

Saudi Arabia Confronts Modernity

"ONE OF THE BEST FILMS OF THE YEAR. SOMETHING CLOSE TO A MIRACLE."

-Oliver Lyttelton, THE PLAYLIST

"FUNNY AND TOUCHING. DISCOVER WHAT CAN MAKE US HAPPY,
BOTH AS MOVIEGOERS AND CITIZENS OF THE WORLD. 'WADJDA' DOES THE TRICK."

-Joe Morgenstern, WALL STREET JOURNAL

WINNER
BEST PICTURE
AUDIENCE AWARD
LOS ANGELES FILM FESTIVAL

TELLURIDE
FILM FESTIVAL

WINNER
CINEMA FOR PEACE AWARD
INTERFILM AWARD
VENICE FILM FESTIVAL

TRIBECA
FILM FESTIVAL

WADJDA

A SONY PICTURES CLASSICS RELEASE RAZOR FILM IN CO-PRODUCTION WITH HIGH LOOK GROUP AND ROTANA STUDIOS IN COOPERATION WITH NORDDEUTSCHER RUNDfunk UND BAYERISCHER RUNDfunk
WITH THE SUPPORT OF FILMFÖRDERUNGSANSTALT MITTELDEUTSCHE MEDIENFÖRDERUNG MEDIENBOARD BERLIN-BRANDENBURG INVESTITIONSBANK DES LANDES BRANDENBURG SUNDANCE INSTITUTE FEATURE FILM PROGRAM DORIS DUKE FOUNDATION FOR ISLAMIC ART
PRODUCED IN COOPERATION WITH DUBAI ENTERTAINMENT AND MEDIA ORGANIZATION AND ENJAAZ A DUBAI FILM MARKET INITIATIVE DEVELOPED WITH THE SUPPORT OF RAWI SCREENWRITERS LAB ABU DHABI FILM COMMISSION HUBERT BALS FUND PRESENT "WADJDA" REEM ABDULLAH
ABDULLRAHMAN AL GOHANI AHD INTRODUCING WAAD MOHAMMED PRODUCED BY OLE NICOLAISEN EDITED BY THOMAS MOLT MUSIC BY PETER POHL COSTUME DESIGNER OLIVER ZIEM-SCHWEDT EXECUTIVE PRODUCERS MARC MEUSINGER SEBASTIAN SCHMIDT PRODUCED BY OLAF MEHL WRITTEN BY MAX RICHTER DIRECTED BY ANDREAS WODRASCHKE
DIRECTOR OF PHOTOGRAPHY LUTZ REITEMEIER EXECUTIVE PRODUCERS HALA SARHAN CHRISTIAN GRANDERATH BETTINA RICKLEFS RENA RONSON LOUISE NEMSCHOFF PRODUCED BY AMR ALKAHTANI PRODUCED BY ROMAN PAUL GERHARD MEIXNER EDITED BY HAIFAA AL MANSOUR



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JOURNEYS IN FILM

educating for global understanding



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About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to help our next generation gain a richer understanding of the diverse and complex world in which we live. Our goal is to help students recognize cultural biases and racism (including their own), cultivate human empathy and compassion, develop a deeper knowledge of universal issues and current challenges, and encourage civic engagement as competent world citizens.

Award-winning feature films and documentaries act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students to learn about: human rights, environmental sustainability, poverty, hunger, global health, diversity, gender, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides complement teachers' existing lesson plans and meet mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

We prepare teachers to use film effectively in the classroom through customized professional development workshops and online webinars.

Journeys in Film is an organization with proven results. Individual teachers worldwide and entire school districts in the U.S. have employed our interdisciplinary film-based curricula.

