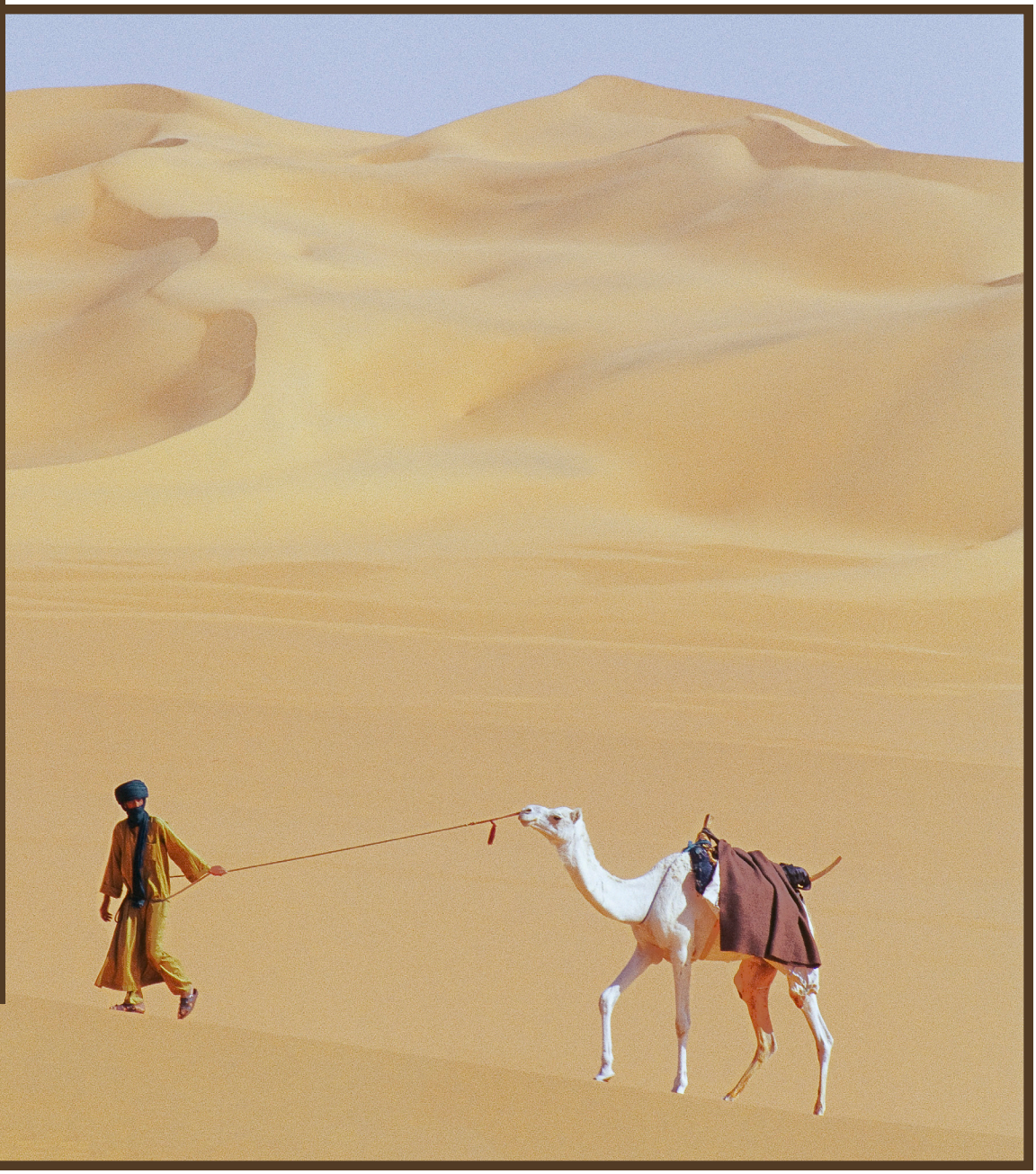
Student Workbook

California Education and the Environment Initiative

7

History-Social Science Standard 7.2.5.



