



Center for
Middle Eastern Studies

(Mostly) Middle East-Themed Resources for Use in AP World History

Period 1 (Technological and Environmental Transformations, to c. 600 BCE)

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

- I. Core and Fundamental Civilizations (required: Mesopotamia)

--YouTube video: “Mesopotamia: The Cradle of Civilization” – a beautiful, powerful 3-minute overview. http://www.youtube.com/watch?v=Q_ON7E7nSc

--Resources: “Ancient Mesopotamia: This History, Our History.”
<http://mesopotamia.lib.uchicago.edu>

Period 2 (Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE)

Key Concept 2.2: The Development of States and Empires

- I. Persian Empires:

--Information on Zoroastrian religion (not because Zoroastrians are a large group today, but because it has influenced other religious ideologies in the region – e.g. early Christian heresies): <http://www.bbc.co.uk/religion/religions/zoroastrian/>

--Documents: Fordham University’s *Internet Ancient History Sourcebook: Persia*.
<http://www.fordham.edu/halsall/ancient/asbook05.asp>

--Links to different websites on Persian history/culture: <http://www.persia.org/History/>

- II. Imperial Administration (example: Persia):

--Document (primary source): Herodotus’ description of the Persians’ debate about their form of government and decision on monarchy.
<http://www.fordham.edu/Halsall/ancient/herodotus-persdemo.asp>

--Document (primary source): Photo of the “Cyrus Cylinder,” a declaration of Persian imperial policies that included allowing the Jews to return home after the ‘Babylonian Captivity.’ For a picture and description of the cylinder’s significance, go to:

http://www.britishmuseum.org/explore/highlights/highlight_objects/me/c/cyrus_cylinder.aspx. See the brief documents from Cyrus and from the Bible describing the specific decrees concerning the Jews: <http://www.fordham.edu/Halsall/ancient/539cyrus1.asp>

-IIIa. Cities (example: Constantinople or Persepolis):

--Information/photos: "Parse or Persepolis: Ancient Capital of Persian-Achaemenid Empire -" <http://www.iranchamber.com/history/persepolis/persepolis1.php> or "Persepolis" - <http://persia.org/imagemap/perspolis.html>

--Book/DVD: Persepolis Recreated by Farzin Rezaeian – a stunning book/DVD showing Persepolis as it was – and as it is now. (You can borrow it – at least the DVD – by emailing me. I can mail it to you.)

Key Concept 2.3: Emergence of Transregional Networks of Communication and Exchange

- Ia. Eurasian Silk Roads:

--Lesson Plan: "My Silk Road Journey" by Sharlyn Scott. This lesson includes plenty of websites that you can use to get students doing a brief research project about various parts of the Silk Road – or you can use them for your own preparation.

<http://cmes.arizona.edu/outreach/lessons/> Then click on "M" and scroll down to the title.

--Online exhibit: "Luxury Arts of the Silk Road Empires" from the Smithsonian Freer/Sackler Gallery. <http://www.asia.si.edu/exhibitions/online/luxuryarts/default.htm>

--Online resources: The Silk Road: Materials for an e-History. University of Washington. <http://faculty.washington.edu/dwaugh/srehist.html>

--Online resources: Silk Road Narratives. University of Washington. <http://depts.washington.edu/silkroad/texts/texts.html>

--Lesson Plan: Trade in Silk Road Cities. Asia Society.

<http://asiasociety.org/education/resources-schools/secondary-lesson-plans/trade-silk-road-cities>

- Ib. Trans-Saharan Caravan Routes:

-- Lesson plan: "Teaching Unit on the Trans-Saharan Trade, 700-1450 C.E" by Thomas Holmes. <http://cmes.arizona.edu/outreach/lessons> Click on 'T' and scroll down to the title.

