UNIT 2
ISLAM

GEOGRAPHY CHALLENGE
2 AND CHAPTER 7 THE
GEOGRAPHY OF
ARABIA
AIM: learn about the geography of Arabia

LOOK AT YOUR GEO CHALLENGE #2 MAP P40+41 GREY W/B – 72+73 TEXT

1. What information from this map might be most important in our study of the rise of Islam?
2. What do you now know about the importance of trade in this region?
3. Based on this map, why has southwest Asia been so important to the development of trade?
4. Besides goods, what other things might have traveled along these trade routes?
5. Why might this be important to a study of the growth of Islam?
AGENDA FOR TUESDAY

1. Complete warm up #2
2. Finish Geography Challenge #2
3. Do preview CH 7 in grey w/b p. 43
4. Do PreRead CH 7 p 75 for Homework
5. Read pp. 75-78 for Wednesday
6. all periods turn in Gray workbook
Setting the Stage

The Rise of Islam

In the last unit, you learned about Europe and the Byzantine Empire. In this unit, you will explore the rise of Islam and the history of Muslim empires, from about 600 to 1500 C.E. Islam is one of the world's major religions, and those who practice the religion are called Muslims.

Islam began in Arabia, a peninsula of southwestern Asia between the Red Sea and the Persian Gulf. The Arabian Peninsula is part of the region known as the Middle East. Today the peninsula includes the countries of Saudi Arabia, Yemen, Oman, Qatar, Bahrain, Kuwait, and the United Arab Emirates.

Most of the people living on the Arabian Peninsula when Islam arose were Arabs. Arabs also lived in other places. What all Arabs shared was a common language, Arabic.

In the early 600s C.E., an Arab man named Muhammad introduced Islam to the people of the Arabian Peninsula. His followers became known as Muslims. Among other things, Muslims believe there is one God (the Arabic word for God is Allah) and that Muhammad is his prophet.

Although the first Muslims lived in Arabia, Islam spread throughout the Middle East, North Africa, Persia (now called Iran), and other parts of Asia and Europe. Many non-Arabs became Muslims. In fact, today Arabs are a small minority of Muslims worldwide.

If you look at a map of the Middle East, you will see that the Arabian Peninsula is located at the crossroads of North Africa, Europe, and Asia. Arab Muslims were very active traders. It's not surprising, then, that one of the ways Islam spread was along Muslim trading routes. You'll learn more about the spread of Islam in this unit.

In this unit, you will also learn about Muhammad, the teachings of Islam, and some of the contributions Muslims have made to world civilization. You will take a close look at the crusades, a series of religious wars that European Christians waged against Muslims during medieval times. You will also find out how Islam and Muslim societies continued to thrive and spread after the crusades.

Let's start our explorations with a closer look at the geography of the Arabian Peninsula, where Islam first arose.
GEOGRAPHY CHALLENGE 2

PAGE 40

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
<th>Question 6</th>
<th>Question 7</th>
<th>Question 8</th>
</tr>
</thead>
</table>

To complete each Geography Challenge card, answer the questions in complete sentences. Label the map on the opposite page as directed.

GEOGRAPHY CHALLENGE 2

PAGE 41

[Map of a region]
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<table>
<thead>
<tr>
<th>Islam Question 1</th>
<th>Islam Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which seas and oceans do you see on the map?</td>
<td>What cities were important to trade on the Arabian Peninsula?</td>
</tr>
<tr>
<td>Label them on your map.</td>
<td>Label the Arabian Peninsula and its important trade cities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Islam Question 3</th>
<th>Islam Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What continents surround the Arabian Peninsula?</td>
<td>In what city was Muhammad born?</td>
</tr>
<tr>
<td>Label the continents on your map.</td>
<td>Add a symbol to your map to show Muhammad's birthplace. Label your symbol.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Islam Question 5</th>
<th>Islam Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did Arab traders from Makkah (Mecca) and Baghdad reach China?</td>
<td>What body of water did Arab traders cross to reach Europe?</td>
</tr>
<tr>
<td>On your map, draw one land route to China from Baghdad. Also draw one sea route to China from Makkah.</td>
<td>On your map, draw one trade route across that body of water.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Islam Question 7</th>
<th>Islam Question 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the approximate distance along trade routes between Venice, Italy, and Guangzhou, China? Give your answer in miles and kilometers.</td>
<td>How many trade routes meet in Makkah (Mecca)?</td>
</tr>
<tr>
<td>Add a scale to your map.</td>
<td>On your map, draw these trade routes from Makkah to their nearest destinations.</td>
</tr>
</tbody>
</table>
GUIDE TO GEOGRAPHY CHALLENGE 2

Read the question on your Geography Challenge card. Use a complete sentence to answer the question. Label the map as directed.

1. Which seas and oceans do you see on the map?

2. What cities were important to trade on the Arabian Peninsula?
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3. What continents surround the Arabian Peninsula?

