Unit 07: The Arab World

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 26**
Length: **3 Weeks**
Status: **Published**

Unit Overview

This unit is about the land and people of Arabia. It focuses on the origins of Islam and the expansion of this religion.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
SOC.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time

	period, and relate these changes to current environmental challenges.
SOC.6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
SOC.6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Essential Questions

- **What were the major cities/regions of Arabia during the rise of Islam?**
- **How do religions develop and spread?**
- **How do cultures leave lasting societal imprints?**

Application of Knowledge and Skills...

Students will know that...

- 1. The regions and major bodies of water in the area of Arabia.
- 2. Muhammad began Islam circa 620.
- 3. The Five Pillars are the main beliefs of Islam.
- 4. The Caliphs spread Islam after Muhammad died.
- 5. Early Islamic cultural achievements, e.g. algebra, "Arabian Nights", and medicine.
- 6. The sequence of events within a story is critical to understanding the outcome of that story.

Students will be able to...

- A. Identify the main ideas and supporting details while reading
- B. Locate on a map: Arabian Peninsula, Jabal al Hijaz, "Empty Quarter" Desert, Petra, Mecca, Medina, Red Sea, Persian Gulf, and Arabian Sea
- C. Compare and contrast the Five Pillars with the core religious teachings of another faith
- D. Make connections between the spread of Islam and its prominence as a contemporary world religion
- E. Explain how the story "Arabian Nights" reflects life in Islamic society at the end of the first millennium
- F. Narrate the events of a story in their correct logical sequential order.

Assessments

- Common Core Focus Formative: Written Report What is the moral of the story of "Ali Baba and the Forty Thieves"? Retell the main events of the story and use this evidence to support this conclusion. 6.2.8.D.4.j, RH.6-8.10., WHST.6-8.2., WHST.6-8.2e., WHST.6-8.2f.
- Arab World Test Summative: Written Test Test encompassing the geography of the Arabian Peninsula, its effect on the culture of the people, and the spread of Islam from this area into the surrounding regions. 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.d, 6.2.8.B.4.e, 6.2.8.B.4.g, 6.2.8.C.4.a, 6.2.8.C.4.b, 6.2.8.C.4.e, 6.2.8.D.4.a, 6.2.8.D.4.b, 6.2.8.D.4.c, 6.2.8.D.4.j, RH.6-8.5., WHST.6-8.2d.
- Five Pillars Formative: Other written assessments Name the Five Pillars of Islam and explain what each entails. 6.2.8.D.4.b, 6.2.8.D.4.c, RH.6-8.1., WHST.6-8.1b.
- K-W-L Diagnostic: Other written assessments Analyze what students already know about Arabia, its environs, and history. 6.2.8.D.4.a, WHST.6-8.1a.
- Map Skills Formative: Other written assessments Analyze the Arabian Peninsula and why the people there were well suited for expansion. 6.2.8.B.4.a, RH.6-8.7., WHST.6-8.2a.

Activities

- Compare maps of the Middle East in the Middle Ages and present
- Crossword puzzle of Islamic and Arab terms
- Watch video segment about Petra from the DVD Fourteen Wonders of the World
- Map the significant trade routes of the Arab World
- Create a poster of five famous mosques including pictures and basic facts
- Create a traditionally tessellated Islamic tapestry
- Use the Maps101 map collections for making worksheets and projection in the classroom: Middle East
- Use the Map101 interactive maps to control displayed information and analyze maps as history unfolds: Silk Road

Activities to Differentiate Instruction

- Role play the arrival of a caravan at an oasis
- Illustrate a timeline of Muhammad's life
- Research and report on modern Muslim family life (challenge activity)
- From a first person perspective write an account of life as an early follower of Muhammad

Integrated/Cross-Disciplinary Instruction

Islamic traders are responsible for the spread of several Chinese inventions including, paper and compasses. Students may want to perform experiments creating paper or simple compasses.

Resources

Fourteen Wonders of the World DVD

- Macmillan/McGraw-Hill Our World textbook

  (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- Ali Baba and the Forty Thieves short story
- **http://www.maps101.com/**

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