



## Indian Ocean Trade WebQuest by Nikole Brasch 9-12 World History

### Stage 1: Desired Results

#### Lesson Standard(s)

#### AZ CCRS

9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9-10.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

9-10.RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

9-10.RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

9-10.WHST.1 Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

#### AZ State Social Studies Standards- High School

Strand 2: World History

Concept 5: Encounters and Exchange

PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on Africa, the Americas, and Asia d. role of disease in conquest e. role of trade f. navigational technology g. impact and ramifications of slavery and international slave trade h. contrasting motivations and methods for colonization

#### Objective

*Students will be able to analyze and examine the goods, documents, importance of people and geography, objects and technology in the Indian Ocean Basin.*

#### Enduring Understandings

- Geography influences needs, culture, opportunities, choices, interests, and skills.

#### Essential Questions

- How does trade affect local, national, & international relationships?
- How does technology influence trade?

## Stage 2: Assessment Evidence

### Lesson Assessment(s): WebQuest

#### **Goods Traded:**

	Arabian Peninsula	Middle East	India
Ancient Era	-Timber -Copper -Stone copper, carnelian, onions, and spices Incense	Mesopotamia: -wool, grain, paint, leather, and oil	
Classical Period	Incense spices, gold, ivory, pearls, precious stones and textiles		
Medieval Era	Horses Bananas Dates Coco		Teak -rice

#### **Ancient Era**

1. What modern day country were some of the first to trade with Ancient Mesopotamia?  
-Oman

#### **Arab Dhow:**

2. What are the most common characteristics of the Arab Dhow?  
-triangular sail  
-sternpost rudder  
-teak wood

#### **Zanzibar:**

3. Kiswahili has its origins in what two languages? What does this tell you about trade on the island of Zanzibar?  
-Bantu and Arabic

#### **Muscat, Sultanate of Oman:**

4. Which European imperial power took control in the Indian Ocean?  
-Portugal
5. What was the historic, economic, and military advantage of Oman?

The rest of the answers will vary depending on the commodities and events students choose.

## Stage 3: Learning Plan

### Learning Activities:

**This is a great introductory activity to Indian Ocean trade. No necessary lecture or information must be given on Indian Ocean trade, but students should already have an understanding of the Silk Road trade networks and the motivations that drove exploration.**

*Web Quest: Using the Website [indianoceanhistory.org](http://indianoceanhistory.org) students will work through the worksheet to learn about technologies, individuals, goods and peoples that all contributed to Indian ocean trade.*

### Extension Activities/ Ways to use the WebQuest:

This would be a great introductory activity for students to complete prior to participating in a classroom simulation on Indian Ocean Trade (See “An Indian Ocean Trade Simulation” on the CMES Website <https://cmes.arizona.edu/indian-ocean-trade-simulation>)

In Class Discussion:

The last portion of the WebQuest lend itself nicely to small group presentations and discussions.

Possible speaking/writing prompt for small group discussions:

- What role did technology play in the development of trade in the Indian Ocean Basin?
- What were some of the strategic advantages of port cities in the Indian Ocean Basin?
- What thing in addition to goods, people and technologies were exchanged in the Indian Ocean Basin and what were their significance?
- What were the significance of some of the dates listed on the website? Can your group come to a consensus as to what date was the most significant? If not Why?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## The Monsoon Marketplace: Indian Ocean Basin Trade

**Directions:** Using the website [www.indianoceanhistory.org](http://www.indianoceanhistory.org), complete the following tasks. In the navigation toolbar go to Learning Tools, then Student Guide then Indian Ocean Overview.

**Goods Traded:** You will have to read the whole overview to complete this table.

	Arabian Peninsula	Middle East	India
Ancient Era			
Classical Period			
Medieval Era			

