

# Yale 2013 PIER Summer Institute Global Youth in the Digital Age

Sponsored by the Yale Programs in International Educational Resources (PIER)

## The Arab Spring and Digital Technology

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**School:** Lansingburgh High School

**Subject Area:** English as a Second Language

**Grade Level:** 9-12

**Time frame:** 20 hours.

### **Introduction: Brief Description of the Lesson/Unit**

As global citizens of the 21<sup>st</sup> Century, all students must be digitally literate. They must be able to read, research, write and publish online. This unit provides students with opportunities to develop technological skills needed to blog and comment in order to participate in a community of learners outside the classroom. Students will read articles and blogs online, research online and publish blog entries, learn how to use social media sites while acquiring the content specific vocabulary necessary for proficiency. Students will examine the recent uprisings in North Africa and the Middle East to examine what role technology played in the dissemination of information and the spread of revolts known as the Arab Spring.

### **Geographic Connections: Arab Spring and Use of Digital Technology**

**Vocabulary:** Arab Spring, uprising, citizen, rebel, Jasmine Revolution, protest, protestors, social media, hashtag, technology, rallies, regime, oust, state of emergency, pro-reform

### Stage 1 – Desired Results

#### Common Core Content Standard(s):

**CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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<p><b>Understanding (s)/Goals:</b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• <i>Governments exist to provide order and services to a nation.</i></li> <li>• <i>Conflict can change the way citizens act in a government.</i></li> <li>• <i>Social media websites have influence beyond national borders.</i></li> </ul>	<p><b>Essential Question(s) Related to Theme(s):</b></p> <ul style="list-style-type: none"> <li>• What was the Arab Spring?</li> <li>• What role did digital technology play in uprisings across North Africa and the Middle East?</li> </ul>
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<p><b>Student Objectives (Outcomes):</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the essential questions using supporting evidence and details from media and a variety of online text</li> <li>• Label a cultural map of the Middle East using internet resources</li> <li>• Research and gather information about a specific country’s participation in the Arab Spring</li> <li>• Define vocabulary using online dictionaries</li> <li>• Blog like a blogger using content-area vocabulary</li> </ul>
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## Stage 2 – Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Communicating effectively in English in both conversations, oral presentations and in writing (blogging) with diverse partners</li> <li>• Identifying the main topic and retell key details of text</li> <li>• Paraphrasing quotes</li> <li>• Using graphic organizers to record and organize information (See appendix)</li> <li>• Mapping information about places (See appendix)</li> <li>• Writing and publishing comments in Blog Form (See appendix)</li> </ul>	<p><b>Other Evidence:</b></p> <p><b>Pre-assessment:</b> Picture Gallery sentence writing Technology self – assessment</p> <p><b>Assessments:</b> Group and Individual Oral Reporting Ticket to go responses Completed worksheets Blogging responses Reflection on Unit Blog</p>
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## Stage 3 – Learning Plan

<p><b>Learning Activities:</b> (Note: I have suggested the use of the Smart Board for several of the activities as I have access to one in my classroom. Activities can be adapted for the use with an overhead projector or whiteboard.)</p>
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## Day 1 Pre-assessment: Picture Gallery

1. Choose 4 color photos from the Internet that relate to the Arab Spring. Strategically place the 4 color photos on different walls of the classroom.
2. Tell the students they have 10 minutes to examine each of the 4 pictures and to write two to three sentences about what they notice in each picture.
3. At the end of 10 minutes, tell the students to return to their seats.
4. Tell the students to turn to the student next to them and briefly discuss what they wrote. Tell the students that one student in each pair will report their discussion to the group.
5. Choose a student from each pair to report findings orally to the group. Write key words and concepts on the board as the students speak.
6. Ask the students **“How are these pictures related?”**
7. Write students’ responses on the Smart Board/whiteboard. If students do not respond, say “It’s okay if you are not sure yet. We will revisit these pictures in a few days.”

