The Rise of Islam

Lesson 7  The Geography of the Arabian Peninsula
Lesson 8  The Prophet Muhammad
Lesson 9  The Teachings of Islam
Lesson 10  Contributions of Muslims to World Civilization
Lesson 11  From the Crusades to New Muslim Empires
Islam Geography Challenge

Overview
This activity challenges students to read and interpret an economic map to learn about the physical geography of and importance of trade in the Arab world. Working in pairs, they answer questions while labeling a map showing trade routes originating in or intersecting southwest Asia. Afterward, they discuss critical thinking questions related to their maps.

Objectives
Students will
• label and interpret a specialty map that highlights the importance of trade to the growth and development of the Arab world.
• map key physical features important to the rise and spread of Islam.

Materials
• *History Alive! The Medieval World and Beyond*
• Geography Challenge Handout 2 (3 copies, cut apart)
• Interactive Student Notebooks
• colored pencils or markers

1 Before class, cut the cards from copies of *Geography Challenge Handout 2: Geography Challenge Cards*. (Note: You may want to laminate the cards for future use.)

2 Introduce the activity. Tell students that in this unit they will be learning about the rise of Islam in southwest Asia (the Middle East) and its influence on Africa, Asia, and Europe. Explain that Islam is one of the world’s major religions; its practitioners played a critical role in shaping world history in medieval times. For several centuries, the Islamic civilization was the most creative and influential in the world. Have students read “Setting the Stage: The Rise of Islam” on pages 72 and 73 of *History Alive! The Medieval World and Beyond*.

3 Place students in mixed-ability pairs. You may want to prepare a transparency to show them where they will sit and with whom they will work.

4 Give each pair one Geography Challenge card. Have pairs turn to the map on page 72 and open their Interactive Student Notebooks to Geography Challenge 2. Review the directions with them.

5 Monitor students’ work. Use Guide to Geography Challenge 2 to check their responses. Then have pairs exchange cards until all pairs have completed most of the questions.

6 Lead a discussion. Review the answers, and then ask, *What information from this map might be most important in our study of the rise of Islam? What do you now know about the importance of trade in this region? Based on this map, why has southwest Asia been so important to the development of trade? Besides goods, what other things might have traveled along these trade routes? Why might this be important to a study of the growth of Islam?*
<table>
<thead>
<tr>
<th>Islam Question 1</th>
<th>Islam Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which seas and oceans do you see on the map? Label them on your map.</td>
<td>What cities were important to trade on the Arabian Peninsula? Label the Arabian Peninsula and its important trade cities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Islam Question 3</th>
<th>Islam Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What continents surround the Arabian Peninsula? Label the continents on your map.</td>
<td>In what city was Muhammad born? Add a symbol to your map to show Muhammad’s birthplace. Label your symbol.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Islam Question 5</th>
<th>Islam Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did Arab traders from Makkah (Mecca) and Baghdad reach China? On your map, draw one land route to China from Baghdad. Also draw one sea route to China from Makkah.</td>
<td>What body of water did Arab traders cross to reach Europe? On your map, draw one trade route across that body of water.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Islam Question 7</th>
<th>Islam Question 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the approximate distance along trade routes between Venice, Italy, and Guangzhou, China? Give your answer in miles and kilometers. Add a scale to your map.</td>
<td>How many trade routes meet in Makkah (Mecca)? On your map, draw these trade routes from Makkah to their nearest destinations.</td>
</tr>
</tbody>
</table>
Read the question on your Geography Challenge card. Use a complete sentence to answer the question. Label the map as directed.

**Question 1** The map shows the Indian Ocean and the Red, Arabian, Mediterranean, Black, Caspian, Aral, and South China Seas.

**Question 2** Possible answer: Aden, Makkah, Jeddah, Jerusalem, Damascus, Aleppo, Baghdad, and Basra were all important trading cities on the Arabian Peninsula.