- Millions of students have learned about our multicultural world through Journeys in Film's middle school series, based on films from Iran, South Africa, South Korea, the Maori of New Zealand, Tibet, India, China and Saudi Arabia.
- Students are becoming inspired by the courageous contemporary and historical figures portrayed in films such as *Hidden Figures*, *The Post*, and *He Named Me Malala*.
- Films like *Schindler's List*, *Defiant Requiem*, and *Big Sonia* not only teach about the Holocaust, but also demonstrate how one person can make a difference in the lives of others.
- Teachers are using our outstanding documentary series to teach about historical events, American prison systems, the critical role of photojournalists, and positive psychology.

Journeys in Film guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core Standards.

Why teach with film?

Today's students are the most visually literate generation in history. According to the Social Science Research Network, 65% of people are primarily visual learners. Today's students are more affected by media than ever before. They seldom need to be coaxed into watching films; after all, everyone loves a good movie. Through their own desire to be entertained, students become captivated learners.

Films have long been overlooked as an educational tool. We teach our students literature that originates from many places around the world, but we tend to forget that what often spurs the imagination is both visual and auditory. Film, which in minutes can be screened and beamed to every country in the world, is this extraordinary educational tool that goes right into the heart of different cultures. One of its strengths lies in its ability to present information rapidly and convey atmosphere, making that world come to life. It allows viewers to "feel" and thereby develop empathy skills, thus potentially increasing the likelihood of students connecting personally to the content, which in turn helps with understanding and analyzing concepts.

In teaching with films, we encourage our students to be critical consumers of what they see and teach them to consider the perspective of the filmmaker and challenge generalizations. Analyzing film and media is an empowering skill and one that is increasingly important for young people. To this end, it is imperative to integrate the film into a larger lesson, using it as a launching pad for historical and cultural exploration, as well as an examination of narrative perspective, character development, and media literacy.

In one 7th grade student's words, "I like Journeys in Film because it just doesn't teach you like a book. It's better when you can actually see it happening. Films give a first-hand view of places and stories."

A Letter from Haifaa Al Mansour



I truly hope you enjoyed watching my film *Wadjda*. It is not only the first feature film I directed, but was also the first film ever shot in my home country of Saudi Arabia. It is also the first film directed by a Saudi woman. So it is the first of many things, but

certainly not the last, as Saudi Arabia has now lifted the ban on both the production and exhibition of films within the Kingdom. I know we will now see many more films coming from my country and am so excited about all of the amazing stories there that are waiting to be told.

Wadjda is a very personal story for me but it is not autobiographical. I was never as tough or rebellious as Wadjda when I was a kid! But I learned to go after the things I want in life just like her. The story was influenced a lot by all the girls that I knew growing up, that were so full of life and creativity but never found an outlet for all of their potential. I know they could have done so much more if they had just taken a chance and pushed the boundaries of their lives a little. So I wanted to make a film that celebrates the very difficult choice of stepping outside of ascribed social limitations to pursue a dream. It is never easy, but just like my dream of making films in a country where cinema was forbidden, I wanted to show how important it is to try. I believe we all have to work hard to create the change we want to see in the world.

My goal with *Wadjda*, and with every film I direct, was to make an entertaining film that people enjoy. If a film is not entertaining, the message will never get through. I also wanted to make a film that could be special to Saudis, and make the medium itself seem more accessible, while still

presenting a window to our world to international audiences. As the script developed, I constantly tried to look at it from the outside, to the universal themes that it spoke to. I didn't want to give foreign audiences the false impression that it would be an easy or acceptable thing for a girl to ride a bike around Riyadh, so it was hard not to want to put in a bleaker end to her journey. But I think the positive aspects of the film help audiences relate to the story more.

I knew that Western audiences had ideas and concepts about women in Saudi but didn't know much about the day-to-day life of women in the Kingdom. It is hard to be a woman in Saudi Arabia and I wanted the world to know how strong the women are in my country. They are tough and sassy and the new generation has a whole new outlook and window to the world. They are empowered and motivated to improve their status within the society in ways my generation could never have imagined. They are survivors.