--Lesson plan: "People and Places: Sailing the Great Sand Sea" by Christopher Rose. <http://www.outreachworld.org/resource.asp?curriculumid=1187>

--Article: "Trans-Saharan Trade and the West African Discovery of the Mediterranean World" by Pekka Masonen. <http://www.smi.uib.no/paj/Masonen.html>

--Video: Mosque of Djenne in Mali (Video Segment from "Paradise Found", a BBC documentary on Islamic Architecture. Stresses the fusion of a world religion (Islam) with local traditions in West Africa.

http://www.youtube.com/watch?v=7ETSH_s5Nfk&feature=related

- Ic. Indian Ocean Sea Lanes:

--website/lesson plans: "The Indian Ocean in World Trade" - website by the Sultan Qaboos Cultural Center that has maps, lesson plans, and interactive materials that teachers can use: <http://www.indianoceanhistory.org/>

--online exhibit: "Caravan Kingdoms: Yemen and the Ancient Incense Trade" from the Smithsonian Freer/Sackler Gallery.

<http://www.asia.si.edu/exhibitions/online/yemen/launch.htm>

--Online resources - Indian Ocean in History - Numerous Web Resources

<http://www.mec.utah.edu/outreach/?pageId=3319>

- IIIa. Changes in Farming and Irrigation Techniques (example: qanat system):

--Article: "Qanats" - <http://www.waterhistory.org/histories/qanats>

- IIIb. Effects of the Spread of Disease (example: Byzantine Empire):

-- Document: Procopius describes the plague in the Byzantine Empire:

<http://www.fordham.edu/halsall/source/542procopius-plague.asp>

-- Article: A section of this article contains an excellent description of 'Justinian's plague': extant eyewitness accounts, the timeline of its spread along military and trade routes, the symptoms, the effects on Byzantine society and government. "Plague in the Ancient World: A Study from Thucydides to Justinian" by Christine A. Smith.

<http://www.loyno.edu/~history/journal/1996-7/Smith.html>

Period 3(Regional and Transregional Interactions, c. 600 CE – c. 1450)

Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks:

- Ia. Development of New Trading Cities along Existing Trade Routes (example: Baghdad):

--Reading for Students: "Baghdad in the 10th Century"

http://www.turkishcoalition.org/files/grants/Forced_Displacement.pdf

--Article: A chapter on medieval Baghdad and medieval Islamic civilization.

<http://www.fordham.edu/halsall/med/wiet.asp>

--Student Exercises: The Baghdad That Was - Using Primary Sources to Teach World History.

http://findarticles.com/p/articles/mi_hb6541/is_1_73/ai_n31464206/?tag=content;coll

--Online resource: Isfahan - Half the World. Kim Sexton.

<http://depts.washington.edu/silkroad/cities/iran/isfahan/isfahan.html>

--Article: "Urbanization and Monument Construction in Mamluk Cairo" by John A. Williams. Muqarnas.

http://archnet.org/library/documents/one-document.jsp?document_id=3690

--Online resource: Samarkand.

<http://depts.washington.edu/silkroad/cities/uz/samarkand/samarkand.html>

- Ic1. Trade in Luxury Goods (examples: slaves, spices):

--Lesson: "Slavery in Ottoman Egypt" (a lesson using primary source documents – University of Texas/Austin's Hemispheres Project):

<http://www.utexas.edu/cola/orgs/hemispheres/curriculum/slavery.php>

--Article: "Arab Spice Trade and the Spread of Islam."

<http://www1.american.edu/ted/spice.htm>

--Article: "Slave Traders and Karimi Merchants during the Mamluk Period - A Comparative Study". Academic article that discusses spice and slave merchants in Egypt and Syria during the Mamluk Empire (1260-1517).

http://mamluk.uchicago.edu/MSR_X-1_2006-Sato-Tsugitaka_2.pdf

--Article: "Capitalist Traditions in Early Arab-Islamic Civilization". by S.M. Ghazanfar. Muslim Heritage.

<http://www.muslimheritage.com/topics/default.cfm?TaxonomyTypeID=109&TaxonomySubTypeID=148&TaxonomyThirdLevelID=-1&ArticleID=1029>

--Article: "The Coffee Route from Yemen to London - 10th-17th Centuries". Muslim Heritage.