### **Ancient Era**

1. What modern day country were some of the first to trade with Ancient Mesopotamia?

### **Arab Dhow:**

2. What are the most common characteristics of the Arab Dhow?

### **Zanzibar:**

3. Kiswahili has its origins in what two languages? What does this tell you about trade on the island of Zanzibar?

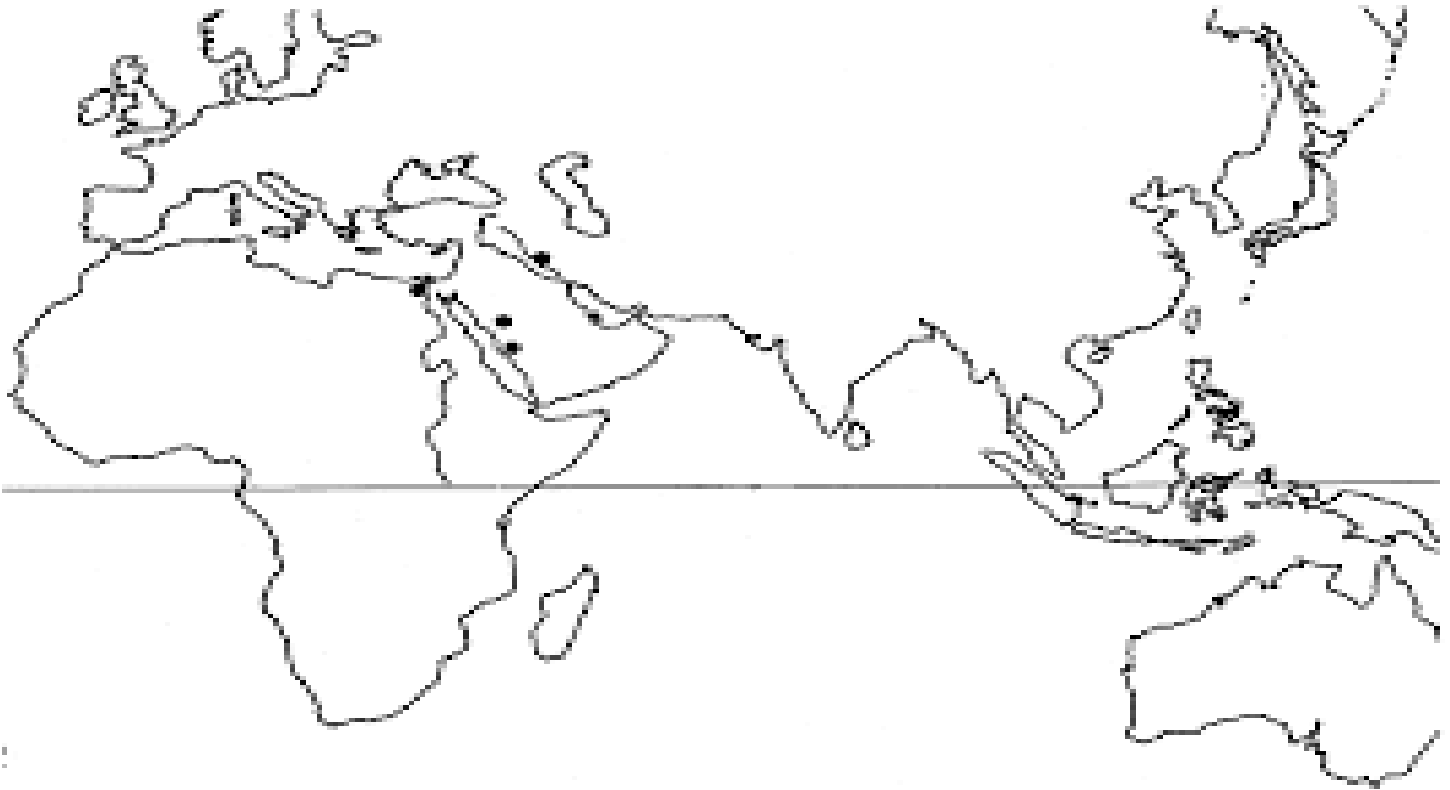
### **Muscat, Sultanate of Oman:**

4. Which European imperial power took control in the Indian Ocean?

5. What was the historic, economic, and military advantage of Oman?

**Directions:** Using the navigation tool bar, hover over “maps” then “First Global Era. This will take you to the interactive map dealing with Indian Ocean Basin Trade (1450-1770)

**Map: First Global Era.** The red-dashed lines on the map indicate Silk Road trade routes whereas the gold-colored lines indicate Indian Ocean trade routes. Draw the trade routes of the Indian Ocean trade on the map below.



**Directions:** Using the Map Key, click on the different icons to expand and read about the key articles in Indian Ocean trade.

Document:	What kind of document or map is it?  Who created the document or map?  What purpose was the document or map created?  What effect or impact do you think this document or map had in its time or afterwards?
Geography:	Did this feature pose a challenge or make passage easy?  Was the geographic feature a constant annual or seasonal event, or a one-time event? Was it an obstacle that could only be crossed at certain times in the year?

<p>Goods:</p>	<p>What is it?</p> <p>How is this commodity produced for sale? Can it be sold without processing?</p> <p>What is it used for? Was the commodity used in the manufacture of something else, or was it an end product to be consumed?</p> <p>Was the commodity a necessity or a luxury?</p>
<p>Object:</p>	<p>What is it?</p> <p>How was the object made? What skills were necessary to create the object? Was it unique or mass-produced?</p> <p>What was the object used for?</p> <p>Who made, owned and used the object?</p> <p>When was it made, sold, or buried?</p>
<p>Place:</p>	<p>Where is the place located?</p> <p>Why was the place important?</p> <p>Was the place natural or man-made?</p> <p>Who used or built the place, and when?</p> <p>What groups controlled or protected the place?</p> <p>If the place is a city, what type of city is it?</p>

Route:	<p>What important places does the route link?</p> <p>How long do you think it might have taken to travel from one end to the other during the time it was used?</p> <p>What geographic features does the route cross?</p> <p>What kinds of topographical features present a barrier to travel, and what features make travel easier?</p> <p>What goods and people passed over this route?</p>
Technology:	<p>What does the technology help people to do? Does it help people to move goods, as in transportation? Does it help them to manufacture a product or create a product for sale?</p> <p>For what purpose was the technology used?</p> <p>What effect did it have on people who used it?</p>
Traveler:	<p>Who is the traveler?</p> <p>What interests motivated the traveler?</p> <p>Did the traveler write an account of the journey?</p> <p>What influence did the travel account have during its own and later times?</p>

Below the map is a timeline of major turning points in the Indian Ocean, choose 3 of those and justify why those are considered turning points.

- 1) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2)

3)