**Question 3** Asia, Europe, and Africa surround the Arabian Peninsula.

**Question 4** Muhammad was born in Makkah.

**Question 5** Arab traders from Makkah and Baghdad reached China by land and sea.

**Question 6** Arab traders crossed the Mediterranean Sea to reach Europe.

**Question 7** The distance from Venice to Guangzhou is more than 8,000 miles, or 13,000 kilometers.

**Question 8** Four trade routes meet in Makkah.
The Geography of the Arabian Peninsula

Overview
In this lesson, students learn about the geography of the Arabian Peninsula and how the Arab people adapted to it. Students participate in a Response Group activity, examining four environments—the desert, oases, coastal plains, and mountains—to discover how they affected ways of life on the Arabian Peninsula.

Objectives
Students will
• 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.
• explain how geography affected patterns of life on the Arabian Peninsula in the sixth century, including the role of towns and the establishment of trade routes to Asia, Africa, and Europe as well as the products that traveled along them.

Materials
• History Alive! The Medieval World and Beyond
• Interactive Student Notebooks
• Transparencies 7A–7I
• transparency of Reading Notes 7
• masking tape
Preview

1 Review the intent of this lesson. In this lesson, students will examine ways in which the people of the Arabian Peninsula adapted to their environment. Adaptation is the organizing concept for the lesson.

2 Prepare the classroom. Following the diagram, use masking tape to create a simplified map of the Arabian Peninsula on the floor.

3 Have students complete the Preview. Turn off the lights, and make the room as dark as possible. Ask students to turn to Preview 7 in their Interactive Student Notebooks and follow the directions to complete the map. Expect them to complain about the lack of light and express some frustration. Afterward, lead a discussion along these lines: Imagine you came to class each day and were expected to work with very little light on handouts that were difficult to read. No excuses; you just have to do it. Your grade depends on it. How might you change your behavior to be successful? What might you bring to class to help you with a task like the one you just tried to complete? For example, students might say they would bring a flashlight to school.

4 Discuss the concept of adaptation. Ask what words might be used to describe the process of people changing their behavior to match their environment. If students do not mention the term adaptation, suggest it yourself. (Note: You may want to write the word and a definition, such as “changing one’s behavior to match one’s environment,” on the board.) Explain that this will be a key concept in their upcoming exploration of a specific place and time.

5 Introduce students to the Arabian Peninsula. Project Transparency 7I: Satellite View of the Arabian Peninsula and ask students to gather around the map on the floor. Lead a discussion based on these questions: Where was this photograph taken from? What geographic features can you see? (Bodies of water, coastal plains, deserts, mountains, river valleys, and possible oases are all visible.) What part of the world is this a picture of? Ask volunteers to consult the projected image while they complete these tasks on the floor map:

- Point out north, south, east, and west.
- Walk across a desert.
- Point in the direction of Africa, Europe, and then Asia. (Mention that the Arabian Peninsula is actually a part of Asia and that geographers call this area southwest Asia or the Middle East.)
- “Squeeze through” the narrowest part of the floor map. (Tell students that this area on the map is called the Strait of Hormuz.)
- “Settle” in a location that is most likely to support a happy, healthy lifestyle, and explain why you chose that location.
- Explain one way the people of this region might have adapted to the environment of the Arabian Peninsula.
Explain that the people of the Arabian Peninsula live in a challenging environment that has required ingenious adaptations. Tell students that the following activity will introduce them to the environment of the Arabian Peninsula and to the ways people adapted to it.

**Graphic Organizer**

1. **Introduce Chapter 7 in *History Alive! The Medieval World and Beyond***. Tell students that in this chapter they will learn how the people of the Arabian Peninsula adapted to their environment. Have them read Section 7.1. Make sure they understand the meanings of the bold-faced key terms, which are defined in the Glossary. (Note: You may want to have students use the Prereading Handout in this Lesson Guide to conduct a prereading of the chapter.)

2. **Introduce the graphic organizer.** Have students examine the illustration on page 75. Ask, *What do you see? What environments do you see? How might people have adapted to living in these various environments?* Explain that the graphic organizer will help students explore the relationship between the geography of the Arabian Peninsula and the patterns of life that developed there.