<http://www.muslimheritage.com/topics/default.cfm?TaxonomyTypeID=108&TaxonomySubTypeID=126&TaxonomyThirdLevelID=277&ArticleID=1286>

-Ic2: Caravan Organization (example: caravanserai):

--Article: Spine of the Silk Roads (Saudi Aramco World)

<http://www.saudiaramcoworld.com/issue/201104/spine.of.the.silk.roads.htm>

--Article: Seljuk Caravanserais. ArchNet.

http://archnet.org/library/sites/one-site.jsp?site_id=7718

--Article: "Contracting Caravans: Partnership and Profit in Nineteenth and early Twentieth-Century trans-Saharan Trade" by Ghislaine Lyon of UCLA. Long and

academic article that gives a good overview of how merchants made trading arrangements. Focuses on trans-Saharan trade but can be extrapolated to Islamic commercial practices in general.

<http://www.sscnet.ucla.edu/history/lydon/Contracting%20caravans.pdf>

--Monument profile: The Wikala (Caravanserai) of al-Ghuri.

http://www.discoverislamicart.org/database_item.php?id=monument;ISL;eg;Mon01;17;en

- Ie. Expansion of Empires (Ottoman):

--Lessons: See the many lesson plans on the Ottoman Empire (look in the subject index under Ottoman Empire/Turkey): <http://cmes.arizona.edu/outreach/lessons>

- IIc. Diffusion of Languages due to Migrations and Commercial Contacts (examples: Turkic, Arabic):

--Article: “Arabic Language in Sub-Saharan Africa: Past, Present, and Future” by Dr. Abdelali El Ouadghiri.

<http://www.isesco.org.ma/english/publications/islamtoday/20/P6.php>

--Article: “The Turkic Languages in a Nutshell” – this is a very detailed linguistic description of Turkic languages throughout history (including areas and dialects that are no longer Turkic – example: Bulgaric). It’s probably too much information, but the breakdown of Turkic peoples, the representation of the scope of the language’s impact, and the photos of people, costumes, and architecture are a great resource.

<http://turkic-languages.scienceontheweb.net/>

--Website: Calligraphy Qalam - An Introduction to Arabic, Ottoman and Persian Calligraphy. <http://calligraphyqalam.com/index.html>

- IIIa. Development and Spread of Islam:

--YouTube Video: “A Land Called Paradise” – a good introduction to the diversity of Muslims and a stereotype-buster to use at the beginning of your discussion – and again at the end. It will get the students talking. <http://www.youtube.com/watch?v=sbcmPe0z3Sc>

-- Lesson Plan: “Use of Symbols in Egyptian Religion: Ancient, Coptic Christianity, and Islam” by Sharlyn Scott – this will help kids visualize (literally) Islam through its symbols and will also lead to a comparative analysis and discussion of the transformation of various religious beliefs. <http://cmes.arizona.edu/outreach/lessons> Click on ‘U’ and scroll down to the title.

--Handout: “Quick Facts about Islam” – 2-page overview.

<http://cmes.arizona.edu/node/771> and click on the title

--PowerPoint and notes: “Islam: Myths and Realities.” <http://cmes.arizona.edu/node/771> and click on the title.

--Lesson Plans from the Islam Project.

<http://www.islamproject.org/education/Lessonplans.htm>

--Lesson Plan: "Afro-Eurasia and the Rise of Islam, 600-1000 CE" (from World History for Us All).

http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape2.php

--PowerPoint and notes: "Quran" by Max McCulley.

<http://cmes.arizona.edu/outreach/lessons> Click on 'Q'.

--Video: Islam - Empire of Faith. Multi-part PBS documentary that covers the religion, history and art of Islam from the beginning of Islam to the height of the Ottoman Empire.

<http://www.youtube.com/watch?v=yX3UHNhQ1Zk> Part 1/3

--Article: Islam as a Special World-System. John Obert Voll, University of New Hampshire. <http://www.uhpress.hawaii.edu/journals/jwh/jwh052p213.pdf>

--Online resource: The University of Georgia's Islam and Islamic Studies Resources Page. One of the best nodes on the internet. <http://islam.uga.edu/>

--Online resource: The Islamic World to 1600. University of Calgary. An accessible overview of Classical Islamic history.

http://www.ucalgary.ca/applied_history/tutor/islam/index2.html

--Online resource: Internet Islamic History Sourcebook home page. Great collection of primary sources from Classical Islamic History.

<http://www.fordham.edu/halsall/islam/islamsbook.asp#The%20Caliphate>

--Book: Abu-Lughod, Janet L. *Before European Hegemony: The World System A.D. 1250-1350*. Oxford: Oxford University Press. 1989.