Asia, Europe, and Africa surround the Arabian Peninsula.
4. In what city was Muhammad born? Add a symbol to your map to show Muhammad’s birthplace. Label your symbol. Muhammad was born in [insert city].

5. How did Arab traders from Makkah (Mecca) and Baghdad reach China?

Arab traders from Makkah and Baghdad reached China by land and sea.
6. What body of water did Arab traders cross to reach Europe?

Arab traders crossed the Mediterranean Sea to reach Europe.
7. What is the approximate distance along trade routes between Venice, Italy, and Guangzhou, China?

8. How many trade routes meet in Makkah (Mecca)?

Four trade routes meet in Makkah.
CH 7 THE GEOGRAPHY OF THE ARABIAN PENINSULA

SEC 3 THE DESERT
SEC 4 THE OASES
SEC 5 THE COASTAL PLAIN
SEC 6 THE MOUNTAINS
AIM: learn about life in the desert of Arabia

1. In the sixth century, what did some Arabs call their homeland? Page 75
2. What is an environment? Page 75
3. What are adaptations? Page 75 (Also look in glossary for both)
The Geography of the Arabian Peninsula

7.1 Introduction

Our study of Islam begins with the Arabian Peninsula, where Islam was first preached. The founder of Islam, Muhammad, was born on the peninsula in about 570 C.E. In this chapter, you’ll learn about the peninsula’s geography and the ways of life of its people in the sixth century.

The Arabian Peninsula is in southwest Asia, between the Red Sea and the Persian Gulf. It is often called Arabia. Along with North Africa, the eastern Mediterranean shore, and present-day Turkey, Iraq, and Iran, it is part of the modern Middle East.

Most of the people living in Arabia in the sixth century were Arabs. Some Arabs call their homeland al-Jazeera, or “the Island.” But it is surrounded by water on only three sides. The Persian Gulf lies to the east, the Red Sea to the west, and the Indian Ocean to the south. To the north are lands bordering the Mediterranean Sea. These lands serve as a land bridge between Africa, Asia, and Europe.
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Imagine that you are flying over the Arabian Peninsula. As you look down, you see vast deserts dotted by oases. Coastal plains line the southern and western coasts. Mountain ranges divide these coastal plains from the deserts.

The hot, dry Arabian Peninsula is a challenging place to live. In this chapter, you will study the geography of Arabia and its different environments. You'll see how people made adaptations in order to thrive there.

2. **What is an environment?** Page 75

3. **What are adaptations?** Page 75

(ALSO LOOK IN GLOSSARY FOR BOTH)

Use this map as a graphic organizer to help you learn about how people adapted to the environments of the Arabian Peninsula.
AGENDA FOR WEDNESDAY
A. period 5 turn in Gray workbook
   1. **Review yesterday’s answers**
   2. **Complete warm up #3**
   3. **Show me your PreRead Ch. 7 p 75**
   4. **Write notes on 7.2 p 76**
   5. **Complete reading notes 7.3**
      a. P 44 grey w/b +text p. 77
   6. **Read pp. 77-78 for Thursday**
   7. **Contract due Tuesday Nov. 20th**
Connect the dots to create a rough map of the Arabian Peninsula and surrounding lands. Then label the Arabian Peninsula, Red Sea, and Strait of Hormuz.
1. Where was this photograph taken from?
2. What geographic features can you see?
3. What part of the world is this a picture of? Ask
PREVIEW ACTIVITY CH 7 page 43 Grey W/B

THE ARABIAN PENINSULA PICTURE IS ON page 74

1. Where was this photograph taken from?
2. What geographic features can you see?
3. What part of the world is this a picture of? Ask volunteers to consult the projected image while they complete these tasks on the floor map:

- Point out north, south, east, and west.

- Walk across a desert.
PREVIEW ACTIVITY CH 7 page 43 Grey W/B

THE ARABIAN PENINSULA PICTURE IS ON page 74

1. Where was this photograph taken from?
2. What geographic features can you see?
3. What part of the world is this a picture of? Ask volunteers to consult the projected image while they complete these tasks on the floor map:

- Point out north, south, east, and west.
- Walk across a desert.
1. Where was this photograph taken from?
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3. What part of the world is this a picture of?
The Persian Gulf lies to the east, the Red Sea to the west, and the Indian Ocean to the south. To the north are lands bordering the Mediterranean Sea. These lands serve as a land bridge between Africa, Asia, and Europe.