**Reading for Understanding**

Have students read Section 7.2, which provides background information on the geographic importance of the Arabian Peninsula and surrounding lands. When students have completed the reading, ask, *What is special about the location of the Arabian Peninsula? Why was the Arabian Peninsula so important during medieval times?*

**Response Group**

1. **Prepare materials.** Make a transparency of each page of Reading Notes 7 from the Interactive Student Notebook.

2. **Arrange students in mixed-ability groups of four.** You may want to prepare a transparency that shows them with whom they will work and where they will sit.

3. **Introduce the activity.** Explain to students that they will read about four geographical features of the Arabian Peninsula—deserts, oases, coastal plain, and mountains—and will hypothesize about how people adapted to each environment. In their groups, they will create and perform a brief act-it-out to represent what they think might have been one important adaptation to that environment. They will then read about the actual adaptations that were made and earn points for those they listed.
4 **Review the steps for the activity.** Project a transparency of the first page of Reading Notes 7, and have students turn to this page in their Interactive Student Notebooks. Review the steps they will complete to learn about the desert environment.

5 **Have students learn about the desert environment.** Project *Transparency 7A: Desert Environment* and have students complete the steps you just reviewed. In Step 4, have each group quickly present their act-it-out, while the Spokesperson explains the adaptation being portrayed. In Step 5, project *Transparency 7B: Desert Adaptations* to reveal one set of adaptations to the desert environment, while students read about and take notes on the topic. Then have groups tally their points. (*Note: History Alive! The Medieval World and Beyond* will likely not list all the adaptations groups have listed. You may want to award points for other plausible responses as well.)

6 **Have students learn about the oasis, coastal plain, and mountain environments.** Follow the steps in Reading Notes 7 for each of the other three environments. Use these transparencies to show each environment and the corresponding adaptations:
   - *Transparencies 7C: Oasis Environment* and *7D: Oasis Adaptations*
   - *Transparencies 7E: Coastal Plain Environment* and *7F: Coastal Plain Adaptations*
   - *Transparencies 7G: Mountain Environment* and *7H: Mountain Adaptations*

After students have finished taking notes, you may want to review essential content using Guide to Reading Notes 7.

**Processing**

Have students summarize the important adaptations people made to the environments of the Arabian Peninsula by completing Processing 7 in their Interactive Student Notebooks.
Assessment

Masters for assessment appear on the next three pages.


9. desert: environment: dry, extreme temperatures, violent storms with occasional rain, strong winds can change the landscape; adaptations: nomadic life, camels for transportation, loose-fitting long clothes for protection, reliance on products from herd animals, trade
   oases: environment: fertile land in the desert, plants, water; adaptations: sedentary, agriculture, deep wells, reliance on palm-tree products, trade
   coastal plain: environment: regular rainfall, moist air, a few harbors; adaptations: farming, irrigation, dams, sea trade
   mountains: environment: high elevation, cool temperatures, rainfall; adaptations: farming on terraced land, dams and irrigation, rainwater storage, fertilizers

10. The bulleted points can provide a rubric for this item.

Online Resources

For more information on Unit 2: The Rise of Islam, refer students to Online Resources for History Alive! The Medieval World and Beyond at www.historyalive.com/historyalive, where they will find the following resources and assignments:

- excerpts from primary sources and literature
- biographies of people important in the history of Islam
- Internet research project and links to related Web sites for more in-depth exploration
- enrichment essays and activities

Options for Students with Special Needs

See page 442 for tips on adapting this lesson to meet the needs of

- English language learners.
- learners reading and writing below grade level.
- learners with special education needs.
- advanced learners.
Assessment 7

Fill in the bubble beside the best answer to each question.

1. Some Arabs call Arabia al-Jazeera, which means “The Island.” However, Arabia is a peninsula rather than an island. Why?
   - Arabia was not formed by active volcanoes.
   - Arabia is surrounded by water on three sides.
   - Arabia is too mountainous to be an island.
   - Arabia has more desert area than island area.

