

Kimberly de Berzunza

UAE Gr. 7 Lessons 2023

Do you know the way to UAE?

Mini-unit intended for Grade 7, Medieval World History

1. **Rationale:** Within their unit on Islam, California 7th grade World History students must “analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages” (CA H/SS Standard 7.2). More specifically this includes “the expansion of Muslim rule” (7.2.4), “the growth of cities and the establishment of trade routes... products and inventions... and the role of merchants” (7.2.5), and “the intellectual exchanges ...and contributions Muslim scholars made...” (7.2.6). All of this is connected to the broader question in our state’s H/SS Framework, “How did the Muslim empires and institutions help different regions of Afroeurasia become more interconnected?” (CA H/SS Framework, Grade Seven, p. 23). In this mini-unit students will focus on how regional and international trade in the UAE is and was intertwined with settlement and the growth and practice of Islam in the region. Students will be able to locate the UAE on the map, understand how its geographical location played an integral role to its growth and its influence as a strategic trading point, know what an emirate is, who had and has political and economic power, and why this is relevant to the UAE’s historical development and its global importance today. Students will be learning to evaluate and cite primary and secondary sources to write analytical paragraphs and essays with a claim, evidence, and commentary. Although this could be a stand-alone mini-unit, it is designed to be preceded by instruction on the beginnings of Islam and its early expansion. As always, these lessons should be adapted to best meet students’ needs in any given classroom situation or demographic.

2. Skill and content objectives to be addressed:

[California History-Social Science Content Standards \(CA-HSSCS\):](#)

7.2 [Students] analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages...

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.

7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization...

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...

7.2.6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations...

Historical and Social Sciences Analysis Skills: Research, Evidence, and Point of View (Grades 6-8)

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).

[California History-Social Science Framework](#) (CA-HSSF) Guiding Question:

- How did the Muslim empires and institutions help different regions of Afroeurasia become more interconnected? (p. 23)

[California Common Core State Writing Standards for Literacy in History/Social Studies 6-12 \(CCCS WSH/SS 6-12\):](#)

1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events, ~~scientific procedures/experiments, or technical processes.~~

3. Lesson plans and overview:

The first lesson starts with an exploration of a variety of images from the UAE reflecting different aspects of its physical geography, housing, products, or religious traditions. This will be followed by guided and then individual exploration in Google Earth, during which students are tasked to find some specific facts or images and be able to explain their relationship to the physical environment and people's lives. Subsequent days will require students to work in groups to investigate one of the seven emirates that make up the UAE, which will include reading some short documents and studying images to compare different perspectives. Later students analyze historical primary sources to continue to deepen their knowledge and build critical thinking skills. On the last day of the lesson sequence, students synthesize their learning in an argumentative writing piece.

Lesson 1: How did the physical environment affect the development... of the... [UAE]? What impact did this expansion have on the environment? (CA HSSF p. 195)

Objective: Students will examine the influence of environment and need on the design and location of living spaces, trade routes, and commercial exchanges (products available and products in demand.)

Materials: Access to GoogleEarth and Pear Deck or exit slips, digital or color printouts of [images](#). (Alternatively: physical atlas or printed maps to use with color printouts of images)

Time: One class period

Learning activities:

1. Engagement. Upon entering class, each student (or pair, depending on class needs and resources) is given an [image](#) of the natural physical landscape of the UAE, traditional and modern housing, traditional dress, or trade products. Depending on needs of class, choose from the following options for 5 minutes:
 - Students write (individually in notebook) a detailed description of their image, including descriptive vocabulary and their ideas and rationale about what they think it reflects.
 - Students discuss with their partner the image(s) they have, using descriptive vocabulary and predictions with rationale as to what they think the image reflects.
 - Students sketch the image in their notebook. (NO TRACING!) They then discuss their image with a partner.
2. Exploration/Connecting. Next student (or pair) will find their "match": another student or pair in the room should have another image related to theirs*. (For example, a traditional stucco home and an ancient permanent stone dwelling, or sea products and boats.) Once they find their match, they will talk together about how they know these two images are related. (5 minutes) *Note: images are shared here in Google Slides, ordered in pairs for this purpose. Teachers may print, shuffle, or use as best meets their class needs. Photo credits are in the notes.
3. Guided instruction. Teacher will guide students via GoogleEarth to the UAE to demonstrate how to analyze the physical geography and its impact on the ways people live there today, and discuss what might have been different in the past. Focus should be on climate and natural resources. Students will work together with their image partner to determine where their images should fit on the map,

and try to find similar images using the images tool. If needed, the teacher should lead students in analyzing together the surrounding geography, use of materials/access to resources, and familial and economic priorities reflected in each image.