So I hope this film gave you a little insight into the place that I am from. Most of all, I hope it encourages you to tell your own story, to think about what is special and unique about your journey, and how you can share your perspective with the world. We need to hear about every person that takes a risk, no matter how small, and pushes for something they believe in. Those are the stories that will move the world forward.

I am so honored to be included in your studies and sincerely look forward to someday hearing all of your stories.

Respectfully,
Haifaa Al Mansour

Introducing *Wadjda*

A young girl who desperately wants a bicycle of her own and tries to earn the money to buy it. A wife and mother who worries about losing her husband to another woman. These two story lines intertwine in the film *Wadjda* against the backdrop of conservative society in contemporary Saudi Arabia and the cultural pressures that this society exerts on women.

Ten-year-old Wadjda's friend Abdullah has a bicycle and to Wadjda his bike represents the speed and freedom that only boys seem to have in this gender-conscious society. Having found the bike of her dreams in a local shop, Wadjda makes and sells bracelets and runs errands to earn enough money to buy it, which sometimes gets her in trouble with her school principal. When she hears about prize money for the winner of a contest that tests knowledge about the Quran and the ability to recite the sacred text, she decides that, in spite of her previously lackluster effort in learning the verses, she is going to win this prize.

Meanwhile, her mother is coping with a long commute with a cranky and overbearing driver, the restricted job opportunities she faces as a Saudi woman, and her loneliness. Her husband wants a son and she is unable to give her one; his family is pressuring him to take a second wife. She is also trying to bring up Wadjda as an almost-single mother, and Wadjda is a handful.

Students will identify with Wadjda's longing for what seems to be an unattainable goal and with the difficulty that she has fitting into her strict and conservative girls' school; her worn sneakers, visible often in the film from the opening credits on, symbolize her independence and desire to go her own way in a world that wants to force her to hide her individuality and ambition. It will be more difficult for Western students to understand the totality of restrictions facing women in this society, restrictions that are challenged most effectively by this film. This curriculum guide will help students to enter this world and understand its nuances.

This award-winning film is the work of writer and director Haifaa Al Mansour, who learned about film from her father's videos, since movie theaters were not allowed in Saudi Arabia from 1974 to 2018. She is the first female Saudi director and the first director to make a feature-length movie filmed entirely in that country.

DIRECTOR: Haifaa Al Mansour

WRITTEN BY: Haifaa Al Mansour

PRODUCER: Gerhard Meixner

CO-PRODUCER: Amr Alkahtani

EXECUTIVE PRODUCERS:

Christine Granderath, Louise Nemschoff, Bettina Ricklefs,
Rena Ronson, Hala Sarhan

MUSIC: Max Richter

CINEMATOGRAPHY: Lutz Reitmeier

Artwork from *Wadjda* appears courtesy of Sony Pictures Classics Inc.

Saudi Arabia Confronts Modernity

Enduring Understandings

- The Saudi Arabian government and economy are slowly moving into modern times.
- There is much change going on in Saudi Arabia's conservative culture.
- Saudi Arabia has complicated relations with its neighbors.

Essential Questions

- Why is Saudi Arabia going through so much social and economic change?
- How are the changes affecting the citizens of Saudi Arabia?
- How will the changes affect the future of Saudi Arabia?

Notes to the Teacher

The Kingdom of Saudi Arabia was formed in 1932 after a chaotic period of internal and external upheaval beginning with the defeat of the Ottoman Empire after World War I and the reconfiguration of the Middle East. Initially, an agricultural country dependent on religious pilgrimages to holy Muslim shrines, Saudi Arabia was forever changed with the discovery of oil in 1938. The advent of World War II, brought a massive demand for gasoline and other petroleum products and the Saudi economy thrived under the management of U.S.-controlled Aramco (Arabian American Oil Company.) By 1976, Saudi Arabia had become the largest oil producer in the world.