2. Arabia’s location made it important for what activity?
   - herding
   - governing
   - climbing
   - trading

3. Which of the following best describes a nomad’s lifestyle?
   - A nomad lives in the same village all of his or her life.
   - A nomad lives in a tent that is moved from place to place.
   - A nomad lives alone far away from any villages.
   - A nomad lives in a fancy house with many servants.

4. What did the Bedouins use to meet almost all of their needs?
   - date palms
   - their herds
   - the desert
   - the plains

5. What developed around oases?
   - feudal manors
   - trading centers
   - rival kingdoms
   - new technologies

6. Most of the people living on Arabia’s coastal plain were
   - nomads and priests
   - kings and nobles
   - farmers and traders
   - mapmakers and merchants

7. The systems below manage the movement of what resource?
   - terraces
   - dams
   - irrigation systems
   - earth
   - air
   - fire
   - water

8. What is a sedentary lifestyle?
   - one in which people live settled in one place
   - one in which people wander from place to place
   - one in which people visit foreign places
   - one in which people live alone and isolated
Use your knowledge of social studies to complete the item below.

9. You have studied four environments of the Arabian Peninsula. For each environment in the table below, fill in
   • a brief description of each environment.
   • at least one way people adapted to it.

<table>
<thead>
<tr>
<th>Environment</th>
<th>Description of Environment</th>
<th>Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coastal plain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountains</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Follow the directions to complete the item below.

10. Pretend you are a time traveler who has visited the Arabian Peninsula in the year 600 C.E. Write and illustrate a magazine article called “Ten Tips for Living Large on the Arabian Peninsula” to be published in next month’s edition of Time Travel. Your article should include the following:
   - Ten tips, with at least one tip for each of the four environments: desert, oases, coastal plain, and mountains.
   - At least four visuals that illustrate your tips. The illustrations should show some aspect of the physical environment and should accurately depict an adaptation to the Arabian Peninsula from 600 C.E.
In this activity, you will work with your group to learn about the environments of the Arabian Peninsula and the ways people adapted to them.

7.3 The Desert
1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.3 aloud.

2. In the first column of the chart, list at least three characteristics of the desert environment.

Possible answers:

<table>
<thead>
<tr>
<th>Desert Environment</th>
<th>Desert Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>sand, plains, and plateaus</td>
<td>loose-fitting clothes</td>
</tr>
<tr>
<td>high summer temperatures</td>
<td>nomadic life</td>
</tr>
<tr>
<td>winter and nighttime temperatures below freezing</td>
<td>herding of goats, sheep, and camels</td>
</tr>
<tr>
<td>little rainfall</td>
<td>tents</td>
</tr>
<tr>
<td>violent sandstorms change landscape</td>
<td>camels for transportation</td>
</tr>
</tbody>
</table>

3. Brainstorm ways that people living in the sixth century might have adapted to this environment. **Clues:** What type of clothing would be most comfortable and practical in the deserts of the Arabian Peninsula? What types of shelter might people build using available materials? Would the shelters be permanent or temporary? What form of transportation might be most effective? What sorts of occupations might people have in this environment? On a separate sheet of paper, record as many possible adaptations as you can.

4. With your group, get ready to quickly act out the best adaptation you’ve come up with. Prepare a Spokesperson to explain your ideas about this adaptation. Your act-it-out should last 5 to 10 seconds.

5. Examine the image your teacher has projected, and read the “Adaptations” subsection of Section 7.3. In the second column of the chart, record the actual adaptations that people made to this environment. Put a star next to each adaptation that your group predicted, and give your group 1 point for each of these.
7.4 The Oases

1. Examine the image your teacher has projected.
   Have one person in your group read the
   “Environment” subsection of Section 7.4 aloud.