4. Closure: Exit slip or Pear Deck response. Students will write a summary of how the physical geography of the UAE affected its settlement and development. They should use the specific details related to geography and resources discussed in class. *Alternate option* Image partners team up with different partners or groups of 4 to explain how their image reflects the impact of the physical geography on the UAE's settlement and development. Expectations should be reasonable for a first lesson, based on the class abilities and previous exposure to the middle east.

Lesson 2: What does the UAE look like today, and how did it get that way?

Objective: Students will learn about the modern government and economy of the UAE and begin to connect it to the past.

Materials: Teacher [introduction slides \(Spanish\)](#), access to Google Slides [template \(Spanish\)](#) and online research tools, including internet access.

Time: 2-3 class periods

Learning activities:

1. Engagement. Teacher projects [attached slide 1 \(Spanish\)](#) and asks students to write or partner-talk about it, recalling learning from Lesson 1.
2. Direct Instruction. Teacher briefly (<10 minutes) introduces UAE basics using above slides.
3. Exploration/Group Work. Students research emirate assigned to their group and prepare presentation using [slide template \(Spanish\)](#). Teacher circulates to support and assess collaborative work. Students should use same websites provided on the last slide of the template, plus 5 more. This is an opportunity to teach about source reliability.
4. Assessment (Day 2 or 3). Each group presents their work to the rest of the class. Teacher grades oral presentation skills for accuracy, relevance, organization, and use of academic vocabulary. [Click for Rubric](#)
5. Closure/Synthesis. *What does the UAE look like today, and how did it get that way?* Students independently write an argumentative paragraph stating their claim, citing evidence from their research and their classmates' presentations, and a clear conclusion. [Click for Rubric](#)

Lesson 3: How did merchants influence growth and settlement in Southwest Asia? (Adapted from Framework: “What were the multiple ways people of different cultures interacted at sites of encounter...?” CA-HSSCS 7.2.5, CA-HSSF pp. 195-97) *Note: The California H/SS Framework suggests lessons from the California EEI curriculum here to deepen instruction of the region’s geography here. However, it is assumed here that teachers may not have access to this curriculum.

Objective: Students will analyze maps, images, and primary sources to consider how religious and commercial interests motivated the movement and encounters of people, resulting in the exchanges of goods and ideas and growth of economies across Southwest Asia.

Materials: Student work from prior lessons, [video animation clip](#) (YouTube,) [trade good images](#), student computer access (optional)

Time: 2-4 class periods

Learning activities (Part 1, Trade):

1. Engagement/Connecting to Prior Knowledge. Students pair-share paragraphs written for previous lesson’s question, *What does the UAE look like today, and how did it get that way?* They give partners feedback on content and paragraph structure, including the strength of their claim and evidence. Teacher calls on 2-3 students to share their paragraphs with the whole class. (5-10 minutes)
2. Connecting/Direct Instruction. Teacher explains that today the class will dig deeper into the part of the question, “...*how did it get that way?*” by connecting the images they studied in Lesson 1 (and previous to this unit, if applicable) to the information learned in Lesson 2 and to new information.

Teacher presents [video animation](#) (first few seconds, may want to slow it down) of the expansion of Islam, directing students to focus on the Arabian peninsula and raise their hand when they see it reach the region where the UAE is today. Repeat, and allow (at normal speed) to extend to Persia and India.

Teacher reminds students what they know about the beginnings of Islam, and about Persia and India (presumably studied previously.) If students have no background or don’t recall, teacher will need to fill in this gap in a general way, such as: *Persia and India were great civilizations since ancient times. Both practiced polytheistic religions very early on, with Persia later adopting Zoroastrianism, and India seeing the rise of both Hinduism and Buddhism. As we see in this animation, however, Islam arrived in both places and eventually became the dominant religion of Persia, and a significant part of northern India. Since both regions had long and rich histories of settlement and power, they were also centers of learning, with advanced technologies and knowledge of science, mathematics, and medicine, rich artistic traditions, and access to luxury goods such as gems and minerals, silks, and spices.* Ask: **How might the expansion of Islam to Persia and India influence trade in or through what is now the UAE?** Teacher should allow a few minutes here for students to consider and discuss this question with their partners, referring back to the lessons of the previous days.

