



Edward Said, Orientalism and Otherizing

Time: Days or Hours (1-2 class periods)

Grade Level: 7-12

Purpose (What will students learn from this lesson?): Students will be introduced to the Palestinian-American scholar Edward Said. Furthermore, they will be introduced to how Said defined the concepts of orientalism, colonialism and othering. Finally, I will negotiate the “how to’s” for challenging the dehumanization concepts associated with concepts like orientalism.

Enduring Understandings Alignment:

Unit 2 - Stories: The collective narratives of my people.

- We understand that our roots and indigeneity were established prior to colonization and that they are a source of knowledge, connection and healing.
- We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.
- We understand and place a high value on the stories of resilience, survival and resistance of our people.

Lesson Guiding Questions:

- How have Edward Said’s philosophical and political writings influenced our understanding of “Orientalism”?
- How are colonialism and orientalism related? What does Orientalism look like today?
- What are concrete steps that we can take to challenge “orientalism”, cultural and historical erasure, and colonialism today?

Essential Skills:

- I can define and explain the concepts of orientalism, colonialism and historical erasure.

- I can apply the terms of orientalism, colonialism, and historical erasure to the past and present.
- I can choose a significant and meaningful Said quote and, using artistic expression (e.g., memes, posters, art), explain it to a group of students.

Cultural Wealth (Yosso, p. 78):

- **Resistant capital** refers to those knowledge and skills fostered through oppositional behavior that challenge inequality (Freire, 1970, 1973; Giroux, 1983; McLaren, 1994; Delgado Bernal, 1997; Solórzano & Delgado Bernal, 2001). This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by Communities of Color (Deloria, 1969).

Ethnic Studies Principles Alignment:

- Critique empire and its relationship to white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism and other forms of power and oppression at the intersections of our society;
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels;
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy; and
- Conceptualize, imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.

Standards Alignment:

- HSS-10.6 Students analyze the effects of the First World War. Standard: Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
- HSS-10.9 Students analyze the international developments in the post-World War II world. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
 6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
- HSS-10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
 1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
 2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
 3. Discuss the important trends in the regions today and whether they appear to serve

the cause of individual freedom and democracy.

- HSS-11.9 Students analyze U.S. foreign policy since World War II. 1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT), and their importance in shaping modern Europe and maintaining peace and international order.
- 6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

Materials:

<p>Slides Handout for "I am Palestine" Edward Wadie Said Quotes</p>	<p>There are three videos embedded in the lessons.</p>
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Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Translanguaging permitted in the discourse on critical concepts. ● Translanguaging into the home language is facilitated during student discussion, writing, and creative projects. 	<ul style="list-style-type: none"> ● Use of movement, music, and technology to express concepts and outcomes.
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Critical Vocabulary:

<p>CRITICAL VOCABULARY</p>	<p>Definition and Rationale for choosing this word, phrase, or concept</p>
<p>Historical & Cultural Erasure</p>	<p>When the history and culture of a group of people are systematically replaced by the dominant group's culture and history to aid the forced assimilation of the subordinate group, and to ensure that the subordinate group cannot remember, study, or practice their culture, language, or history.</p>
<p>Othering</p>	<p>Is a process whereby one group (dominant group) makes another group (subordinate) feel inferior or less than or "othered,"</p>

	marginalizing.
Orientalism	Edward Said defined Orientalism as a thought system or ideology where Western culture (Europeans) politically, sociologically, militarily, ideologically, scientifically, and imaginatively others, demeans and dehumanizes people of the “East”, such as the people of Palestine.
Colonialism	a practice of domination whereby one country seizes control over another country or territory and its people via force, exploitation, and/or political control.

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: I Am From Palestine

	DESCRIPTION	TIME
Slide 1	LESMCC Title Slide	
Slide 2	Unit Title Slide: Edward Said, Orientalism and Othering	
Slide 3	Guiding Principles	
Slide 4	Land Acknowledgement	2 mins
Slide 5	<p>Ancestor Acknowledgment-Edward Said Explain to the students that this lesson honors the Palestinian scholar, Edward Said.</p> <p>Share the points about Edward Said printed on the slide. Here are additional points, if needed:</p> <ul style="list-style-type: none"> • Edward Said was born in Jerusalem, Palestine, in 1935. He and his family were forced to flee Jerusalem to Cairo as refugees when Israeli forces occupied Jerusalem in 1948 during the Nakba. • He attended Princeton and Harvard and settled in the U.S., where he became a professor of comparative literature at Columbia University, a celebrated intellectual, and the leading advocate for Palestinian self-determination. • He wrote his first political essay, “The Arab Portrayed,” in response to Israeli Prime Minister Golda Meir’s declaration in 1969 that “There are no Palestinians.” • Said wrote that he took on “the slightly preposterous challenge of disproving her, of beginning to articulate a history of loss and dispossession that had to be extricated, minute by minute, word by word, inch by inch.” • “[T]he struggle for equality in Palestine/Israel should be directed toward a humane goal, that is, co-existence, and not further suppression and denial,” he wrote. 	4 mins