**Authentic Listening Activity:** Videos: Postcards from the Uprisings:1, 2, and 4.

<http://www.bbc.co.uk/news/world-middle-east-20683806>

1. Give each student *graphic organizer*#1.
2. Tell the students they are going to hear citizens from different countries in the Middle East speak about the conditions in their respective countries.
3. Tell the students the purpose for listening is to hear how the Arab Spring has affected the citizens of different countries. Tell the students they will take notes in *graphic organizer* #1 as they hear the people speaking.
4. Read the questions in the graphic organizer aloud before watching each set of videos.
5. Replay the videos so that all the students can fill in their graphic organizers.
6. Tell the students to **Turn and Talk**. Tell the students to talk to the student next to them and discuss what surprised them about what the people said in the videos or what they found interesting about the videos.
7. Choose students at random to comment on the videos. Write key words or phrases on the Smart Board for further study.

**Ticket to Go:** Give each student a Ticket to Go sheet . Tell the students to choose one of the following sentence starters and complete it in their own words. Collect students’ responses as they leave the classroom.

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## Day 2 Digital Technology

1. Write the websites needed for today’s lesson on the Smart Board or whiteboard.
2. Tell the students to complete *the self-assessment survey* on digital technology found at: [www.quibble.com: http://www.quibblo.com/quiz/iKrutLS/Digital-Technology-in-the-Classroom](http://www.quibble.com: http://www.quibblo.com/quiz/iKrutLS/Digital-Technology-in-the-Classroom)

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(See Appendix)

## Video #2: What is Blogging?

3. Introduce the video titled “Blogs in Plain English” (found at [cdn-media1.teachertube.com/flvideo201/12423](http://cdn-media1.teachertube.com/flvideo201/12423)).
4. Give each student a *graphic organizer #2* for note taking.
5. Tell the students the purpose for listening is to determine the answer to the following question: **“How has news reporting changed in the 21<sup>st</sup> Century?”**
6. Play the video for the students and allow time for the students to complete the graphic organizer. Replay the video if necessary.
7. Tell the students to turn to the student next to them and briefly discuss what they wrote.
8. Project the graphic organizer on the Smart Board. Choose student volunteers to fill in the organizer. Aid students if necessary.

## Group Reading Activity - Authentic blog

9. Project the authentic blog titled: “Revolutions, Terrorists and Tweets” on the Smart board. (<http://blog.heritage.org/2013/02/12/revolutions-terrorists-and-tweets-social-media-and-the-arab-spring/print/>)
10. Ask students what they notice about this type of writing. List their noticings on the Smart Board.
11. If the students do not notice, ask why certain phrases are typed in blue and numbered.
12. Tell the students the purpose of this blog is to share information about an event. Choose students to read the blog orally.
13. After reading, ask students to give details about the event. Write details on the Smart Board as students are speaking.

**Ticket to go:** Write the following sentence on the Smart Board:

I understand \_\_\_\_\_, but I need more help with \_\_\_\_\_.

Tell students to write and complete the sentence on their sticky note.

Tell students to place their sticky notes on the bulletin board as they leave the classroom.

**Homework:** Read Rules for Blogging found at <http://www.scholastic.com/browse/article.jsp?id=3749958>

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## Day 3 Geography of the Middle East

1. Write the website needed for today’s lesson on the Smart Board or whiteboard.
2. Give each student a worksheet containing a *blank map of the Middle East* on one side and *research questions* on the back.
3. Tell students they have 10 minutes to label a blank map of the Middle East using the interactive map found at:

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<http://www.guardian.co.uk/world/interactive/2011/feb/17/arab-world-protests-bahrain-map> > July 19, 2013

4. Assess students' progress by walking around the classroom and observing students at work. Answer any questions they may have about the procedure.

## Reading Activity with Research Questions

5. Open the website listed below on the Smart Board or class computer:  
<http://www.guardian.co.uk/world/interactive/2011/feb/17/arab-world-protests-bahrain-map> > July 19, 2013
6. Tell the students to turn over their maps and read the *research questions* silently as you read them aloud. Ask students if they understand the questions. Clarify if necessary.
7. Model the reading activity for the students by double clicking on Morocco in the Interactive map and reading the passage orally, highlighting key words and phrases.
8. Give students 20-25 minutes to research using the website.
9. Each student blogs their findings on the wikispace blog.

**Ticket to go:** Give each student a half sheet of paper.

Tell students write 3-4 ideas that they will include in their blog on their country.

Collect students' work as they leave the classroom.

