

4. ISLAMIC AWAKENING

KEY TERMS

Al Qaeda: a militant international Islamic organization of affiliated cells formed by Osama Bin Laden, believed to be behind a number of operations against Western targets and interests

Arab Spring: a period beginning in December 2010 during which the people of several Arab nations, especially in North Africa, sought democratic reforms

Berber: a member of a settled or nomadic North African tribe; the indigenous ethnic group of North Africa

civil society: the societal (rather than governmental) institutions present in a democracy that take care of the people and their rights, such as freedom of speech and of the press and an independent judiciary

jihadist: referring or relating to an Islamic fundamentalist movement that favors the pursuit of jihad, or holy war, in defense of Islam

Maghreb: the Arabic term for northwest Africa, west of Egypt

modernization: the transformation of a traditional or agrarian society into an industrialized one

Salafist: referring to a movement among Sunni Muslims associated with strict approaches to Islam and sometimes jihad; arose in response to Western influences and modernization

LESSON ONE

Student Objectives

Upon completion, students will be able to:

- Identify the Maghreb as a geographical region as well as key demographic and political characteristics of each nation in the region.
- Analyze current events related to the political transformation occurring in North Africa.

Materials

- Classroom set of Handout #4-A
- *Great Decisions* article “Islamic awakening”
- Computers or personal devices with internet access to resources such as:

U.S. Department of State (www.state.gov)

C.I.A. World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>)

The United Nations (www.un.org)

Time

45–60 minutes

Lesson Development

1. After students have read the *Great Decisions* article, tell them they will now learn more about the five nations of the Maghreb featured in the article as well as current conditions in each country. Give students Handout #4-A.
2. Break students into groups of five and assign each group member to research a different nation. Tell them they are looking for current news and information (since December 2010). Students should complete their country’s row of the chart on the handout as they work.
3. Once students have completed their research, allow students about five minutes to meet with students who researched the same country to review what they learned and ensure that all students now feel like “experts” on their assigned countries, ready to inform their peers about what they learned.
4. Students should now return to their original groups in order to share what they learned about their assigned countries. As each student shares, the other group members should listen and complete the chart on the handout.
5. Once all group members have shared, each group should discuss the two concluding questions at the bottom of the handout together. Tell students that each group will be expected to report on their responses to these two questions.
6. Conclusion/assessment: Ask each group to report on their conclusions. Discuss student responses. Collect student handouts.

Additional Suggestions

1. Depending on available computer/internet resources as well as classroom and school policies regarding the use of personal electronic devices such as tablets or smartphones, you may wish to give students class time with access to computers or their smartphones in order to conduct their research. Alternatively, the research portion of the lesson may be done for homework.
2. Consider extending this lesson by having students learn more about the Arab Spring and how it has impacted one particular country or region.

LESSON TWO

Student Objectives

Upon completion, students will be able to:

- Identify U.S. interests in North Africa.
- Analyze U.S. foreign policy options in North Africa.

Materials

- Classroom set of Handout #4-B
- *Great Decisions* article “Islamic awakening”
- Computers or personal devices with internet access to web resources such as:

President Obama’s May 19, 2011, remarks to the State Department on the Middle East and North Africa (available at www.whitehouse.gov)

Former Secretary of State Clinton’s Oct. 12, 2012, address, “Democratic Transitions in the Maghreb” (available at www.state.gov)

Time

45–60 minutes

Lesson Development

DAY ONE:

Formative Assessment: Ask students what they know about the Egyptian revolution and subsequent military coup and its aftermath. Why might recent events have led people in North Africa to be suspicious of U.S. motives, as asserted by the author of the *Great Decisions* article? Ask students to find out what they can for homework. Assign each student to bring in one current events article on Egypt and American involvement there. Encourage students to seek out a variety of sources, including international ones.

DAY TWO:

1. Ask students to share what they learned about the situation in Egypt and American involvement and support since the revolution (in small groups or through whole-class discussion). Why do some feel that the U.S. is undermining the Egyptian revolution? What do they think? What should the U.S. stance be?
2. Tell students that the situation in Egypt serves as a backdrop for the development of American foreign policy in the rest of Northern Africa. Give students Handout #4-2. Assign students to find out what U.S. interests and policy are with regard to four key issues: anti-terrorism and security; support of democracy; response to fundamental Islamic movements; and economics and trade. Point students in the direction of official statements, such as those listed above. Students should complete the chart on the handout as they conduct their research. Students should cite their sources as required on the handout.
3. Once students have learned more about U.S. interests in the region, ask them to consider what they think U.S. policy goals should be. How should the U.S. pursue such goals as the promotion

of democracy, stability and security in the region, and the stable supply of energy? Ask students to imagine they are advising the secretary of state and the president. Have student complete the bottom of the handout.

4. **Conclusion/assessment:** Discuss student-generated policy goals and action steps. What policy options do students favor and why? Collect handout.

Additional Suggestions

1. Each part of this lesson may be done individually, in pairs, or in small groups, according to student needs and available resources.
2. Consider extending this lesson by having students learn more about the issue of women's rights in North Africa. Is the Arab Spring and recent democratic movements leading to greater equality? Why or why not?

HANDOUT #4-A THE MAGHREB

NAME: _____

	Experience with post-colonialism and modernization	Population and demographics	Economic resources and challenges	Recent political challenges/events/unrest	Current form of government, rulers
Morocco					
Tunisia					
Algeria					
Mauritania					
Libya					

1. Where did you find similarities between these countries? In what ways do they differ? How do you account for any differences?

2. What evidence did you find that North Africa is experiencing a transformation “from a long-established system of secular authoritarianism to a more democratic order dominated, if not controlled, by Islamist forces”?

HANDOUT #4-B

U.S.–NORTHERN AFRICA FOREIGN POLICY

NAME: _____

Issue	U.S. interests and policy	Source
Terrorism; attacks; al Qaeda		
Cultivation of democracy; civil society; civil rights (including rights of women and fair elections)		
Radical/ fundamentalist Islam		
Economics; trade; investment; energy		

What should U.S. policy goals in North Africa be? How would you advise the President? List three specific goals and actions the U.S. should take to promote those goals in the region.

1. **Policy goal:**
 Action steps:

2. **Policy goal:**
 Action steps:

3. **Policy goal:**
 Action steps: