

Unit 3: Southwestern Asia, 300-1200; World of Islam

Unit 3 Overview

This unit examines the geography of Southwestern Asia (including the Middle East), the Persian Sasanian Empire, the emergence and development of Islam, the Umayyad and Abbasid Caliphates, the spread of Islam, the interactions at the three sites of encounters, Baghdad in the eighth century, Sicily in the twelfth century, and Cairo in the fourteenth century.

Although Sicily is mentioned...

This unit should take approximately 15 days to teach. Throughout the unit, students will participate in various learning tasks that foster student understanding of historical content and historical analysis skills through the use of inquiry, discipline literacy, and citizenship/civics activities. To achieve this, teachers should focus on the Essential Questions provided from the HSS Framework and outlined in this unit. The amount of time teachers spend on each Essential Question may vary. The activities and texts listed throughout this unit are suggestions, and teachers may use them as needed to help students investigate and answer the Essential Questions. Teachers are also encouraged to develop their own inquiry-based essential questions to guide planning and instruction.

Additionally, as teachers move through the unit, they may refer students back to the Grade Level Essential Questions. These grade level, year long questions help students thematically connect events that occur over the course of three centuries. Teachers may choose to focus on one or two Grade Level Essential Questions throughout the year. This may help teachers as they make choices about what topics to teach in depth. The Overreaching Grade Level Essential Questions are as follows:

- How did the distant regions of the world become more interconnected through medieval and early modern times?
- What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions?
- How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?
- Why did many states and empires gain more power over people and territories over the course of medieval and early modern times?
- How did major religions (Judaism, Christianity, Islam, Buddhism, Hinduism, and Sikhism) and cultural systems (Confucianism, the Scientific Revolution, and the Enlightenment) develop and change over time? How did they spread to multiple cultures?

Unit Essential Questions and Correlating H/SS Standards

The Unit Essential Questions from the Framework provide the foundation for instruction and should guide instruction. By referring to the Unit Essential Questions during planning and instruction, teachers will cover many of the standards, although some standards may be taught in more depth than others. The goal is not to teach all of the

Unit 3: Southwestern Asia, 300-1200; World of Islam

standards in depth, but to help students investigate and answer the Unit Essential Questions by the end of the unit. Additionally, because there has been a shift in content, there may be information students may investigate in the Unit Essential Questions that is not mentioned in the standards.

Essential Question	HSS Standards
How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? What impact did this expansion have on the environment?	7.2.1: Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water and nomadic and sedentary ways of life.
How did Islam develop and change over time? How did Islam spread to multiple cultures?	7.2.2: Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. 7.2.3: Explain the significance of the Qu’ran and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslim’s daily life.
What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?	
Why was Norman Sicily a site of encounter?	
What were the effects of the exchanges at Cairo?	
How did the Muslim empires and institutions help different regions of Afroeurasia become more interconnected?	7.2.4: Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language 7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes and the role of merchants in Arab society.

Unit 3: Southwestern Asia, 300-1200; World of Islam

	7.2.6: Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature
--	---

Tier 3 Vocabulary*		
Site of encounter Civilization Hemisphere Religious toleration Caliph(ate) Five Pillars of Islam Islam Umayyad Empire Persian Sasanian Empire Muhammad	Qu'ran Allah Hadith Shariah Abbasid dynasty Muslim Adoption Adaptation Cultural interaction coexistence	Nomadic Afroeurasia Climatic map Physical map

**This is not an exhaustive list of Tier 3 terms.*

***Refer to Year-at-a-Glance for Tier 2 Vocabulary, which should be part of instruction throughout the year.*

Deconstructed Framework

The following activities and texts come directly from the HSS Framework. Teachers may choose activities and texts that best help students answer the Essential Question. Each activity or text helps students understand the historical content; apply historical thinking skills; and include avenues to teach inquiry, literacy, and citizenship.