- IIIb. Diasporas (examples: Armenian, Jewish diasporic communities):

--Articles: "The Armenian Diaspora":

<http://www.armeniaemb.org/DiscoverArmenia/Diaspora/HistoryofDiaspora.htm>

"Armenian Diaspora: Cultural Beginnings." <http://eastbook.eu/en/2012/01/material-en/news-en/armenian-diaspora-historical-beginnings-part-one>

"Armenians in Iran, ca. 1500-1994": http://www.armenian-history.com/Diaspora/Armenians_in_Iran.htm

--Articles: "Land, State, and Diaspora in the History of the Jewish People" by Daniel J. Elazar. <http://www.jcpa.org/dje/articles2/land-state-polity.htm>

"The 'Turkel Tribe'" about the Jews of Eastern Europe: <http://turkel.org.il/History.htm> (and see the related, linked articles at the end)

--Timeline: "The History of the Jewish People" – although it emphasizes restrictive measures/persecution of the Jews, this is interesting because it shows the widespread

locations and situations of the Jewish diaspora. (You click on the century and get a variety of stories.) <http://www.jewishhistory.org.il/history.php>

--Resources: The Jewish History Resource Center –Medieval Jewish History is a tremendous resource with links on all aspects of medieval Jewish experience. <http://www.dinur.org/resources/resourceCategoryDisplay.aspx?categoryID=439&rsid=478>

--Book: Curtin, Philip D. *Cross-Cultural Trade in World History*. Cambridge, UK. Cambridge University Press. 1984.

- IIIc. Interregional Travelers (example: Ibn Battuta):

--Medieval Travelers lesson plan: <http://www.indianoceanhistory.org> (In the drop down menu under ‘learning tools,’ click on ‘Teacher Guide and Lesson Plans.’ Then click on the ‘Interregional Travelers’ lesson in the menu on the left side of the page.)

--Article: “Ibn Battuta: Traveler from Tangier” <http://www.saudiaramcoworld.com/issue/196107/ibn.battuta.traveler.from.tangier.htm>

--Primary Source: Excerpts from Ibn Battuta’s descriptions of his journeys from Fordham University’s Medieval Sourcebook: <http://www.fordham.edu/halsall/source/batuta.asp> and <http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp>

--Book: Dunn, Ross E. *The Adventures of Ibn Battuta: A Muslim Traveler of the 14th Century*. Berkeley: University of California Press, 2005.

--Online resource/education project: Mali to Mecca - Mansa Musa Makes the Hajj http://score.rims.k12.ca.us/activity/mali_to_mecca/

- IIIId. Diffusion of Artistic, Literary, and Cultural Traditions (examples: Islam in Sub-Saharan Africa, Middle Eastern influences on the Balkans, Islamic Spain):

--lesson plan: “Cross-Cultural Exchange on the Trans-Saharan Trade Routes” by Anna Martin. <http://cmes.arizona.edu/outreach/lessons> Click on ‘C’ and scroll down to the title.

--powerpoint and notes: “Cultural Diffusion: The Impact of the Middle East on the Balkans” by Lisa Adeli. <http://cmes.arizona.edu/outreach/lessons> Click on ‘C’ and scroll down to the title.

--lesson plan: “How History Shaped Literature and How Literature Changed History: Serbs and the Battle of Kosovo” by Lisa Adeli – shows the development of a Serbian literary tradition from stories of a medieval battle with the Ottomans and shows how nationalism transformed these stories into a call to action. <http://cmes.arizona.edu/outreach/lessons> Click on ‘H’ and scroll down to the title.