**Homework: Blog # 1: Tell students to write 3 or 4 sentences about the country they are researching and the Arab Spring.**

## Day 4 Vocabulary Activities Reading 1

<http://www.learnersdictionary.com>

<http://kids.britannica.com>

<http://www.merriam-webster.com>

<http://dictionary.reference.com>

1. Write the websites needed for today's activities on the Smart Board or whiteboard.
2. Give each student a *vocabulary sheet*, **Pages 1 and 2**. Tell the students to read the directions silently as you read the directions aloud for **Part I**. Explain to the students they are to find the definition for the word online using one of the websites listed on the Smart Board.
3. Tell the students to write the definition in the correct space on the worksheet.
4. Tell the students they must find or make up a sentence containing the word and write it in the appropriate space.
5. When all students have completed **Part I**, Read the directions for **Part B**.
6. Tell students they have 5 minutes to complete **Part B** with a partner.
7. Review the answers orally with the students. Write the answers on the Smart Board.
8. Tell the students to go to **Reading Sample #1** titled: - "Arab Spring – What's Happening Now? An Update" found at:  
<http://teachingkidsnews.com/2011/11/30/arab-spring-whats-happening-now-an-update/>
9. Tell students they have 8 minutes to read the story found at the website listed above.
10. Tell students to turn and talk to a partner for 2 minutes about the reading. Set the timer for 2 minutes.

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11. When the timer rings, bring the students together.
12. Tell the students they have 5 minutes to work with partners to answer the questions in **Part D** based on what they read.
13. After 5 minutes, choose a student to be the scribe for the review. Tell him or her to write the students' answers on the Smart Board.
14. Choose students at random to answer the questions orally.

## **Ticket to Go: Part E**

15. Tell students to write a summary of 5-8 sentences about today's article.
  16. Collect student work as they leave the classroom.
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## **Day 5 Vocabulary Activities**

1. Tell the students to go to **Reading Sample #1** titled: - "Arab Spring – What's Happening Now? An Update" found at: <http://teachingkidsnews.com/2011/11/30/arab-spring-whats-happening-now-an-update/>
2. Give students **Pages 3-4** of the Vocabulary Activities Sheet.
3. Tell students to find **Part F** on **Page 3** of the worksheet. Read the directions orally.
4. Model the activity, choosing a quote from the story at random. Write it on the Smart Board.
5. Model thinking out loud for the students. Look up one word from the quote using the online dictionary. Write your paraphrase under the quote.
6. Ask students if they have any questions. Answer any questions they may have about the procedure.
6. Tell students they have 10 minutes to complete **Part F**. Assess students' progress by walking around the classroom and observing students at work.
7. Model **Part G** using the quote from **Part F**. Ask students if they have any questions. Answer any questions they may have about the procedure.
8. Tell students they have 20 minutes to complete **Part G**.
9. Review the *scoring rubric for the Report that Quote* presentations with the students.

## **Ticket to go:** Give each student a Ticket to Go sheet.

Tell the students to choose one of the following sentence starters and complete it in their own words.

Collect students' responses as they leave the classroom.

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## **Day 6**

1. Give each student a **Report that Quote!** note taking page.
2. Project Reading Article #1 on the Smart Board.
3. Choose students at random to present their quotes to the class. Tell students to highlight their quote with the Smart Board pen.
4. Audience members write each quote on the worksheet, then choose their appropriate response and

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complete the sentence.

5. Teacher uses a rubric to assess student presentations.

**Ticket to go:** Tell students to self-reflect on their own presentation today and complete the following sentences on a half sheet of paper:

“ One of my strengths was \_\_\_\_\_ ”

“Next time I need to improve on \_\_\_\_\_ ”

Collect students' responses as they exit the classroom.

**Homework: Blog #2:** What do you think are the most important innovations of the last 50 years?

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## Day 7-8

1. Write the website needed for today's lesson on the Smart Board or whiteboard.  
<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>
2. Review the *scoring rubric for the Mini Projects* presentations with the students.
3. Tell students they are to choose the five most important events in their chosen country listed on the website and write notes chronologically on the *graphic organizer*.
4. Tell students they are to use the remaining class time to complete their research. They will present their results to the class.
5. Allow students enough time to complete the research.

**Ticket to go:** Tell the students to complete the following sentence on a half sheet of paper.

“I found information on \_\_\_\_\_ but I still need help  
with \_\_\_\_\_ ”

## Day 9     **Country Mini Projects presentations**

1. Choose students at random to present their oral projects.
2. Use the Country Mini Project rubric to assess student work.
3. Students hang up completed graphic organizers on the wall for later use.