Next the teacher projects a few of the [images](#) from Lesson 1 and asks students, ***What are these products, and how might they be connected?*** Give students time to discuss in pairs, then share out some of their ideas.

If it doesn't come from students, the teacher should note the connection between perfumes and spices, and between coffee and coffee pots as products for daily use and for trade. If it didn't come up in Lesson 2, the teacher might also note here the importance of coffee (originally from Ethiopia) in Arab culture (hence the word *arabica* to describe most coffee) and the dominance of pearls as the mainstay of UAE's economy until the early 20th century, when cultured pearls were developed in east Asia and oil replaced pearls as a more important commodity. Woven rugs have long been important traditional products in much of Southwest Asia (Persian rugs, for example) and North Africa. These could be made from silk, wool, or also from camel or horse hair. Gold was brought from India and from Africa.

*Alternative Option: Exploration/Group Work. (Note: this option will add 1-2 class periods.) Instead of direct instruction with whole group discussion, the teacher might prefer to create a slide deck with one (different) image on each slide, and assign groups to research one assigned product/trade good as it relates to the UAE and the surrounding region. (For example, one group might research the importance of the perfume industry in the UAE and its connection to Indian and Persian traditions and spices used to create the fragrances, as well as the glass bottle production required for storage.) Each group should include research on relevant trade routes that moved that product to or from the UAE region. Here students can share their findings by adding information to each slide with their assigned image, creating a whole-class digital portfolio. If a class needs more than 6 groups, the teacher could add tea and gemstones to the products as pictured in [this lesson resource](#).

3. Assessment/Closure/Synthesis (Part 1). *How did trade goods and merchants influence growth and settlement in Southwest Asia? (Why might a merchant settle in the UAE?)* Students discuss the question orally in pairs and share out. Lesson continues in Part 2.

Learning activities (Part 2, Religion):

1. Engagement/Connecting to Prior Knowledge. Students review closure question from previous lesson: *How did trade goods and merchants influence growth and settlement in Southwest Asia? (Why might a merchant settle in the UAE?)*

Next teacher asks students to recall and discuss what religions were practiced in the different regions along the trade routes connecting to the UAE, and think about what interactions might have occurred as these people of different faiths came into contact with each other. Teacher may want to replay the YouTube [video animation](#) and/or project the History Blueprint's interactive [Sites of Encounter map](#) for Religions to support predictions.

2. Exploration/Group Work. Here the teacher will use an adaptation from the UC Davis History Blueprint's [Baghdad Interactions Inquiry Kit](#) (UC Davis, 2020). It is highly recommended that the teacher preview the first pages to gain background knowledge.

Students will work in partners to analyze one of [three primary sources](#) shared by the teacher (from the *Baghdad Interactions Inquiry Kit*.) Although these sources are not from the UAE, they do show the synthesis of religious traditions in the region during the Middle Ages, specifically during the Abbasid Caliphate (750-1258). Teacher should project a new, slightly different question: ***How were religious beliefs shared and synthesized (mixed, combined, or brought together in a new way) in Southwest Asia?*** and have students take notes specifically relating to religious practices using the primary sources studied here. (10-15 minutes)

After pairs have time to analyze their source, they should compare their findings with the other pair in their table group. If they have time, they should look at the third image together and compare.

Teacher brings the class back together to discuss findings to answer the question, ***How were religious beliefs shared and synthesized (mixed, combined, or brought together in a new way) in Southwest Asia?*** Students should be able to offer specific examples from the sources studied- the commonality of the one God of the Abrahamic faiths, the Old Testament, and artistic traditions from other religions adopted and adapted to the spread of Islam (such as calligraphy, weaving traditions, paper, etc.) This is also a good place to make note of the tolerance of various religious traditions (Christianity, Judaism, Islam, as well as Zoroastrianism and Hinduism) practiced throughout the majority of Islamic empires, as noted in the Coptic Stela source.