--Online Exhibit: The (Smithsonian) Freer/Sackler Gallery's "Caliphs and Kings: Art and Influence of Islamic Spain." <http://www.asia.si.edu/exhibitions/online/caliphs/intro.htm>

--Video: Paradise Found - a documentary on Islamic architecture and art.
<http://www.youtube.com/watch?v=pL4QpirJcYk>

--Article: "Listening for al-Andalus" by Kay Cambell. Saudi Aramco.
http://www.saudiaramcoworld.com/issue/201104/listening_for_al-andalus.htm

- IIIe. Diffusion of Scientific and Technological Traditions (examples: Greek and Indian influence on Muslim scholars, Muslim dissemination of knowledge in Spain):

--YouTube Video (for students): "1001 Inventions and the Library of Secrets" – innovations in medieval Islam, a 13-minute video.
<http://www.youtube.com/watch?v=JZDe9DCx7Wk&feature=related>

--CNN Article: "Muslim Inventions That Shape the Modern World"
<http://www.cnn.com/2010/WORLD/meast/01/29/muslim.inventions/index.html>

--Lesson Plan: "Contributions of Islamic Civilization" by Saviz Safizadeh. (Even if you don't want to use the lesson, there are some really good primary sources included in it.):
<http://cmes.arizona.edu/outreach/lessons> Click on 'C' and scroll down to the title.

--Video: What The Ancients Did for Us - Islamic Civilization. Excellent documentary that discusses Islamic sciences, innovations and inventions from Islam's Golden Age.
<http://www.youtube.com/watch?v=5J6IMf4B9c8> (Part 1/7)

--Article: Revolution by the Ream - A History of Paper. Saudi Aramco.
<http://www.saudiaramcoworld.com/issue/199903/revolution.by.the.ream-a.history.of.paper.htm>

--Article: Science - The Islamic Legacy. Saudi Aramco.
<http://www.saudiaramcoworld.com/issue/198203/science-the.islamic.legacy.htm>

--Video: "Science and Islam". Three-Part BBC documentary on the history of Islamic Science.
<http://www.saudiaramcoworld.com/issue/198203/science-the.islamic.legacy.htm>

Website: History of Science and Technology in Islam - Transfer of Islamic Technology to the West.
<http://www.history-science-technology.com/Articles/articles%207.htm>

- IVb. Spread of Epidemic Diseases along the Trade Routes (example: Black Death):

--Lesson Plan: "Contagion, Quarantines, and Cures" – includes primary sources, a readers' theater-type script, and directions for a short research project:
<http://cmes.arizona.edu/outreach/lessons> Click on 'C' and scroll down to the title.
(currently under development – will be up soon)

--Online resource: TED Case Study - The Role of Trade in Transmitting the Black Death. <http://www1.american.edu/TED/bubonic.htm>

Key Concept 3.2: Continuity and Innovation of State Forms and their Interactions

- Ia. Traditions and innovations in the reorganization of empires (example: religious traditions and organizational innovation in the multi-ethnic Ottoman Empire):

--Lesson plans/powerpoints: "The Ottoman Empire News Broadcast" by Jennifer Turner, "Ottoman Empire Unit" by Stacy Hercules, "Ottoman Lesson Plan" by Karen Michels, "Ottoman Travel Brochure" by Jeff Mann, "Teach Ottoman Empire" by Abbey McNair. <http://cmes.arizona.edu/outreach/lessons> Click on the first letter of the title and scroll down to the appropriate lesson. (See the subject index – Ottoman Empire/Turkey – for more.)

--Powerpoints and notes about the Ottoman Empire: relevant sections in <http://cmes.arizona.edu/node/771>

- Ib. Decentralized states (example: Muslim Spain):

--Materials and lesson plans: "Andalusia" (Muslim Spain). <http://www.nyu.edu/gsas/program/neareast/andalusia/index.html>

--Video: An Islamic History of Europe. BBC documentary that examines Islamic Spain and Sicily and their impact on European history. <http://www.youtube.com/watch?v=x0IaCK-7z5o>

--Website: Cities of Light - The Rise and Fall of Islamic Spain <http://www.islamicspain.tv/Islamic-Spain/index.html>

-Ic. Synthesizing local and borrowed traditions (example: Ottoman synthesis of Persian, Arab, and Byzantine traditions; Muslim Spain):

-- See materials on Andalusia (Muslim Spain) in Ib above.

-II. Interregional contacts and conflicts leading to technological/cultural transfers (example: Crusades):

--Online resource: Internet Medieval Sourcebook - Selected Sources: The Crusades. Fordham University. <http://www.fordham.edu/halsall/sbook1k.asp>

--Video: Terry Jones' Crusades. Excellent BBC documentary about the Crusades. <http://www.youtube.com/watch?v=8glhcglux4> Part 1/4. Episode 3, "Jihad" is perhaps the best of the bunch.