**Ticket to go:** Give each student a sticky note.

Tell students to write one thing they liked about the project and one way they think the project could be improved.

Tell students to place the sticky notes on the bulletin board when exiting the classroom.

**Homework: Blog #3:** What tech tools play the biggest role in your life?

## Days 10-11     **What is Twitter? How was it used during the Arab Spring?**

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1. Write the websites needed for today's activities on the Smart Board or whiteboard.  
<http://www.learnersdictionary.com>  
<http://kids.britannica.com>  
<http://www.merriam-webster.com>  
<http://dictionary.reference.com>
2. Give each student a *vocabulary sheet*, Page 1 for **Readings 2&3**.
3. Tell the students to read the directions silently as you read the directions aloud for Part I.
4. Explain to the students they are to find the definition for the word online using one of the websites listed on the Smart Board.
5. Tell the students to write the definition in the correct space on the worksheet.
6. Tell the students they must find or make up a sentence containing the word and write it in the appropriate space.
7. When all students have completed **Part I**, read the directions for **Part B**.
8. Tell students they have 5 minutes to complete **Part B** with a partner.
9. Review the answers orally with the students. Write the answers on the Smart Board.
10. Ask students if they are familiar with Twitter. If not, show them the following websites  
"Mom, this is how twitter works" found at: <http://www.jhische.com/twitter/>  
Social Media University, Global – Twitter found at: <http://social-media-university-global.org/curriculum/twitter/>
11. Give each student a video note taking sheet.

## Video #3

"Tweeting the Arab Spring" <http://www.youtube.com/watch?v=PTqdqfMXpeE>

12. Introduce the video. Tell students the purpose for listening is to find out how Twitter was used by citizens and how it was used differently by journalists.
13. Play the video.

## Video #4 "Now I tweet in Arabic" for students found at:

<http://www.thenation.com/video/162121/egypts-activists-now-i-tweet-arabic#axzz2aLzDa6wM>

14. Tell the students the purpose for listening to find out how young people use Twitter.
15. Play video.
16. Choose students at random to report what they heard.
17. Choose a scribe to write key words and phrases on the Smart Board.

## Ticket to Go: Give each student a sticky note.

Tell students to write a tweet of no more than 140 characters to summarize what he/she learned today.

## Day 12 Readings 2&3



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1. Divide the students into two groups.
2. Give each group of students one of the readings and vocabulary activities **Page2**.
3. Tell the students they have 10 minutes to read through the article.
4. After 10 minutes, tell the students to stay in their groups and complete **Part D** on **Page 2** as a team.
5. Assess students' progress by walking around the classroom and observing students at work. Answer any questions they may have about the procedure.
6. Give each student a *Venn Diagram* and project one on the Smart Board.
7. Tell students they will discuss similarities and differences presented in the two news articles and they will fill in all the spaces on the Venn Diagram.
8. Ask each group for information about their article and write it on the Venn Diagram as the students take notes.

**Ticket to Go:** Give each student a ticket to go sheet.

Tell students to choose one of the sentence starters and complete the sentence.  
Collect sheets as students exit the classroom.

**Homework: Analyze text F.** Students choose a quote from the article they have read and paraphrase it. (See Day 5)

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## Day 13      **Vocabulary Activities Reading#4 (Same procedure as Days 4-6)**

<http://www.learnersdictionary.com>

<http://kids.britannica.com>

<http://www.merriam-webster.com>

<http://dictionary.reference.com>

1. Write the websites needed for today's activities on the Smart Board or whiteboard.
2. Give each student a *vocabulary sheet*, **Pages 1 and 2**. Tell the students to read the directions silently as you read the directions aloud for **Part I**. Explain to the students they are to find the definition for the word online using one of the websites listed on the Smart Board.
3. Tell the students to write the definition in the correct space on the worksheet.
4. Tell the students they must find or make up a sentence containing the word and write it in the appropriate space.
5. When all students have completed **Part I**, Read the directions for **Part B**.
6. Tell students they have 5 minutes to complete **Part B** with a partner.
7. Review the answers orally with the students. Write the answers on the Smart Board.
8. Tell the students to go to **Reading Sample #4** titled: - :Taking Power Through Technology in the Arab Spring" found at:  
<http://www.aljazeera.co/indepth/opinion/2012/09/2012919115344299848.html>
9. Tell students they have 8 minutes to read/listen to the article found at the website listed above.
10. Tell students to turn and talk to a partner for 2 minutes about the reading. Set the timer for 2 minutes.
11. When the timer rings, bring the students together.
12. Tell the students they have 5 minutes to work with partners to answer the questions in

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**Part D** based on what they read.