The wealth generated by the oil brought Saudi Arabia into the modern world. Saudi Arabia gained international recognition and a major place in the world economy. Nearly all Saudi Arabians benefited with free health care, education, and other social services. The country began to take on Western influences, with automobiles, televisions, modern homes, and a look to a more open society. But Saudi Arabia was also strongly influenced by the forces of tribal tradition, religion, and a monarchical government. As Saudi Arabia passed out of the second half of the 20th century and into the 21st, these entities often clashed against the pressures of the modernity that was enveloping the kingdom.

The conservative religious doctrine known as Wahhabism, began to demand the government reject Western influences in exchange for its support among the people. The Saudi Arabian government cracked down on dissent and discouraged modern influences while at the same time accepting Western money and modernizing its institutions and businesses. The result is a constant tug-of-war between

the traditional and modern influences. This conflict is depicted in the film *Wadjda* as 10-year-old Wadjda navigates the pressures of being female in Saudi Arabia. In her quest for a bicycle, something that is not forbidden but strongly discouraged in Saudi Arabia, Wadjda is caught between the severe limitations placed on women by custom, Islam and family honor, and her strong personal desire to declare her own individuality.

Some additional online resources on Saudi Arabia that you may find helpful for background information or additional research:

- Saudi Government (official site) links to parts of Saudi Government https://www.saudi.gov.sa/wps/portal/snp/main!/ut/p/zo/o4_Sj9CPykssyoxPLMnMzovMAfljo8zifQxNHT2c3Q18_E38zAoczc1DDNwtgownjM31g1Pz9AuyHRUBfGZcew!!/
- Encyclopedia Britannica: <https://www.britannica.com/place/Saudi-Arabia/Government-and-society>
- BBC News Saudi Profile <https://www.bbc.com/news/world-middle-east-14702705>

You can also share this link with students: <https://guides.library.yale.edu/c.php?g=595576&p=4120422> and encourage them to use one of the websites listed here to research Saudi Arabia.

This lesson includes activities in which students examine the government and economy of Saudi Arabia and how these elements are evolving in a modern world. In a way, Saudi Arabia is experiencing some of the same struggles that Wadjda experiences in the film. The lesson begins by asking students to think about what they know and would want to know about modern Saudi Arabia in terms of its government, economy and culture, and to begin a K-W-L chart. If you have used Lesson 2, this is a good opportunity to review what students have learned in that lesson.

Students will then do a brief news analysis on current events involving the Saudi government, its economy, relations with its neighbors and the Royal family's exercise of power. These themes will be repeated throughout the lesson. To keep the activity relevant, current, and accurate, locate and select articles from reputable news sources that report on the following topics:

- The Saudi government and relations with its citizens including civil rights
- The Saudi Arabian economy
- Saudi relations with its neighbors (Israel, Iran, other Middle Eastern States)
- An important current event that is taking place now or has recently taken place in Saudi Arabia
- News on the Royal family, its exercise of power, social or political reforms, etc.

You can provide students with a list of links to these articles or print them out. You can also have students select their own articles with the guidance that the article be a news article and not an opinion piece; that it be from a reputable news source; that it be current (within the past two years); and that it be approximately 1000-2000 words long.

In the third activity, students will review what they have learned so far, do additional research, and write scripts for podcasts. When the scripts are ready, they will film their webcasts and record their podcasts and present them to the class. Before this section of the lesson, familiarize yourself with podcast technology and be sure you have the technology resources available.

Here are some resources that may be helpful:

- How Stuff Works “How Podcasting Works” page:
<http://computer.howstuffworks.com/internet/basics/podcasting.htm>
- Podcasting Tools Web site: <http://www.podcasting-tools.com/>
- Mashable.com Podcasting Tools Web site: <http://mashable.com/2007/07/04/podcasting-toolbox/>

There is a rubric for the or podcast on **HANDOUT 4**. Note that there is a row at the bottom of the rubric for you to add one or more additional criteria of your own. You may wish to give this rubric to students to evaluate themselves as part of their preparation, or you may use it for a final assessment, or both.

