

Example CMD Activity Plan:

HS Global Studies: Stereotyping Arabs

See the lesson: [The Magic of Stereotypes](#)

1) Teaching Context

- **Grade level:** 9
- **Subject area:** Global Studies
- **Unit:** Middle East
- **What might come before or after this activity:** This will start our March unit on the Middle East. It will build on an earlier lesson on stereotypes. We will follow up with the [Exploring Terms](#) lesson

2) Content Objectives:

- Students will understand how their pre-conceptions of the Arab World may include stereotypes.

Literacy/Critical Thinking Objectives: (i.e. CCSS for literacy, media literacy)

- Students will decode messages about other cultures in popular media.
- Students will understand how media may promote stereotypes even if that is not the intent.

3) Document(s) description and link:

The introduction segment to the 1992 Disney film, *Aladdin*

4) Key Questions:

- *What are the messages here about the Arab world (0-1:22) OPTIONAL: about Arab People (1:22-2:57)*
- *Are their stereotypes? Where and what?*
- *Is Disney intentionally promoting stereotypes? Why/why not? What is the impact regardless of intent?*
- *How can we limit the impact of the stereotypes we carry?*

5) Decoding Plan:

- Before showing the clip ask them to look for **messages about the Arab world**.
- Show only the **first 10 seconds** of the intro (before song) and lead the decoding on that question.
 - Stay document focused on this 10 seconds. Don't let them get into the larger film.
- Show **until 1:22** (song ends) – continue decoding on: *What are the messages about the Arab world?*
 - If it doesn't come up, ask: *are there are messages about the structure of Arab society?* (probe about the castle scene)
- Ask: **Are these stereotypes?** Have them explain to their peers about stereotypes (covered in February).
 - If necessary, address the difference between a stereotype and cultural **generalization** (assumptions)
 - If the stereotypes are unclear show next 2 minutes and ask: *what are messages about Arab People?*
 - Be prepared to discuss **racism**.
- Ask: **Is Disney promoting stereotypes? Why might it be doing that?**
 - Have students identify how stereotypes might be familiar, easy to grasp, and entertaining (e.g. *exotic*)
 - Elicit different student comments to ensure that students understand that Disney's primary purpose is to make \$ selling entertainment (not to *educate about the Arab world* or to *promote U.S. Imperialism*).
- Ask: **Can this promote stereotypes even if that is not Disney's intent?** Explain.
- Ask: **Do you think your views of the Arab world and the Middle East have been influenced by stereotypes?**
 - Probe for examples.
- Ask: **What can you do to check your stereotypical thinking** as we enter this unit?
- Close by **summarizing** learning about stereotypes such as:
 - Even a 10 second clip communicates messages – and possibly stereotypes.
 - Stereotypes are all over because they are entertaining, familiar, and ubiquitous.
 - We carry stereotypes about the Arab world.
 - We can be aware of them in order to gain a deeper picture of another culture.