

Global Teacher Seminar Lesson Plan

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Title: The Chinese Belt and Road Initiative in the Middle East

Theme/Topic: Globalization/Infrastructure/Cultural Exchange

Introduction (2-3 sentence summary of lesson): Students will combine their prior knowledge of the Chinese Belt and Road Initiative to research projects happening in the Middle East and North Africa. Students will research and analyze the strategic decisions made by including projects in the Middle East and North Africa and weigh their implications for the Chinese project in the region.

Subject(s)/Grade level(s): Global Issues/Current Events (9-12 grade)

Suggested Duration of Lesson: 1-2 x 45 minute class periods (see comments below for suggested adjustments for block periods)

Connection to Standards/Common Core (1-2 standards): ODE Contemporary World Issues. Topic: Global Connections 1. Trade, alliances, treaties, and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.

Essential Questions (1-2 questions): What impact is the Belt and Road Initiative (BRI) having on the Middle East and North Africa?

Learning Objectives (2-3 objectives): Students will be able to analyze examples of Belt and Road Initiative projects in the Middle East and North Africa. Students will be able to collaborate and share their findings with the class.

Materials Needed: Internet Access, Student Chromebooks

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?*

1. Students will read the following [article](#) from April 2021 about the BRI thriving in the Middle East.
2. After reading the article, students will complete a 3-2-1 reflection activity to connect their prior knowledge of the BRI with the specific information about projects in the Middle East. (Note: This lesson is part of a more extensive unit introducing students to the Chinese Belt and Road Initiative and the general geopolitical context of the Middle East and North Africa.)
 - a. After reading the article, write the following:
 - i. 3 Key Facts/Ideas
 - ii. 2 People or Places mentioned in the reading related to the BRI
 - iii. 1 Question you still have

Teacher-Student Interaction (5-7 steps):

1. Students will be organized in developmentally appropriate groups of 2-3 and assigned or select a country in the Middle East and North Africa.

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2. Students will be researching their assigned (or selected) location's connection to the Belt and Road Initiative by answering the following questions:
 - a. How is the location strategically significant to the BRI?
 - b. What major markets/cities are present?
 - c. Does the project's location provide access to ports or bodies of water?
 - d. Are there important natural resources or manufactured products exported from the country/location?
 - e. Why would it be useful to include this location in the Belt and Road Initiative?
3. Students will compile their findings in Google Slides or a Google Doc.
4. Students will add their location to a class map of the Middle East and North Africa
5. During a discussion about their findings, students will share the key features of their location's project and evaluate its inclusion in the Chinese Belt and Road Initiative.
6. As a class, groups will ask clarifying questions of each other in order to consider multiple examples of BRI projects in the Middle East and North Africa.

Closing Activity: *What will the teacher do/say after the lesson? I.e. go over homework, etc.*

Teacher will facilitate a class discussion during which groups share their findings. Students will informally share their location and key highlights from their research. All informal presentations should clearly identify what BRI projects are in place in that country/region and why.

Post-Assessment: *How will students demonstrate what they have learned about the topic from this unit?*

1. Students will return to their 3-2-1 pre-assessment activity and respond to their previously recorded question. Students may update their question or elaborate on their continued confusion about a topic that remains unanswered.

Reflection: *How are students engaging with ideas from another culture? What does it mean for them?*

Students are engaging with ideas from another culture by learning more about the strategic decisions involved with the Chinese BRI in the Middle East and North Africa. Students are learning about background information like geography and natural resources as well as economic partnerships and the value of allies from around the world. Students are also able to critically evaluate the role of outside funding and substantial loans undertaken to complete many of the projects and the projected difficulties countries could face as a result.

Resources:

Pre Assessment Article Link: <https://moderndiplomacy.eu/2021/04/05/bri-project-thriving-in-middle-east/>

Research Resource: CMS Law Firm Report <https://cms.law/en/int/publication/belt-and-road-initiative/bri-view-from-mena>

Research Resource: Council on Foreign Relations (map of BRI countries/projects) <https://www.cfr.org/blog/countries-chinas-belt-and-road-initiative-whos-and-whos-out>

Research Resource: (Asia Times article detailing many examples of projects) <https://asiatimes.com/2022/03/belt-road-reaching-far-and-wide-in-middle-east/>

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Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas): Possibilities for future lessons or how to use this for gifted/etc.

1. Students could expand their research to include other regions and how they are connected to the BRI.
2. For block classes, students could present their findings more formally, instead of utilizing an informal, discussion-based approach.
3. Students could seek to explain connections between the UN Sustainable Development Goals: 9. Industry, Innovation and Infrastructure. 17. Partnerships to Achieve the Goals and the examples they find in their research.