2. In the first column of the chart, list at least three
   characteristics of the oasis environment.

   Possible answers:

<table>
<thead>
<tr>
<th>Oasis Environment</th>
<th>Oasis Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>water trapped underground seeps to the surface</td>
<td>permanent settlements</td>
</tr>
<tr>
<td>fresh water, plants, and shade</td>
<td>deep wells</td>
</tr>
<tr>
<td>fertile land</td>
<td>farming of dates, peaches, and grains</td>
</tr>
<tr>
<td></td>
<td>palms trees for many uses</td>
</tr>
<tr>
<td></td>
<td>towns</td>
</tr>
<tr>
<td></td>
<td>trade with nomads</td>
</tr>
</tbody>
</table>

3. Brainstorm ways that people living in the sixth century might have
   adapted to this environment. **Clues:** What types of occupations might
   people living here have? Would you expect to find many people living
   near oases, or few? How might people living in oases relate to others
   not living there? On a separate sheet of paper, record as many possible
   adaptations as you can.

4. With your group, get ready to quickly act out the best adaptation
   you’ve come up with. Prepare a Spokesperson to explain your ideas
   about this adaptation. Your act-it-out should last 5 to 10 seconds.

5. Examine the image your teacher has projected, and read the
   “Adaptations” subsection of Section 7.4. In the second column
   of the chart, record the actual adaptations that people made to this
   environment. Put a star next to each adaptation that your group
   predicted, and give your group 1 point for each.
7.5 The Coastal Plain

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.5 aloud.

2. In the first column of the chart, list at least three characteristics of the coastal plain environment.

Possible answers:

<table>
<thead>
<tr>
<th>Coastal Plain Environment</th>
<th>Coastal Plain Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>damp air and regular rain</td>
<td>farming of grains, fruits, vegetables, and trees for frankincense and myrrh</td>
</tr>
<tr>
<td>dry riverbeds that sometimes fill with water</td>
<td>wells, dams, and irrigation</td>
</tr>
<tr>
<td>natural harbors</td>
<td>extensive sea trade</td>
</tr>
</tbody>
</table>

3. Brainstorm ways that people living in the sixth century might have adapted to this environment. Clues: How would life here be different from life in the interior of the Arabian Peninsula? What kinds of occupations might people have? How might people living here relate to others living in the interior or in distant lands? Would you expect to find many people living near the coast, or few? On a separate sheet of paper, record as many possible adaptations as you can.

4. With your group, get ready to quickly act out the best adaptation you’ve come up with. Prepare a Spokesperson to explain your ideas about this adaptation. Your act-it-out should last 5 to 10 seconds.

5. Examine the image your teacher has projected, and read the “Adaptations” subsection of Section 7.5. In the second column of the chart, record the actual adaptations that people made to this environment. Put a star next to each adaptation that your group predicted, and give your group 1 point for each.
7.6 The Mountains

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.6 aloud.

2. In the first column of the chart, list at least three characteristics of the mountain environment.

Possible answers:

<table>
<thead>
<tr>
<th>Mountain Environment</th>
<th>Mountain Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000–12,000 feet in elevation</td>
<td>terrace farming</td>
</tr>
<tr>
<td>moist winds from the Indian Ocean</td>
<td>dams, irrigation, and storage of rainwater</td>
</tr>
<tr>
<td>good rainfall</td>
<td>farming of melons, pomegranates, and trees for</td>
</tr>
<tr>
<td>cool temperatures</td>
<td>frankincense and myrrh</td>
</tr>
<tr>
<td>frost</td>
<td>ashes and manure for fertilizer</td>
</tr>
<tr>
<td>dry riverbeds that fill up during rainstorms</td>
<td></td>
</tr>
</tbody>
</table>

3. Brainstorm ways that people living in the sixth century might have adapted to this environment. **Clues:** *What kind of shelter might be found here? How might people have grown crops in the mountains? What kinds of occupations might people have?* On a separate sheet of paper, record as many possible adaptations as you can.

4. With your group, get ready to quickly act out the best adaptation you’ve come up with. Prepare a Spokesperson to explain your ideas about this adaptation. Your act-it-out should last 5 to 10 seconds.

5. Examine the image your teacher has projected, and read the “Adaptations” subsection of Section 7.6. In the second column of the chart, record the actual adaptations that people made to this environment. Put a star next to each adaptation that your group predicted, and give your group 1 point for each.