In conclusion of the lesson, students will review and record what they’ve learned in the lesson using their KWL charts.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Duration of lesson

Two class periods, plus time to research, design, and produce presentations

Assessment

News analysis activity

Rubric for group podcast scripts and production

Materials Needed

Copies of **HANDOUTS 1–4**

Computer access for research

Procedure

Part 1: Assessing current knowledge

1. Divide students into small groups of 3-4. Remind them that the character of Wadjda lives in Saudi Arabia. From what they saw in the film (if you show the film before this lesson), or what they know on their own, what thoughts do they have on the relationship between the Saudi government and its citizens? What type of government do they think Saudi Arabia has? What freedoms exist there? To what degree do its citizens participate in Saudi government?
2. Distribute one copy of **HANDOUT 1: WHAT DO YOU KNOW ABOUT SAUDI ARABIA?** to each student. Ask students to list things they know about Saudi Arabia's government, its citizens, culture and the economy in the "K" section of the KWL chart (K=Things I Know; W=Things I Want to Know; L=Things I Have Learned). Then have them list things they want to know about Saudi Arabia in these areas in the "W" column. Leave the "L" column blank for now.)
3. When the student groups have completed their charts, ask one student from each group to report two things from each column to the class. You might want to create a KWL chart for the whole class to record student responses. Collect the handouts to be revisited later in the lesson.

Part 2: News analysis activity on Saudi Arabia

1. Tell students that they will now examine recent news stories about Saudi Arabia.



2. Distribute **HANDOUT 2: SAUDI ARABIA IN THE NEWS** and copies of the articles or links to their location on the Internet. Review the handout with students and provide time for them to complete analyzing one news article. You may also choose to assign this as homework.
3. When students have completed the news analyses, have them briefly present their findings to the full class as a formal two-minute presentation, in informal roundtable discussions, or as a Think-Pair-Share activity.

Part 3: Podcast activity on Saudi Arabia

1. Tell students in this next activity, they will be developing a webcast (digital video broadcast across the Internet) or podcast (digital audio file made for download on the Internet) on one of the topics they looked at in their news story analysis or a podcasts. The production will first be written and then with additional time and the technology needed, produced for publication.
2. Divide the class into at least five groups. Write the following topics on the front board. Have each group select, or assign them a topic for their webcast/podcast.
 - The Saudi government and relations with its citizens, including civil rights
 - Saudi Arabian economy
 - Saudi Arabia's relations with its neighbors (Israel, Iran, other Middle Eastern States)
 - An important current event taking place now or recently taken place in Saudi Arabia
 - News on the royal family, its exercise of power, social or political reforms, etc.
3. Distribute **HANDOUT 3: PODCAST ON SAUDI ARABIA** to all students and review the steps, the resource materials, and the storyboard handout. Explain to students that the storyboard is a way to map out your podcast. Tell them to write down individual subtopics in the rectangles on the storyboard. Then, if they wish to re-arrange them or add topics, have them cut the storyboard up and move the individual rectangles around until they are satisfied with the organization, and then tape everything together. Students doing a webcast can also use this method to decide when to insert slides.
4. Share with students **HANDOUT 4**, the rubric on the podcasts. Discuss to be sure students will know how they can evaluate themselves and how they are to be evaluated by the teacher.
5. Allow students time to create their podcasts.
6. Once the podcasts are complete, allow time for each group to present them to the other groups in the class. (The teacher may elect to have the class critique each podcast for accuracy and effectiveness.) If possible, the teacher may also wish to have the podcasts stored online, for download or streaming by others, including the public.

Part 4: Conclusion

1. Redistribute the KWL charts on **HANDOUT 1** from the beginning of the unit. Ask students to reflect on what they've learned about the government, economy, Saudi Arabia's relations with its neighbors, important events taking place, and the Saudi Royal family's exercise of power. Have them write their responses in the "L" column of the KWL chart.
2. Ask students to summarize what they have learned.



