



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Fulbright-Hays
University of Arizona
Center for Middle Eastern Studies
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Unit on Trade in the Middle East

Unit Overview	
Grade/Subject	9-10th Grade World History
Guiding Questions	<p>Which cultural influences came from or via the Levant during the era of Indian Ocean Trade?</p> <p>What linguistic evidence do we have of the spice trade of/from this region in our life today?</p> <p>How did trade and cross-cultural influence shape the ancient culture of the Levant?</p>
Assessments	
Formative Assessments	Students produce maps and a timeline that include the goods traded, key cities, the spread of ideas and beliefs.
Summative Assessments	<p>Students can answer these questions:</p> <ol style="list-style-type: none">1. Identify two belief systems that spread via trade to or from the region of the Middle East and describe the routes they took.2. Choose one of the following to answer, using supporting evidence:<ol style="list-style-type: none">a. Describe at least one change over time and one continuity in the region of the Indian Ocean during the time period from 350 BCE to 1450 CE.b. Describe at least one change over time and one continuity in the region the Mediterranean during the time period from 350 BCE to 1450 CE. <p>Nabataean Cultural Influences Reflection: https://docs.google.com/document/d/1MUK_Y4h4uK1i4TCRttEkVYWkx7TWvKk54EzrfZLIzHM/edit?usp=sharing</p>

<i>Texts</i>	
Nonfiction	<p>Strayer, Robert et al., <i>Ways of the World: A Global History with Sources, 4th ed.</i>, Boston, MA: Bedford/St. Martin's, 2020 (Chapter 3)</p> <p>Taylor, Jane, <i>The Lost Kingdom of the Nabataeans, 2nd ed.</i> Amman, Jordan, Al-'Uzza Books, 2012 (Chapters 1-3)</p>
Instructional Resources	
Maps	<p>Blank Map for Indian Ocean https://journals.openedition.org/afriques/1782</p>
Graphic Organizers	<p>Timeline: https://docs.google.com/document/d/1TSOuSC1fZhIhIrlqGWfmRWEZ9sJ9LmaLIK8BUEngxk1I/edit?usp=sharing</p> <p>https://en.wikipedia.org/wiki/List_of_English_words_of_Arabic_origin https://en.m.wikipedia.org/wiki/List_of_English_words_of_Arabic_origin</p>
Images	<p>Map of Middle East/ North African trade: https://books.openedition.org/ifpo/4896</p>

Pacing

This unit is approximately 1 week or 5 sessions of instruction.

Lesson	Learning Objective/Essential Questions	Standard	Resources/Assessments
Arabic Words in English	What do these common English words that come from Arabic tell us about Arabs in history?	<p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p>English Words from Arabic</p> <p>Sources: https://www.arabacademy.com/english-words-come-arabic/ https://teachmideast.org/articles/15-english-words-derived-arabic/ Jordan Museum in Amman, Jordan</p>

<p>Mapping Trade to and from the Middle East</p>	<p>What goods, ideas, and beliefs spread via trade routes in North and East Africa, Indian Ocean region, and the Mediterranean? What role did the Arabs/Muslims in the Middle East play in trade?</p>	<p>CCSS.ELA-LITERACY.RH.11-12.9</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Trade Routes and Mapping</p>
<p>Making a Timeline of Trade in the Middle East</p>	<p>How did living on the edge of large empires benefit and impact the Nabataens?</p>	<p>CCSS.ELA-LITERACY.RH.11-12.9</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Levant Trade Timeline</p>
<p>Cultural Influences in Jordan and Beyond</p>	<p>What evidence do we have of various influences tied to trade and cultural diffusion?</p> <p>How did religion, geography, tribal customs, lifestyles and conquest shape the identity of the ancient Nabataeans?</p>	<p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>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.</p>	<p>Nabataean Cultural Influences</p> <p>Reflection and Extension activity: Nabataean Cultural Influences Reflection</p>