	<ul style="list-style-type: none"> That piece launched a lifetime of writing and activism. Said championed the rights of the Palestinian people to determine their own future—while insisting that Palestinians acknowledge the persecution and genocide suffered by the state of Israel. 	
Slide 6	<p>Orientalism by Said, read notes on slides. Additional points:</p> <ul style="list-style-type: none"> <i>Orientalism</i> (1978) was amongst Said’s most influential work. Denounces “subtle and persistent Eurocentric prejudice against Arab-Islamic peoples and their culture,” arguing that these biases have served as a justification for the West’s imperial ambitions in the Middle East and Asia. Said’s activism exiled him from Israel and Palestine for most of his life and provoked criticism in this country. He has been called everything from “the professor of terror” to a Nazi, and his office at Columbia was set on fire. Said’s perseverance led to regular publications in <i>The Nation</i> magazine, the Arabic newspaper <i>al-Hayat</i> in London, and several academic outlets. His enduring legacy is the courage to say the most difficult things to the most 	4 mins
Slide 7	<p>Cultural Energizer: I am From Palestine by Zawahry & Rifk Ebied</p> <ul style="list-style-type: none"> You will need the YouTube video for I Am From Palestine. After students watch the video, distribute the handout and assign questions to student teams. You may wish to have groups take one question each, write their answers on chart paper. For question three, you may want students to construct a Venn diagram. Have students report their responses or do a gallery walk, asking students to write additional aha’s on post-its. Debrief each question with students. 	15-30 minutes

C2: Critical Concepts

Title of Lecture: Orientalism, Colonialism and Othering

STEP	DESCRIPTION	TIME
Slide 8	<p>Review the terms on Orientalism</p> <ul style="list-style-type: none"> <i>Orientalism</i> (1978) sheds light on the underlying structures of power, knowledge, hegemony, culture, and imperialism that have been historically embedded in what Said has called ‘colonial discourse’ - a discourse that presents the Orient as ‘the Other.’ <i>Orientalism</i> (1978) questions the very foundations of Western representation and the social construction of the ‘Orient’ as the ultimate ‘Other’ in history, literature, art, music, and popular culture. Orientalism as a practice, according to Said, is a “systematic discipline by which European culture was able to manage - and even produce - 	15 mins

	<p>the Orient politically, sociologically, militarily, ideologically, scientifically and imaginatively during the Enlightenment period” (p.3)</p> <p>Carefully explain the difficult terms embedded in the slide. Explain to students that the concept of Orientalism was used by Edward Said to highlight the Western perspective on Eastern cultures in Asia, North Africa, and the Arab world, including Palestine. Orientalism is both a thought system, an ideology and a lens through which the West has viewed and represented the East. Provide one or two examples for the students.</p> <p>The words are quite difficult, so you may ask students to paraphrase what is written in the slide.</p>	
Slide 9	<p>Practice: Quickwrite</p> <p>Ask students to share their responses orally, in writing or draw:</p> <ul style="list-style-type: none"> ● Define “Orientalism” in your own words ? ● Can you give any examples of Orientalism, past or present? 	15 mins
Slide 10	<p>Orientalism explained in film</p> <ul style="list-style-type: none"> ● Play the video ● Ask students to respond to the three questions on the slide: <ul style="list-style-type: none"> ○ How did Said show how colonialism works? ○ What does analyzing colonial narrative through the lens of “Orientalism” allow for? ○ What are some examples of dehumanizing discourse in modern culture? 	15 mins
Slide 11	<p>Group Discussion</p> <ul style="list-style-type: none"> ● Pair-Share and then whole group: What can we do to explain Orientalism to those who do not understand its meaning or the current impacts on racialized communities due to “Otherizing”? 	15 - 20 minutes
Slide 12	<p>Orientalism by Edward Said</p> <ul style="list-style-type: none"> ● Play the video ● Ask students to respond to the three questions on the slide: <ul style="list-style-type: none"> ○ What is the scope of Orientalism? How has this influenced how those in the “west” view those from the “east”? ○ What are orientalist structures and restructures? ○ What does Orientalism look like today? 	30 mins

**C3: Community Collaboration
and/or Critical Cultural Production**

Title of Main Activity(ies): Social Media Meme and Edward Said

STEP	DESCRIPTION	TIME
Slide 13	<p>Edward W. Said on Orientalism</p> <ul style="list-style-type: none"> ● Read the Said quote on Slide 13 and practice the directions below before moving to the Said quotes on Slides 14-18. ● Then, follow the directions on the slide: <ul style="list-style-type: none"> ○ Popcorn read the Edward Said quotes (slides 14-18). ○ Any ideas, concepts, words, or phrases that need clarification? ○ How might you explain the meaning to someone not in this class? 	5-10 mins
Slides 14-18	<p>Read each of the quotes and follow the directions on Slide 13.</p> <ul style="list-style-type: none"> ○ Any ideas, concepts, words or phrases that need clarification? ○ How might you explain the meaning to someone not in this class? 	45 mins
Slide 19	<p>Place students into groups:</p> <ul style="list-style-type: none"> ● Distribute handout and assign one quote per team. ● Follow directions on the slide: For the quote assigned to your team or group, create a social media meme. Give students time to complete bullet one. ● After students have completed the task above, allow them to choose any medium to share their quote. They may use poster board, a social media meme, or a reel expressing the meaning of the quote to you. ● Display, Report Out, or do a Gallery Walk 	45 mins to 1 hour

C4: Conclusive Dialogue/Critical Circular Exchange

Slide 16	<p>Community Circle</p> <ul style="list-style-type: none"> ● Discuss the following questions. <ul style="list-style-type: none"> ○ What are the implications of “Orientalism” and “Otherizing” for racialized groups in the U.S.? ○ What can we do to counter “Orientalism” and “Otherizing” within the spaces that we occupy? ○ How is the concept of “Orientalism” reflected in Gaza today? 	30 mins
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