Handout 1

What Do You Know about Saudi Arabia?

Group Members _____

| K Things I Know | W Things I Want to Know | L Things I've Learned |
|--------------------|----------------------------|--------------------------|
| | | |

**Handout 2 ▶ P.1**

Saudi Arabia in the News: News Article Analysis Worksheet

Name _____ Date _____

Newspaper/Electronic Source: _____

Name of article: _____ Date: _____

1. What did you already know about that topic before you began reading?

2. Comprehensiveness of Information (Use an additional piece of paper if needed.)

Any good reporter covers six basic questions in a news article. Use these questions to summarize the content of the article:

a. Who is the central figure or group in this article? Who else is important?

b. What happened? What are significant details about this event?



Handout 2 ► P.2

Saudi Arabia in the News: News Article Analysis Worksheet

c. When did it happen? Is it still happening? Is it likely to happen again?

d. Where did it happen? What other places are affected?

e. Why did it happen?

f. How did it happen? What factors contributed to this event?

3. Of all the 5 “W’s” and “H” items you identified above, put a star next to the one you think is the most important.
Tell why below:

Handout 2 ▶ P.3

Saudi Arabia in the News: News Article Analysis Worksheet

4. Analyze the magnitude of the event in the article.

a. Is it international, national, or local?

b. What is its impact? How many people were affected by it?

5. Reliability of Sources

Identify the author. _____

a. What qualifications or special knowledge, if any, does the author have?

b. What is the name of the publication? _____

**Handout 2 ▶ P.4**

Saudi Arabia in the News: News Article Analysis Worksheet

- c.** Who are the sources in the article itself? Who did the author interview? (Examples: lawyer, doctor, neighbor, police officer, forensics expert)

- d.** How do you know whether these sources are reliable?

- 6.** Personal Reaction. What do you think of this article? (Include whether you think it is credible, accurate, and informative. Explain why or why not. What questions are left unanswered?)



Handout 3 ► P. 1

Webcast/Podcast on Saudi Arabia

Group member names: _____

Topic title: _____

Directions:

In this activity you and your group will research your topic on Saudi Arabia and then produce a web or podcast. Instructions and resources follow.

A. Research Phase

1. Gain an understanding of your topic by examining and discussing with your group the information that might be covered in the topic. Refer to the class KWL chart for questions or ideas that might relate to your topic. Think about information students would like or need to know related to your topic. Brainstorm with the group what questions are relevant to your topic. Record the questions and keep them in mind as you research your topic.

2. As you research, put your topic through the 5 Ws and H process you conducted in the news analysis activity. Use the guide below. Keep in mind, the questions below are purposefully vague to apply to any of the five topics. After you have completed your research, use the Webcast/Podcast Storyboard below to organize your information.

- Who?
 - Who is involved?
 - Who is affected?
 - Who will benefit?
 - Who will be harmed or disadvantaged?
- What?
 - What is your topic when reduced to simple terms?
 - What does your topic involve? (What are the different parts to it?)
 - What is it similar to or different from?
 - What might be affected or changed by your topic or the people or places involved?
- When?
 - When did this take place?
 - Was this the best time for it to take place? Should it have been sooner or later?
 - How does the time when this takes place affect the topic or key parts, people or places involved in the topic?
- Where
 - Where did this take place?
 - Where should it have taken place if not where it did?
 - Does it matter that it took place where it did? Was anything affected by where it took place?

Handout 3 ► P.2

Webcast/Podcast on Saudi Arabia

- Why?
 - Why is this topic important? Why does it matter?
 - Why do things like this happen? What are some of the causes and effects within the topic?
- How?
 - How does this topic work or function? How does it do what it does?
 - How did it come about?
 - How those are involved affected?

Resources

Here are some suggested resources related to your assigned topic for you to get started. You can also do your own research to develop your production. Just be sure you are using reliable sources.