3. Assessment/Closure/Synthesis. *How did trade goods and merchants influence growth and settlement and religious practices in Southwest Asia?* Students independently write an argumentative paragraph stating their claim, citing evidence from at least three primary and secondary sources, and a clear conclusion. They must include both commercial and religious influences. [Click for Rubric](#)

Lesson 4/Summary: How is the UAE today a Site of Encounter?

Content Objective: Students connect the geography, trade, early nomadic traditions and settlement to present-day economic prowess, migration/immigration, and religious tolerance in the UAE.

Language Arts Objective for Content Studies: Students...

1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events... or technical processes.

This lesson should serve as an assessment piece for both historical analysis and writing in the content area. Students should be able to write a multi-paragraph essay with specific examples from the sources they have studied, and citations class instruction to support their claim. However, depending on students' proficiency and previous instruction during the year so far, teacher may choose to focus on the paragraph level at this time.

Materials: [Slides](#), ([Spanish](#)) website access linked in slides

Time: 2 class periods

Learning activities:

1. **Engagement.** Teacher projects [Slide 1 \(Spanish\)](#) and asks students to write or partner-talk about it, based on observations and learning from previous lessons.
2. **Direct Instruction.** Teacher tells students to recall Lesson 2 on the UAE today and remind their partner what they learned. Next teacher guides students in making connections across the lessons: *Who can describe the physical geography of the UAE? Why was this important in the past to daily life there? How do you think it's important to life there today?*

Teacher will progress through the slides discussing the images and related questions for each with class, inviting student input for each. This includes discussing the population demographics in terms of migration and immigration and what the push and pull factors might be, the various religious practices brought by these people and the tolerance of this practice in a majority Muslim nation, and the vast and growing commercial and scientific power of the UAE in today's global economy. The purpose of this lesson is to synthesize the information from the previous lessons and make connections to the present, in order to show students that the past shapes the present, and that the Middle East continues to be a rich and diverse region today with an important place in contemporary geopolitics, just as it was in the Middle Ages.

3. **Assessment.** Once students have had sufficient opportunity to work collaboratively and with the teacher to summarize and synthesize their learning from Lessons 1-4, they will write an argumentative essay to answer the question: ***How has the UAE been a Site of Encounter throughout history, and what impact has it had on the world?*** Students should be able to write a multi-paragraph essay with a clear claim, evidence from each lesson, and a strong conclusion to support their claim. [Click for rubric](#) (If this is too much for students at this point in the year, the teacher may want to make it instead a single, solid argumentative paragraph with a strong claim, sufficient and varied evidence to support the claim, but less development.

Works Cited

- Abrahamic Family House*, 2023, www.abrahamicfamilyhouse.ae/.
- "California Common Core State Standards ." California Department of Education, 2013.
- "Discover the UAE." *Discover the UAE / UAE Embassy in Washington, DC*, 2023, www.uae-embassy.org/discover-uae.
- "History Social Science Framework for California Public Schools." California Department of Education, 2017.
- "History–Social Science Content Standards for California Public Schools ." California Department of Education, 2000.
- Hutton, Shennan. "Inquiry Set: Interactions in Baghdad and the Abbasid Caliphate." *California History-Social Science Project*, 2020, chssp.sf.ucdavis.edu/resources/curriculum/lessons/baghdad-interactions.
- McMasters-Stone, Carol. "Sites of Encounter in the Medieval World: Interactive Map." *California History-Social Science Project*, 27 Sept. 2021, chssp.ucdavis.edu/resources/blueprint/medievalworld/map.
- Melas, Costas. *Spread of Islam. YouTube*, 11 July 2019, <https://youtu.be/pBaZYtrln54>. Accessed 26 July 2023.
- Museum of the Future*, 2023, museumofthefuture.ae/en.
- "Religious Inclusion." *UAE Embassy in Washington, DC*, 6 Feb. 2019, www.uae-embassy.org/discover-uae/society/religious-inclusion.
- "United Arab Emirates (UAE) Population Statistics 2023." *Official GMI Blog*, 28 June 2023, www.globalmediainsight.com/blog/uae-population-statistics/.
- Welcome to Masdar City*, 2023, masdarcity.ae/.