13. After 5 minutes, choose a student to be the scribe for the review. Tell him or her to write the students' answers on the Smart Board.
14. Choose students at random to answer the questions orally.

## **Ticket to Go: Part E**

Tell students to write a summary of 5-8 sentences about today's article.  
Collect student work as they leave the classroom.

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## **Day 14 Vocabulary Activities**

1. Tell the students to go to **Reading Sample #4** titled "Taking Power Through Technology in the Arab Spring" found at:  
<http://www.aljazeera.co/indepth/opinion/2012/09/2012919115344299848.html>
2. Give students **Pages 3-4** of the Vocabulary Activities Sheet.
3. Tell students to find **Part F** on **Page 3** of the worksheet. Read the directions orally.
4. Ask students if they have any questions. Answer any questions they may have about procedure. Model if necessary.
5. Tell students they have 10 minutes to complete **Part F**. Assess students' progress by walking around the classroom and observing students at work.
6. Model **Part G** using the quote from **Part F**. Ask students if they have any questions. Answer any questions they may have about the procedure.
7. Tell students they have 20 minutes to complete **Part G**.
8. Review the *scoring rubric for the Report that Quote* presentations with the students.

**Ticket to go:** Give each student a Ticket to Go sheet.

Tell the students to choose one of the following sentence starters and complete it in their own words.

Collect students' responses as they leave the classroom.

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## **Day 15**

1. Give each student a **Report that Quote!** note taking page.
2. Project Reading Article #1 on the Smart Board.
3. Choose students at random to present their quotes to the class. Tell students to highlight their quote with the Smart Board pen.
4. Audience members write each quote on the worksheet, then choose their appropriate response and complete the sentence.
5. Teacher uses a rubric to assess student presentations.

**Ticket to go:** Tell students to self-reflect on their own presentation today and complete the

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following sentences on a half sheet of paper:

“ One of my strengths was \_\_\_\_\_ ”

“Next time I need to improve on \_\_\_\_\_ ”

Collect students’ responses as they exit the classroom.

## **Day 16 Reading #5**

1. Write the websites needed for today’s activities on the Smart Board or whiteboard.
2. Tell the students to go to **Reading Sample #5** titled: “Social media and the Internet allowed young Arab women to play a central role in the Arab Spring , new Rice Study says”by David Ruth found at: <http://news.rice.edu/2012/05/22/social-media-and-the-internet-allowed-young-arab-women-to-play-a-central-role-in-the-arab-spring-uprisings-new-rice-study-says/>
3. Explain to students that this is not a news article, but a review of another author’s work.
4. Tell students they have 8 minutes to read the story found at the website listed above.
5. At the end of 8 minutes, tell students to turn and talk to a partner for 2 minutes about the reading. Set the timer for 2 minutes.
6. When the timer rings, bring the students together.
7. Give students **Page 1** of the Vocabulary Activities Sheet.
8. Tell the students they have 5 minutes to work with partners to answer the questions in **Part B** based on what they read.
9. Review the answers orally with the students. Write the answers on the Smart Board.
10. Tell students to complete Part C with a partner.
11. Assess students’ progress by walking around the classroom and observing students at work. Answer any questions they may have about the procedure.

**Ticket to Go:** Write a summary of today’s article in the form of a tweet (140 characters). Write it on a sticky note and post it on the bulletin board when exiting the classroom.

**Homework: Blog #4:** When does the government have the right to shut down or censor Facebook or Twitter?

## **Day 17**

1. Students complete **Synthesize G**. (See Day 5) Collect student work.
2. Exhibit the 4 original photos from Day1.
3. Tell students to choose one photo and write a topic sentence and two supporting sentences describing the photo. Allow enough time for all students to write.
4. Display each picture on the Smart Board and choose students at random to share their writings orally.

**Homework: Blog #5:** If you lived in a country where journalism (radio,tv) was not trustworthy, how would you find out about what was really going on in your country?

