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 into (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 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.