-of-toyota/dream-car-art-contest/>
* Drones for Good - <https://www.dronesforgood.ae/>
* Future Accelerator - <https://dubaifutureaccelerators.com/en>
* Zayed Future Energy Prize - <http://www.masdar.ae/en/zayed-future-energy-prize/about-zayed-future-energy-prize>

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| ***Creating a Protopia: The UAE Model***The United Arab Emirates is attempting to create a protopia: proactive utopia. Because of the immense wealth created first by oil exports and now by investments, government officials have extensive resources to meet their goals. What would you do to create the best version of society? |
| **Essential Questions**1. How would you organize a society if money weren’t an issue?
2. How would you organize a government if the goal was to improve the lives of all citizens?
3. How would you organize a government if the goal was gender equality?
4. How would you organize a government to promote innovation and sustainability?
5. How would you organize a government if the goal was to promote happiness for all citizens?
6. How will the world change when it is being run by artificial intelligence?
 |
| ***Part 1*** | Record your essential question: |
|  | Record your top 3 ideas based on the group discussion: |
| ***Part 2*** | How does the UAE do it? |
|  | Record 3 specific ways that the UAE deals with your group’s essential question: |
| ***Part 3*** | How else does the UAE do it? |
|  | Record a summary of what you learn from each of the other groups. |
| ***Part 4*** | How will the world be different in 2030? |
|  | Record your top 3 ideas based on the research: |
|  | How *should* the world be different in 2030?  |
|  | Record your top 3 ideas based on your group’s discussions: |
| ***Part 5*** | Which prize will you win? |
|  | Record your top 3 ideas: |

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| **Assessment: How *should* the world be different in 2030?**Write a paragraph with at least 3 specific examples from the lesson to answer the question. |
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