--Article: "Culture Contacts in Syria During the Crusades". ISLAMSET (Islam, Science, Environment and Technology). Admittedly biased site, but some good information in this particular article. <http://www.islamset.com/islam/civil/culsyr.html>

--Article: "The Mongols" by Steven Dutch. University of Wisconsin.
<http://www.uwgb.edu/dutchs/westtech/xmongol.htm>

--Website: The Mongols in World History. Columbia University.
<http://afe.easia.columbia.edu/mongols/>

Key Concept 3.3: Increased Economic Productive Capacity and its Consequences

- Ib. Adoption of Crops in Areas outside their Indigenous Homeland (example: rice):

--"Rice: From Gift of the Gods to San Francisco Treat" (a lesson using primary source documents, though they cross time periods – University of Texas/Austin's Hemispheres Project): <http://www.utexas.edu/cola/orgs/hemispheres/curriculum/eti.php>

--Article: The Muslim Agricultural Revolution and its Influence on Europe
<http://www.muslimheritage.com/uploads/AgricultureRevolution2.pdf>

--Article: New World Food, Old World Diet. Saudi Aramco.
<http://www.saudiaramcoworld.com/issue/199203/new.world.foods.old.world.diet.htm>

- IIIb. Women's roles

--Lesson Plan: "Florentine and Ottoman Women of the 14th – 16th Centuries: A Comparative Curriculum Unit" by Louise Forsyth. It uses very short primary source quotes from medieval Florence and the Ottoman Empire to lead students to discuss women's roles in society. <http://cmes.arizona.edu/outreach/lessons> Click on 'F' and scroll down to the title.

--Website: Women in World History - Islamic Empire. Overview. Primary Sources. Teaching Strategies and Lesson Plan. George Mason University.
<http://chnm.gmu.edu/wwh/modules/lesson3/lesson3.php?s=0>

--Online Resource: Women in the Islamic World. Fordham University's Women's History Sourcebook.
<http://www.fordham.edu/halsall/women/womensbook.asp#The%20Islamic%20World>

Period 4(Global Interactions, c. 1450 CE – c. 1750)

Key Concept 4.1: Globalizing Networks of Communication and Exchange

- VIa. Local Adaptations of Islam (Intensification of Sunni-Shi'a Split and Spread of Sufism):

--Article: "What Sufism Is" (from a Sufi website). <http://sufism.org/lineage/sufism>

--Article: (NPR) "The Origins of the Shia-Sunni Split."

<http://www.npr.org/templates/story/story.php?storyId=7332087>

--Article: (NPR) "Sufism."

http://www.bbc.co.uk/religion/religions/islam/subdivisions/sufism_1.shtml

--Video: Sufi Soul. Channel 4 documentary that focuses on various musical traditions within Sufism throughout the Islamic World. Highlights pluralism, multiculturalism and syncretism that abounds in the Islamic mystical tradition.

http://www.youtube.com/watch?v=ha0T5Vro6_w

- VIIa. Innovations in visual and performing arts (example: miniature paintings in the Middle East):

--Article: "A Brief History of the Persian Miniature" Iran Chamber Society:

http://www.iranchamber.com/art/articles/history_iranian_miniature.php

--YouTube video: 2 min., 14 sec. video "Persian Miniatures on Display in Tehran Exhibition." <http://www.youtube.com/watch?v=syuzFPbue60>

--Lesson Plan: "Persian Miniature Paintings Visual Tour" from Harvard University:

<http://cmes.hmdc.harvard.edu/outreach/curriculumplans/lessons/miniatures>

- VIIIb. Literature (example: Persian literature):

--Online exhibit: "Haft Awrang (Seven Thrones): A Royal Persian Manuscript by Jami"- an illuminated Persian manuscript with the story and art. From the Freer/Sackler Gallery (Smithsonian). <http://www.asia.si.edu/exhibitions/online/loveYearning/base.html>

--Look up the works of Rumi (a medieval Persian poet who is one of the most popular poets in the U.S.!)