Basic Information on Saudi Arabia's government and economy

Encyclopedia Britannica

<https://www.britannica.com/place/Saudi-Arabia/Government-and-society>

Global Edge

<https://globaleedge.msu.edu/countries/saudi-arabia/government>

Human Rights Watch

<https://www.hrw.org/world-report/2018/country-chapters/saudi-arabia>

BBC News Saudi Profile

<https://www.bbc.com/news/world-middle-east-14702705>

Video

Saudi Government and Religion

<https://www.youtube.com/watch?v=KC6gzsV6cU8>

Saudi Arabia's political crisis and purge

<https://www.youtube.com/watch?v=bl3gdolwNKA>

Saudi Arabia Royal Family explained

<https://www.youtube.com/watch?v=j1gedfN2mtY>

Saudi Arabia line of succession

<https://www.youtube.com/watch?v=YrnTY8n7cqA>

Saudi Arabia's Political Crisis, Explained

<https://www.youtube.com/watch?v=bl3gdolwNKA>

How dangerous is Saudi Arabia?

<https://www.youtube.com/watch?v=yV6aNYTB2lw>

New Saudi Arabian prince ushering in wave of cultural change

<https://www.youtube.com/watch?v=KDfaFk6jPC4>

Saudi women begin driving

<https://www.cbsnews.com/news/saudi-arabia-women-driving-government-arrests-those-demanding-total-equality/>

Inside Saudi Arabia's Changing Kingdom

<https://www.youtube.com/watch?v=NG8n4hbDvFQ>

How Powerful is Saudi Arabia?

<https://www.youtube.com/watch?v=POBKbnRApE>

Saudi Arabia and Qatar's Complicated Relationship

<https://www.youtube.com/watch?v=qj7RXagbXPM>

Saudi Arabia and Iran's Fight to Control the Middle East

<https://www.youtube.com/watch?v=rhSEApTWAHM>

The Future of Women's Rights in Saudi Arabia

<https://www.youtube.com/watch?v=xD343PmU5Ds>

How Bad are Saudi Arabia's Human Rights Violations?

<https://www.youtube.com/watch?v=hfvnjulS5yg>

Why are Saudi Arabia and the U.S. Allies?

<https://www.youtube.com/watch?v=NT5AqiaVtA8>

Is Saudi Arabia Giving up on Oil?

<https://www.youtube.com/watch?v=x4bfQ-eySGQ>



Webcast/Podcast on Saudi Arabia

B. Planning Phase

Webcast/Podcast Storyboard

Use the storyboard blocks below to map out the different aspects that you will cover in your webcast or podcast. You may use additional copies of this sheet if needed.

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |



Handout 4

Saudi Arabia Confronts Modernity

| Webcast/Podcast Rubric | | | | | |
|----------------------------|--|--|---|---|----------------|
| Category | Excellent (10–8) | Good (7–5) | Fair (4–3) | Poor (2–0) | Group Score |
| Research | All sections of the research phase were reflected in the podcast/webcast | Most of the research phase completed; reasonable mastery | Approximately ½ of the research phase completed; some mastery of material | Less than ½ of the research phase completed; little or no mastery of material | |
| Organization | Podcast/webcast runs smoothly; high level of organization | Good organization shown. Podcast/webcast generally runs smoothly | Podcast/webcast shows average level of organization and generally runs smoothly | Little organizational skill shown. Podcast/webcast does not run smoothly | |
| Aesthetics | Podcast/webcast is appealing and attention grabbing | Podcast/webcast is relatively engaging | Podcast/webcast engaging on an average level | Podcast/webcast neither appealing nor engaging | |
| Originality | Significant evidence of original thought and invention | Some originality shown; still includes large amount of other's ideas | Little originality shown; work is a rehash of other's ideas | No evidence of originality or uniqueness shown. | |
| Other Criteria | | | | | |
| Overall group score | | | | | |



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educating for global understanding

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