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## **Day 18**      **Blog # 6**

Tell students to reflect on all of the information and activities in which they have participated during the unit. Tell them to write about one new technological skill they learned during this unit and how this skill will help them outside the classroom.

### **Extensions:**

1. Students watch the videos “Tourism is dying in Egypt’s Luxor” [www.bbc.co.uk/news/world-middle-east-23371370](http://www.bbc.co.uk/news/world-middle-east-23371370) and “Death on the Nile – Egypt’s economy Post Uprising” found at BBC video [www.bbc.co.uk/news/business-23325888](http://www.bbc.co.uk/news/business-23325888) and then create a movie in which each student portrays an interested party in the Egyptian economy, similar to the Postcards from the Arab uprisings.

Students could either write and act out a role play in which all the interested parties are involved or they could conduct individual “interviews” that can be videoed and screened at a later date.

Some of the interested parties could include but not be limited to:

Shop owner

Tourist

Hotel owner

Horse and carriage driver

Restaurant owner

2. This could also be turned into a RAFT writing activity either upon completion of the video, in addition to the video or instead of the video if videotaping was prohibited by your school.

3. Another extension of this lesson is to have students become citizen journalists in their school or community and take pictures to use that they could then blog about.

4. I have listed a few additional articles about countries outside of the cultural Middle East that could also be used to extend this unit. Please refer to the Bibliography for more information.

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## Resource List/Bibliography:

### Articles

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"Social Media Aided but Didn't Cause Arab Spring, Study Finds." *Social Media Aided but Didn't Cause Arab Spring, Study Finds*. N.p., 14 Jan. 2013. Web. 29 July 2013. <<http://phys.org/news/2013-01-social-media-aided-didnt-arab.html>>.

"Study: Social Media and the Internet Allowed Young Arab Women to Play a Central Role in the Arab Spring." *Study: Social Media and the Internet Allowed Young Arab Women to Play a Central Role in the Arab Spring*. Physorg, 22 May 2012. Web. 29 July 2013. <<http://phys.org/news/2012-05-social-media-internet-young-arab.html>>.

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## Websites

### Blogs and Blogging

<http://www.aljazeera.com/indepth/spotlight/egypt/> 26 July 2013

<http://www.brainpopjr.com/artsandtechnology/technology/blogs/preview.weml> 26 July 2013

<http://www.readwritethink.org/professional-development/strategy-guides/teaching-with-blogs-30108.html>

<http://www.scholastic.com/browse/article.jsp?id=3749958> 29 July 2013

### Graphic Organizers

<http://college.cengage.com/education/duplass/socstudies/1e/students/graphic.html> 29 July 2013

### Interactives

Allen, Paddy. "Arab and Middle East Revolt." *The Guardian*. Guardian News and Media, 13 Apr. 2011. Web. 29 July 2013. <http://www.guardian.co.uk/world/interactive/2011/feb/17/arab-world-protests-bahrain-map>. Interactive Map

Blight, Garry, Sheila Pulham, and Paul Torpey. "Arab Spring: An Interactive Timeline of Middle East Protests." *The Guardian*. Guardian News and Media, 01 May 2012. Web. 29 July 2013. <http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>.

### National Geographic Maps 29 July 2013

[http://education.nationalgeographic.com/education/mapping/outline-map/?map=MiddleEastCulture&ar\\_a=1](http://education.nationalgeographic.com/education/mapping/outline-map/?map=MiddleEastCulture&ar_a=1)

### Online Dictionaries

<http://www.wordcentral.com> 26 July 2013

<http://www.learnersdictionary.com> 26 July 2013

<http://kids.britannica.com> 26 July 2013

<http://www.merriam-webster.com> 26 July 2013

<http://dictionary.reference.com> 26 July 2013

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## Rubrics

<<http://rubistar.4teachers.org/>> 29 July 2013

Wikispaces rubrics 29 July 2013

<[http://www.readwritethink.org/files/resources/lesson\\_images/lesson979/WikiRubric.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson979/WikiRubric.pdf)>

## Survey

Teacher created Technology survey 26 July 2013

<<http://www.quibblo.com/quiz/iKrutLS/Digital-Technology-in-the-Classroom>>

## Video Clips

“Blogs in Plain English” [cdn-media1.teachertube.com/flvideo201/12423](http://cdn-media1.teachertube.com/flvideo201/12423) 27 July 2013

“How the Arab Spring Began” <[Newspaper.htmlhttp://www.bbc.co.uk/news/world-middle-east-16212447](http://www.bbc.co.uk/news/world-middle-east-16212447)> 23 July 2013

“Now I tweet in Arabic” <<http://www.thenation.com/video/162121/egypts-activists-now-i-tweet-arabic#axzz2aLzDa6wM>> 29 July 2013

“Tweeting the Arab Spring” <<http://www.youtube.com/watch?v=PTqdqfMXpeE>> 29 July 2013

“Postcards from the Uprisings: 1, 2, and 4.” <<http://www.bbc.co.uk/news/world-middle-east-20683806>> 28 July 2013

## Teaching English Language Learners

“Facilitating Discussions of Newspaper Articles in the ESL/EFL Classroom” by Brendan Daly  
<http://iteslj.org/Lessons/Daly-Newspaper.html>

“Teaching ESL Reading Using Computers” AlKahtani, Saad  
<<http://iteslj.org/Techniques/AlKahtani-ComputerReading/>> 29 July 2013

*Academic Language for the Common Core 3D Language & Writing Portfolio.* N.p.: Scholastic, n.d. Print/Web. 29 July 2013

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## Twitter

"Mom, this is how twitter works". <<http://www.jhische.com/twitter/>> 29 July 2013

Social Media University, Global – Twitter <<http://social-media-university-global.org/curriculum/twitter/>> 29 July 2013

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## Extension Activities

"Is Turkey Experiencing Its Own Arab Spring? - The Week." *The Week*. N.p., 3 June 2013. Web. 29 July 2013. <<http://theweek.com/article/index/245056/is-turkey-experiencing-its-own-arab-spring>>.

"Is Russia on the Verge of an 'Arab Spring'? - The Week." *The Week*. N.p., 6 Dec. 2011. Web. 29 July 2013. <<http://theweek.com/article/index/222171/is-russia-on-the-verge-of-an-arab-spring>>.

"Is Russia on the Verge of an 'Arab Spring'? - The Week." *The Week*. N.p., 6 Dec. 2011. Web. 29 July 2013. <<http://theweek.com/article/index/222171/is-russia-on-the-verge-of-an-arab-spring>>.

Gallagher, K. Article of the week "After Egypt, Who should the U.S. Back?" *The Week*. Web. 29 July 2013. <<http://kellygallagher.org/resources/AoW%209%20After%20Egypt.pdf>>

"Egypt News — Revolution and Aftermath." *Egypt News — Revolution and Aftermath*. New York Times, 29 July 2013. Web. 29 July 2013. <<http://topics.nytimes.com/top/news/international/countriesandterritories/egypt/index.html>>.

"Time Names 'The Protester' As 'Person of Year' (VIDEO) - Huffington Post." *The Full*. N.p., n.d. Web. 29 July 2013. <<http://videos.huffingtonpost.com/world/time-names-the-protester-as-person-of-year-517229178>>.

## Videos

'Tourism is dying in Egypt's Luxor' - BBC <[www.bbc.co.uk/news/world-middle-east-23371370](http://www.bbc.co.uk/news/world-middle-east-23371370)> 29 July 2013

BBC News - Death on the Nile? Egypt's economy post-uprising <[www.bbc.co.uk/news/business-23325888](http://www.bbc.co.uk/news/business-23325888)> 29 July 2013



## **Yale 2013 PIER Summer Institute Global Youth in the Digital Age**

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### ***How do you plan to use this lesson/unit?***

I am planning to use this lesson very early in the school year, perhaps the end of September or the beginning of October. September is always busy in the ESL classroom as new students arrive and there are regulations to meet. I have specifically designed this unit with a few of my high school ESL students in mind. I feel that they will benefit a great deal from practicing the technology literacy skills and the topic will be of interest to them because they are from Yemen and are native Arabic speakers. I am hoping that this unit builds their confidence as they begin another year of world and American History. This unit gives them a chance to demonstrate how much history they know.

In addition, I will forward a copy of this lesson plan to my principal and inform him of all the great presentations I saw at PIER. I will also suggest to him that I use this lesson plan in a professional development class for teachers teaching English Language Learners.