

**Arab World Lesson Plan Competition**  
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**Name:** Kelsey Hudson

**Title:** The Lasting Legacy of World War I on the Arab World

**Grade-level:** 10-12

**Subject Area:** Western Civilization, World History

**Topic:** The creation of the Mandate System Post-WWI

**Standards:** Iowa Core Standards for Social Studies in Grade 9-12:

[SS.9-12.H.8](#)

Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Common Core Standards for Literacy in Social Studies 9-12:

[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.

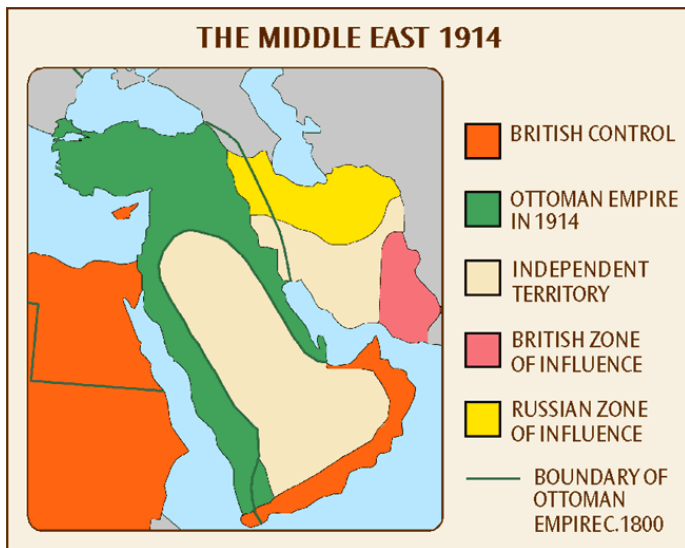
**Compelling Question:** “How did the agreements and treaties made by the West during and after World War I impact the Middle East?”

**Learning Objectives:** “I will understand the Mandate System and its far-reaching effects on the world.”

**Materials:** Assignment Handout: See the end of the document for this attachment

**Procedure:** One or two 45-55 minute classes, or a block period depending on the level of the students.

- I. Review Prior Learning (5 minutes): This lesson is meant to follow discussion of World War I. Students should have a basic understanding of concepts like Nationalism, Self-Determination, victors, etc. going into this lesson.
  - a. What is Nationalism? How did it help to start WWI? What are some different forms that Nationalism can take?
  - b. What is Self-Determination? What are some examples we have seen in this class of Self-Determination?
  - c. What are some positive and negative effects of Nationalism and Self-Determination that we have seen so far in this class?
  - d. How does a group of people achieve Self-Determination?
  
- II. Anticipatory Set (5 minutes): Teacher shows students two maps side by side. One is the “prior to 1914” map of the Arab world, and another is the “after WWI” map.



<http://www.theglobaleducationproject.org/mideast/info/maps/middle-east-1914.html>

Traditions and Encounters, Bentley, et. al.



- a. Teacher asks questions to stimulate student thinking prior to their activity such as:
  - i. What do you notice about the maps of the Middle East from before WWI and after WWI?
  - ii. What happened to the Ottoman Empire after they lost the war?
  - iii. Why were there so many new nations? Do you think the Ottoman government was consulted in the making of new nations? Why or why not?

III. Main Activity (30-40 minutes): Students learn and analyze various aspects of how the Mandate System came to be and why it's still important to understand today. As they learn, students answer the questions on the accompanying handout.

- a. First, students listen to the NPR Story from 2004 (9 Minutes): "The Middle East and the West: WWI and Beyond." It is located here: <http://www.npr.org/templates/story/story.php?storyId=3860950>
  - i. Students fill out the first column on the chart with their own answers to the four questions while listening to the NPR Story.
  - ii. Then students discuss in small groups the first set of questions on their handout. It is up to the teacher whether to have students write down their answers as a group or to simply share out. It may depend on the time allotted for the lesson.
 

\*\*The teacher might find it effective to determine the groups ahead of time, or simply to assign students to groups at random.
- b. Second, students read the primary sources provided and analyze them through the Document Analysis chart on their handout.
 

\*\*Teachers should determine ahead of time the level of their students, and cut the articles into appropriate excerpts accordingly. For example, an AP World History or AP European History course might utilize the entire excerpt, while a general education Western Civilization course might take half of a document, or one paragraph that gets at the central idea. The sources linked here have not been edited into excerpts due to the need for differentiation.

  - i. Excerpt: "The Sykes Picot Agreement of 1916"
 

[http://avalon.law.yale.edu/20th\\_century/sykes.asp](http://avalon.law.yale.edu/20th_century/sykes.asp)
  - ii. Excerpt: The document is technically "The King-Crane Report," but the excerpt to use for this activity is from the Syrian Congress at Damascus of 1919.
 