Unit 3: Southwestern Asia, 300-1200; World of Islam

Essential Question	Deconstructed Framework
How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? What impact did this expansion have on the environment?	<ul style="list-style-type: none"> ● Using climatic and physical maps, students examine the physical features and natural systems of the Arabian peninsula and the human improvements to farming practices which increased supplies of food: <ul style="list-style-type: none"> ○ Trade Routes between the Indian Ocean world and the Mediterranean area (Afroeurasian trade networks) ● Discuss nomads and oasis cities vs. settled farmers
How did Islam develop and change over time? How did Islam spread to multiple cultures?	<p>Understand the development of the religion of Islam:</p> <ul style="list-style-type: none"> ● Explain that along with Judaism & Christianity, Islam is an “Abrahamic” monotheistic religion ● Explain how Muhammad received revelations from God which were written in the Qu’ran <p>Examine the basic belief structures of Islam which include: the <i>Qur’an</i>, the <i>Hadith</i> which is the basis for Shariah (religious/moral, social and economic life) Islamic Law.</p> <ul style="list-style-type: none"> ● Examine the 5 pillars of Islam and their effect on Muslims’ daily life ● Explain that Islamic law rejected the older Arabian view of women as “family property” declaring that all women and men are entitled to respect and self-governance even though Muslim society remained patriarchal (dominated politically/socially/culturally by men) <p>Students will trace the spread of Islam via the military conquests of Muhammad through the Abbasid dynasty, and its success along trade routes:</p> <ul style="list-style-type: none"> ● Understand Muhammad’s founding of a political state, leading his armies to take over the entire Arabian Peninsula and the eventual gradual dominance of Islam across much of Southwestern Asia (except Persia) and North Africa ● Understand how Islam was ruled after Muhammad’s death (Teach about the Caliphates, the split within Islam: Sunni/Shiite) ● Trace the spread of Islam under the caliphates: taking over the Byzantine Empire, the Persian Sassanian Empire and how muslim armies continued to conquer land until 750 CE when the Umayyad Caliphate extended from Spain all the way to the Indus. <p>Students will understand how Muslims treated other peoples in their conquered lands:</p>

Unit 3: Southwestern Asia, 300-1200; World of Islam

site of encounter?	investigate: <ul style="list-style-type: none">• whether was more trade or conflict between religious groups• how the Muslim empires and institutions help different regions of Afroeurasia become more interconnected
What were the effects of the exchanges at Cairo?	Explore the role of 14th & 15 century Cairo. <ul style="list-style-type: none">• Using Cairo as an example, understand how the Muslim empires and institutions help different regions of Afroeurasia become more interconnected• Looking at its geographic position, discuss what advantages Cairo had as a trade city.• Which of the effects of the exchanges at Cairo do you think was the most important?

Historical Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the Framework and content standards for grades six through eight. They should be taught in conjunction with the Framework and content standards:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various timelines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

Unit 3: Southwestern Asia, 300-1200; World of Islam

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Suggested Resources

The following links are suggested resources teachers can access to help address the Unit Essential Questions outlined in the Framework. To access some of the resources, you may need login credentials.

Essential Questions	Suggested Resources
How did the environment affect the development and expansion of the Persian Empire, Muslim Empires, and cities? What impact did this expansion have on the environment?	California EEI: Arabic Trade Networks (Framework) McDougal Littell World History Textbook <ul style="list-style-type: none"> • Chapter 3 Lesson 1
How did Islam develop and change over time?	McDougal Littell World History Textbook (or your school's textbook) <ul style="list-style-type: none"> • Chapter 3 Lesson 2 • Chapter 3 Lesson 3 Expansion of the Early Islamic Empire (Stanford History Education Group)
How did the Muslim empires and institutions help different regions of Afroeurasia become more interconnected?	Crusades McDougal Littell world History Textbook <ul style="list-style-type: none"> • Chapter 10 Lesson 2 • Chapter 4 Lesson 1 • Chapter 4 Lesson 2 • Chapter 4 Lesson 3

Unit 3: Southwestern Asia, 300-1200; World of Islam

	https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta (travels of Ibn Battuta web quest)

Literacy in History

The following are links to various documents that support the implementation discipline literacy.

[Reading in History Standards](#)

[Writing in History Standards](#)

Short Constructed Response Frames

Short Constructed Response Rubric

[Informational/Explanatory Essay Rubric](#)

[SBAC Argumentative Essay Rubric](#)

[SBAC Question Frames and ALDs](#)

[Close Reading in History: Reading Primary Documents](#)

Close Reading in History: AVID Resources

Integrated/Designated ELD

The following are links to various documents that support Integrated and Designated ELD.

[eStandards](#)

[CA ELD Standards Quick Guide](#)

[Instructional Task to Support Integrated and Designated ELD](#)

Speaking and Listening Support

- [Table Mats](#)

Vocabulary Support

- [Academic Vocabulary ELD Instruction](#)
- [Histograms](#)
- [Content Links](#)

[Response Boards](#)