

Social Studies
Introduction to Middle Eastern Studies
Unit 3: East Meets West: Napoleon in Egypt

Essential Understandings	<ul style="list-style-type: none"> ▪ The advent of the French in Egypt in 1798 was a psychic shock of incredible magnitude to the Arab world. Although the Ottoman Empire had been in retreat since 1600, to date the only areas that had been lost were conquered territories in which the majority of the population was Christian. The fall of Egypt to Revolutionary France, with its professed atheism, disrespect for established institutions and technological superiority was the first time a core segment of the Arab world had come under foreign domination. This event shook the Islamic world to its foundations.
Essential Questions	<ul style="list-style-type: none"> ▪ Why did the French Republic decide to send an army to Egypt? ▪ What reactions did the Egyptian elite have to the proclamations issued by Napoleon? ▪ How did the role of Coptic Christians change during the French occupation? ▪ How did ordinary Egyptians react to being “liberated” from the rule of the Mamelukes? ▪ Why was Egypt forever different even after the French left the Middle East?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Islam preaches that it will eventually defeat and supplant all other faiths on earth. This belief in Muslim superiority to all other peoples was destroyed by Napoleon. ▪ The French Army in the Levant was superior to any armed force in the Muslim world. They annihilated the Mamelukes with ease and were able to march all the way to Acre. ▪ The Ottomans were humiliated at having to ask for British help in order to drive the French out of their territories. ▪ In the wake of the French occupation the Ottomans will attempt, throughout the nineteenth century, to match the military power of the Europeans without adopting western ways of thinking. ▪ It is during this time period that the people of the Middle East were faced with a question to which they have still not developed an answer – that is, can a nation modernize itself without westernizing itself?
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Mamelukes, Coptic, al-Jabarti, Ulamma, Mahkamat al-qadaya, Mashahid, Mosque, Levant
Essential Skills	<ul style="list-style-type: none"> ▪ Critical thinking skills ▪ Apply of theory to real-life situations ▪ Articulate the impact that western technology, institutions and ideas had on traditional Middle Eastern society.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> B. Civics and Government B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>E. History E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ul style="list-style-type: none">a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E2.Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Student readings of materials relating to Napoleon’s occupation of Egypt from both French and Egyptian points-of-view ▪ Didactic classroom presentation on the French occupation of the Near East during the Napoleonic Wars and its impact on the Arab psyche.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Evaluation of student performance in class discussions ▪ Essay response ▪ Objective Examination
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>The Earth and Its Peoples</u> – Crossley Bulliet