--Website: The Thousand Nights and a Night (Arabian Nights)

<http://www.wollamshram.ca/1001/>

--Website: The Shahnama Project (The Persian Book of Kings). Princeton University. Manuscripts and Illustrations. <http://etcweb.princeton.edu/shahnama/start.epl>

--Article: "Kalila wa Dimna" by Paul Lunde. Animal fables originally translated from Sanskrit into Arabic and Persian. Saudi Aramco.

<http://www.saudiaramcoworld.com/issue/197204/kalila.wa.dimna.htm>

Key Concept 4.3: State Consolidation and Imperial Expansion

- Ib. Rulers Continuing to Use Religious Ideas to Legitimize their Rule (example: Safavid use of Shiism):

--article: a BBC article on the Safavid Empire which gives a good analysis of the rulers' use of Shiism to consolidate their rule as well as the effects (positive and negative) of this policy. http://www.bbc.co.uk/religion/religions/islam/history/safavidempire_1.shtml

- Ic. Different Treatment of Ethnic and Religious Groups (example: Ottoman subjects):

--Powerpoint and notes: "Human Rights in the Ottoman Empire"

<http://cmes.arizona.edu/node/771> and click on the title

- Id. Recruitment of Bureaucratic Elites (example: Ottoman devşirme):

--Article – "The Ottoman Devshirme."

<http://www.ltisdschools.org/cms/lib/TX21000349/Centricity/ModuleInstance/3974/OttomanDevshirme.pdf>

- Iib. Expansion of Land Empires (required example: Ottoman Empire):

--Lesson plans/powerpoints: "The Ottoman Empire News Broadcast" by Jennifer Turner, "Ottoman Empire Unit" by Stacy Hercules, "Ottoman Lesson Plan" by Karen Michels, "Ottoman Travel Brochure" by Jeff Mann, "Teach Ottoman Empire" by Abbey McNair.

<http://cmes.arizona.edu/outreach/lessons> Click on the first letter of the title and scroll down to the appropriate lesson.

--Article: A BBC summary - "The Ottoman Empire: 1301-1922."

http://www.bbc.co.uk/religion/religions/islam/history/ottomanempire_1.shtml

--Lecture: "The Principles of Ottoman Rule in the Balkans."

<http://staff.lib.msu.edu/sowards/balkan/lecture3.html>

- III. Competition over Trade Routes (example: Omani-European rivalry in the Indian Ocean), State Rivalries (examples: Ottoman-Safavid, Ottoman-Habsburg):

--Article. "Ottoman-Persian Relations". Encyclopaedia Iranica.

<http://www.iranicaonline.org/articles/ottoman-persian-relations-i-under-sultan-selim-i-and-shah-esmail-i>

--Online resource: The Ottoman Empire from Medieval Anatolia to Suleyman the Magnificent. University of St. Andrews. Includes resources pertaining to Ottoman-Safavid and Ottoman-Hapsburg rivalries. Easiest to access these resources by searching within the webpage.

<http://resourcelists.st-andrews.ac.uk/lists/26163929-F4C8-2A6F-A646-D33513DD8386.html>

Period V: Industrialization and Global Integration, c. 1750 to c. 1900

Key Concept 5.1. Industrialization and Global Capitalism

Vd. Government Reforms to Bring Lands into Global Capitalist System (example: Muhammad Ali's development of a cotton textile industry in Egypt):

--Article: "Muhammad Ali Pasha in Egyptian History: The Founder of Modern Egypt" – look especially at the section on "Industrialization and Modernization."

http://www.egyptianagriculture.com/muhammad_ali.html

IIIa. Redrawing of Boundaries and Population Resettlements (examples: Turkish-Greek population exchanges, division of the Middle East into mandates, the Kurds)

--Lesson Plan/PowerPoint: “Diasporas: The Great Geographic Dislocations of History” by Barbara Williams – includes the example of the Turkish Greek population exchanges of the 1920s as well as a student project on Diaspora communities.

<http://cmes.arizona.edu/outreach/lessons> Click on ‘D’ and scroll down to the title.

--Article: “Migration between Greece and Turkey: From the ‘Exchange of Populations’ to Non-Recognition of Borders.”

http://aei.pitt.edu/7043/1/Migration_between_Greece_and_TurkeyV3a.pdf

--Lesson Plan (or use just the fact sheet): “The Kurds: People without a Country” by Lisa Adeli – people divided among four countries by the borders ending World War I (the largest national group in the world without its own country).