Arabic Trade Networks: Growth and Expansion in the Middle Ages

California Education and the Environment Initiative

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The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

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Key Partners:

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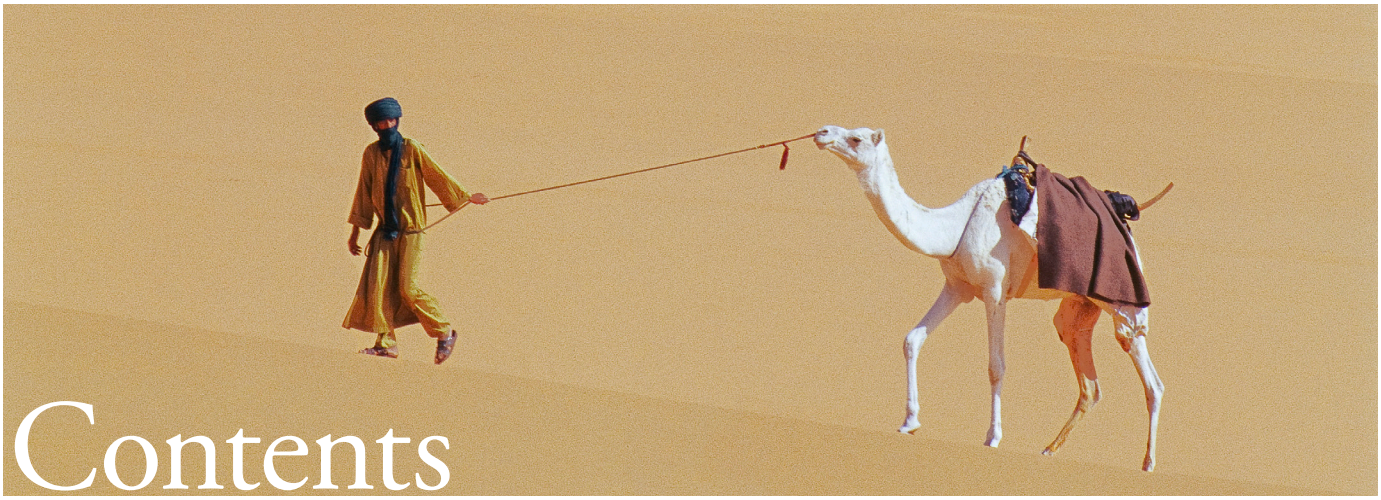

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Afroeurasia: The continents of Africa, Europe, and Asia.

Bazaar: A permanent market or street of shops and stalls.

Caravan: A group of travelers, such as merchants or pilgrims, who travel together.

Climate: The prevailing, average weather conditions of a particular area over time.

Dhow: An Arab, single-masted, sailing ship rigged with one or two lateen (triangular) sails.

Dirham: An Arab coin.

Export: (verb) To send goods or services to another country for sale. (noun) A product that is sent to another country.

Foodstuff: An item that is consumed as food.

Import: (verb) To bring goods or services in from another country. (noun) A product that is brought from another country.

Maritime: Relating to navigation or commerce on the sea.

Medieval: Associated with the Middle Ages (476–1450 CE [Common Era]).

Mosque: A building where believers in Islam go to worship.

Natural resources: Materials, such as water, minerals, energy, and soil, that people use from nature and natural systems.

Nomad: A member of a tribal people with no permanent home, who travels to find food, pasture, and water for livestock.

Oasis: A fertile area in a desert where there is a supply of water.

Pandemic: An epidemic disease that spreads across many countries and affects large numbers of people.

Plague: A contagious epidemic disease, such as the bubonic plague.

Port: A town or city with a harbor where ships can be loaded or unloaded.

Sedentary: Remaining in one location and not migrating.

Spices: Aromatic plant materials used for flavoring food or creating a pleasant odor.

Sultan: The Arabic name for the ruler of a country or place.

Surplus: The quantity of goods or services above the quantity needed to meet one's own needs.

Textiles: A cloth or woven fabric.

Topography: The surface features of an area or the use of symbols and colors on a map to show surface features of an area.

Trade: (noun) The exchange of goods by buying, selling, or bartering.

Name: _____

Instructions: Think about how the growth of trade brings about change in different parts of the environment. Fill in the web below with your ideas, based on what you have read and discussed about the development of trade in California. (2 points each idea)

As Trade Grows...

...human communities are changed by:

- _____
- _____
- _____

…the land is changed by:

- _____
- _____
- _____

...populations are changed by:

- _____
- _____
- _____

…waterways are changed by:

- _____
- _____
- _____

Name: _____

Instructions: Read **Life and Trade on the Arabian Peninsula** (Student Edition, pages 6–9) with your partner. After reading, discuss and answer each question below. (5 points each)

Use the **Afroeurasian Trade Routes in the Middle Ages** student map to answer Question #5.