[http://wwi.lib.byu.edu/index.php/The\\_King-Crane\\_Report](http://wwi.lib.byu.edu/index.php/The_King-Crane_Report)

    1. To obtain the appropriate excerpt, scroll down to the heading "III-THE AREA UNDER ARAB OCCUPATION." From there, scroll down until

#### “4. The Syrian Congress at Damascus.”

The excerpt from the Syrian Congress itself is two paragraphs down from that title.

iii. Excerpt: “A Report on Mesopotamia, TE Lawrence, 1920”

[http://www.lib.byu.edu/index.php/A\\_Report\\_on\\_Mesopotamia\\_by\\_T.E.\\_Lawrence](http://www.lib.byu.edu/index.php/A_Report_on_Mesopotamia_by_T.E._Lawrence)

- c. Fourth, after they have analyzed the documents, students will answer the questions posed to them at the end of the handout. These questions are meant to help the students synthesize their analysis of the documents as well as the NPR Story they heard.
- d. Throughout the activity, the teacher should walk between groups in order to prod students to stay on task, answer questions, and ask questions to get students to the point of analysis and discovery.

IV. Extension: If student groups finish early, the students could view a modern map of the Middle East (perhaps the one below). Then students could discuss what boundaries have changed over the course of 95 years, and what boundaries have stayed very similar. They could also discuss why the current civil war in Syria has made this topic come up in opinion papers across the country... and perhaps discuss the question, “What role did the western states like France, Britain, and the US play in the creation of the Modern Middle East?”



[https://commons.wikimedia.org/wiki/File:Map\\_of\\_Middle\\_East.png](https://commons.wikimedia.org/wiki/File:Map_of_Middle_East.png)

- V. Closing/Wrap Up (5-7 Minutes): Teacher poses one or all three of the questions below. Students can either quick write (utilize an exit slip strategy, for example), or participate verbally, depending upon the teacher preference.
  - a. What is the “Mandate System?” What agreements created that system?
  - b. Why weren’t the ideas of “Nationalism” and “Self-Determination” of the Arab states achieved in 1919?
  - c. Why is it important to understand the Sykes-Picot Agreement and the results of the Peace of Paris today, almost 100 years later?
- VI. Optional differentiation/extension for Gifted Learners:
  - a. Student expands his or her understanding through further reading and articles on how the British and the West helped to shape the modern Middle East through the post WWI agreements. Possibilities:
    - i. Lost Islamic History: <http://lostislamichistory.com/how-the-british-divided-up-the-arab-world/>
    - ii. BBC: <http://www.bbc.com/news/world-middle-east-25299553>
  - b. Student reads different opinions on the idea that the Sykes-Picot Agreement is “over” due to the ISIS/ISIL situation and continued civil war in Syria. Example articles could be like the two listed below, but may need to be updated to reflect the most recent opinions based on when the lesson is presented.
    - i. Al Arabiya News: <http://english.alarabiya.net/en/views/news/middle-east/2015/06/25/ISIS-Caliphate-one-year-later-The-end-of-Sykes-Picot-.html>
    - ii. Washington Post Opinion: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/05/20/is-this-the-end-of-sykes-picot/>

**Assessment:** Students could answer the following essay questions as either formative or summative assessments.

“Analyze the impact and historical importance of the Mandate System.”

“What were the challenges associated with ‘Self-Determination’ in the Middle East after World War I?”

“Why is understanding the history of the Middle East important in the modern era?”

# The Lasting Legacy of World War I on the Arab World

## *Sykes-Picot Agreement (1916) and Paris Peace Conference (1920)*



The Ottoman Empire was in decline long before World War I. So when the Ottomans joined the war, Europeans already had opinions on how to rule the territory “when” the Ottomans lost the war. The Sykes-Picot Agreement was one of those opinions, and eventually had a large role in shaping the decisions made at the Peace of Paris and in the League of Nations. The modern Middle East was shaped by these policies.

So now we will check out these agreements, and the impact they’ve had on history!

← *The Original Sykes-Picot Agreement map drawn in 1916... France would get “A” and Britain would get “B.”*

→ *The League of Nations Mandates drawn in 1920 – the official version.*



1. First, we will listen to the NPR (National Public Radio) Story “The Middle East and the West: WWI and Beyond.” As you listen, fill in the first block of the chart by answering the questions as the story plays. Then you will get into a small group where you will share your answers and add new ideas to the second column.

Question	Your own thoughts while listening	Additional thoughts (with small group)
How did Europeans play a role in what happened after WWI in the Middle East?		
Why did some people in the Middle East want to keep the Ottoman Empire?		
Why were there nationalist uprisings after World War I in the Middle East?		
Why are the Sykes-Picot Agreement and Paris Peace Conference important today?		



2. Next, you'll be reading primary sources on how the "Mandate System" came to be as a small group. Focus on the main ideas of each document and the point of view of the authors of the documents as you fill in the chart.

Documents	What is the main idea of this document?	What is the Point of View of this document? (Are there any underlying issues with the document based on its source? Nation, class, etc?)
Sykes-Picot Agreement 1916		
Syrian Congress at Damascus of 1919		
A Report on Mesopotamia, TE Lawrence, 1920		

3. Last, in your small groups, answer the following questions:

How did the documents you read connect to the NPR story you heard today?	
Why didn't the Arab world get "Nationalism" and "Self-Determination" in 1919?	
What did the creation of the "Mandate States" in the 1920s do to the Middle East that still impacts today?	