<http://cmes.arizona.edu/outreach/lessons> Click on ‘K’ and scroll down to the title.

---Lesson Plan: “The Middle East after World War I: Drawing Boundaries and Dividing a Region” by Mary Louise Williams.

<http://www.outreachworld.org/resource.asp?curriculumid=284>

IIIc1. Ethnic Violence (examples: Armenia, Holocaust, Bosnia)

---Lesson Plan: “Balkan Lesson Plan” by Stacy Hercules – a history of the Balkans with an emphasis on ethnic issues in Bosnia. <http://cmes.arizona.edu/outreach/lessons> Click on ‘B’ and scroll down to the title.

---Article: “A Brief History of the Armenian Genocide” by Sara Cohan. (an overview for teachers)

<http://www.genocidededucation.org/files/A%20Brief%20History%20of%20the%20Armenian%20Genocide.pdf>

--Article: “Fringes of the Middle East – Bosnia” (an overview for teachers):

<http://cmes.arizona.edu/node/771>

--Resources of all kinds on the Holocaust: Check out the website of the U.S. Holocaust Memorial Museum. There’s a detailed encyclopedia (in several languages) a photo archives of tens of thousands of photos, resources for teachers, etc.

<http://www.ushmm.org>

IIIc2. Displacement of Refugee Populations due to Conflicts (example: Palestinians)

---PowerPoint and Notes: “The Palestinian-Israeli Conflict: A Lesson in Perspective” by MaryLynne Fillmon. <http://cmes.arizona.edu/outreach/lessons> Click on ‘P’ and scroll down to the title.

--Lesson Plan (or use only the background sections/handouts): “The Palestinian-Israeli Issue/High School Social Studies” by Lisa Adeli.

<http://cmes.arizona.edu/outreach/lessons> Click on ‘P’ and scroll down to the title.

IVb1. Sources of Global Conflict – World War I (example: imperialist expansion, ethnic conflict, nationalism, and great power rivalries in the Balkans/Ottoman Empire)

--Lesson Plan: “Teenage Assassins and the Outbreak of World War I.”

<http://cmes.arizona.edu/outreach/lessons> Click on ‘T’ and scroll down to the title. (Under development, will be posted online very soon.)

--Lesson Plans: “The Great War and the Shaping of the 20th Century.” PBS lessons.

<http://www.pbs.org/greatwar/resources/lesson.html>

Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture

Ic. Governments Guiding Economic Life (example: Nasser’s promotion of economic development in Egypt)

--Article: “Economic Conditions during the Era of Nasser”

<http://news.egypt.com/en/economic-conditions-during-era-of-nasser.html>

--Journal Article: “Law and Economics in the Evolution of Contemporary Egypt”

<http://www.jstor.org/stable/4283297?seq=1>

IId. Regional Trade Agreements (examples: OPEC, Arab League)

--Website: The website of the Organization of the Petroleum-Exporting Countries (OPEC): http://www.opec.org/opec_web/en/index.htm

--Article: “History of OPEC” – Virginia Tech College of National Resources and Environment. <http://cnre.vt.edu/lsg/intro/oil.pdf>

--Website: “Arab League”:

http://www.arableagueonline.org/wps/portal/las_en/home_page

--Article(s): New York Time’s commentary on the Arab League and links to its articles on the topic:

http://topics.nytimes.com/topics/reference/timestopics/organizations/a/arab_league/index.html

See also Al-Jazeera’s coverage (English version) on the Arab League:

<http://www.aljazeera.com/Services/Search/?q=Arab%20League>

IIIc. Religion and Government (example: Islamic fundamentalism)

Article: “Religion and Politics in Iran.” *Council on Foreign Relations*.

<http://www.cfr.org/iran/religion-politics-iran/p16599>

IV. Sports and Culture

--Lesson Plan: "Sports, Politics, and Identity in the Modern Middle East" by Lisa Adeli.
<http://cmes.arizona.edu/outreach/lessons> Click on 'S' and scroll down to the title.
(Currently under development. Will be posted soon.)

General Resources:

"World History For Us All" curriculum units:
<http://worldhistoryforusall.sdsu.edu/shared/units.php>