1. What natural resource was key to survival on the Arabian Peninsula? How did it relate to where people settled?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. How did agriculture (farming) connect the Arab people to trade routes?

_____

_____

_____

_____

_____

_____

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_____

Name: _____

3. What other natural factors helped Arab settlements grow?

4. Describe one Arab city that grew because of trade.

Name: _____

5. Choose a city in Africa and a city in Asia on your map. Describe a route that traders took to get between these two cities, stopping at least once on the Arabian Peninsula.

_____

_____

_____

_____

_____

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_____

_____

_____

_____

Name: _____

Instructions: Your teacher will give your group a set of information cards showing products found on a sunken Arab dhow. Look at each photograph carefully before reading the information on the back.

Using what you see in the photograph and what you read on the back of the photograph, work with your group to answer the questions below about one of the "products" on board this ship.

1. What is this product? (2 points)

_____

_____

_____

2. What was this product used for? (4 points)

_____

_____

_____

_____

_____

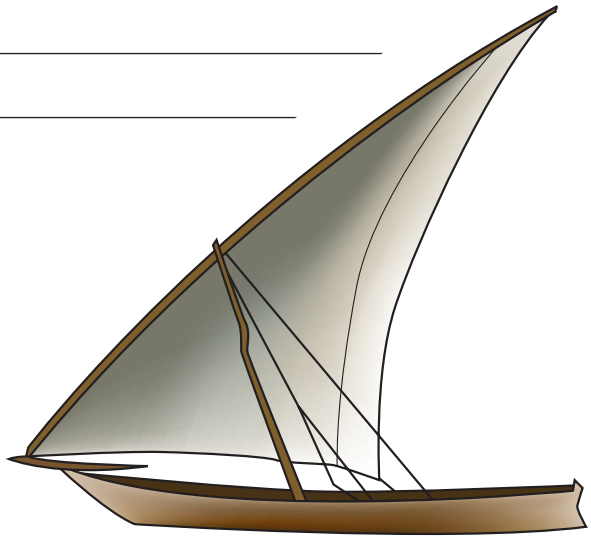
_____

_____

_____

_____

_____



Name: _____

3. Where was the product most likely made, mined, or grown? Use the **Goods and Products Key** (Student Edition, pages 10–11) to help you. (7 points)

4. Where do you think this product was going when the dhow sunk? Use the **Afroeurasian Trade Routes in the Middle Ages** student map to help you. (7 points)

Name: _____

Instructions: After reading the author's account you have been assigned, answer the following questions and complete the tasks in the spaces provided.

1. Who is the author of this journal account? (1 point)

_____

2. What town or city is described by this account? (1 point)

_____

3. Using the **Afroeurasian Trade Routes in the Middle Ages** student map, identify two or three nearby towns connected to the described town or city by a trade. (2 points)

_____

_____

_____

4. List the goods and products being traded as described in the account you read. (2 points)

_____

_____

_____

5. Describe any other observations the author made about trade, the market, or the city. (4 points)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Instructions: Complete the table below with information you have learned so far in this unit. In the left-hand column, you will see characteristics of the natural systems on and around the Arabian Peninsula. In the right-hand column, write how people adapted to these systems.

Natural Systems	How Humans Adapted to Natural Systems
1. The Arabian Peninsula lacks lakes or rivers.	
2. Oases on the peninsula have enough water for crops.	
3. The southern coast of the peninsula gets monsoon rains.	
4. The monsoon winds blow west in the winter and east in the summer.	
5. The Arabian Peninsula juts into the Indian Ocean between Africa and India.	

Name: _____

Instructions: Complete the following diagram using information from **The Silent Traveler** (Student Edition, pages 15–16).

Cause of the spread: (1 point)

_____
_____
_____

Cause of the disease: (1 point)

_____
_____
_____

Where it spread: (6 points)

_____
_____

Why it spread: (1 point)

_____
_____
_____

Why it spread: (1 point)

_____
_____
_____

The big effect: (6 points)

_____
_____

Led to: (1 point)

_____
_____
_____

Led to: (1 point)

_____
_____
_____

Led to: (1 point)

_____
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_____

Led to: (1 point)

_____
_____
_____

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