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CH 7 THE GEOGRAPHY OF THE ARABIAN PENINSULA

SEC 3 THE DESERT
SEC 4 THE OASES
SEC 5 THE COASTAL PLAIN
SEC 6 THE MOUNTAINS

WARM UP#4 WK4 THURSDAY 11-21-13
AIM: learn about deserts + oases of Arabia

Use this map as a graphic organizer to help you learn about how people adapted to the environments of the Arabian Peninsula.
AIM: learn about deserts + oases of Arabia

1. What animal was the main carrier in a caravan? Page 76
2. How much of the Arabian Peninsula is covered by desert? P77
3. What is the difference between oases and oasis? Which one is singular + which is plural? Page 78
4. Why did some nomads become sedentary? Page 78
7.2 The Importance of the Arabian Peninsula and Surrounding Lands
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1. What animal was the main carrier in a caravan?

Page 76

In ancient times, the main carrier in a caravan was the camel. Camels were well suited for the journey along the valleys of the Tigris and Euphrates rivers in present-day Iraq. To the west, the Egyptians built their society on the banks of the Nile River in North Africa. Later, the Greeks, Romans, and Persians all had a major influence on the Middle East.

A great deal of trade passed through this region. Traders carried silk from China and jewels, cotton, and spices from India. From Africa came ivory and gold. The Romans sent glass and gold east to China.

As early as 2000 B.C.E., the people of Arabia served as middlemen in the trade between these lands. Arab traders used camels to carry goods through the desert in caravans. Along the coasts, merchants sent ships to distant marketplaces. Serving as a link between such diverse regions exposed Arabia to new goods and ideas. Arabs also shared their own knowledge along these trade routes.

The influence of Arabia became far more powerful with the rise of Islam. From its central location in Arabia, Islam spread rapidly throughout the Middle East, North Africa, and parts of Europe. Great cities like Cordoba in Spain, Cairo in Egypt, and Baghdad in present-day Iraq became important centers of the Islamic world.

Knowledge, ideas, technology, and goods flowed through Arab lands.
7.2 The Importance of the Arabian Peninsula and Surrounding Lands

1. What animal was the main carrier in a caravan?

In ancient times, the importance of the Arabian Peninsula and surrounding lands was significant for trade and communication. Caravans were the primary method of transport for goods and goods. In the desert, camels were the main carriers, known for their ability to endure long journeys without water. In the lowlands, the Tigris and Euphrates rivers were important trade routes. The Egyptians built their society on the banks of the Nile River in North Africa. Later, the Greeks, Romans, and Persians all had a major influence on the Middle East.

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SEC 7.2 THE IMPORTANCE OF THE ARABIAN PENINSULA + THE SURROUNDING LANDS

1. Arabia Lies At Crossroads – 3 Continents
2. Great Civilizations Started Around Arabia
   - SUMERIANS > VALLEYS OF TIGRIS + EUPHRATES > NOW PRESENT DAY IRAQ
   - EGYPTIANS > ON THE NILE
   - GREEKS, ROMANS, + PERSIANS IN MIDDLE EAST
3. Traders Carried: Silk – China; Jewels, Cotton, + Spices – India; Ivory + Gold – Africa
4. Romans Sent Glass + Gold To China
5. As Early As 300 B.C.E. Arabians Were Middlemen
5. As Early As 200 B.C.E. Arabians Were Middlemen in Trade Between these Lands

6. Major Source Of Transportation > **CAMELS** - Carrying Goods Thru the Desert In **CARAVANS**

7. Along the Coast - Merchants Sent Ships To Distant Marketplaces

8. Serving as A Link bet Diverse Areas Exposed Arabians to New Goods + Ideas

9. Arabs Also Shared Their Own Knowledge Along These Routes.

10. With Rise Of Islam - Arabian Influence Became Powerful- Spreading out rapidly from Cent Location

11. They Conquered: North Africa – Spanish Peninsula:
   - Cordoba, Spain; Cairo, Egypt; Bagdad, Iraq

12. Knowledge, Ideas, Technology Also Flowed
7.2 The Importance of the Arabian Peninsula and Surrounding Lands

Arabia lies at the crossroads of Asia, Africa, and Europe. In ancient times, great civilizations grew up in the lands around Arabia. To the northeast, Sumerians built their complex civilization along the valleys of the Tigris and Euphrates rivers in present-day Iraq. To the west, the Egyptians built their society on the banks of the Nile River in North Africa. Later, the Greeks, Romans, and Persians all had a major influence on the Middle East.

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Knowledge, ideas, technology, and goods flowed through Arab lands. For example, Arabs brought knowledge of paper making to Europe from China. Europe also benefited from ancient Greek learning that was preserved and enhanced by Arab scholars. And Islam itself would become one of the largest and most influential religions in the world.

What was the birthplace of Islam like? In the rest of this chapter, we’ll look at Arabia’s geography.
7.3 The Desert

About three quarters of the Arabian Peninsula is covered by desert. Besides vast seas of sand, the desert includes plains and plateau.

Environment  The hot, dry desert environment is very harsh. Summer temperatures often rise above 120 degrees Fahrenheit. Winter and nighttime temperatures can drop below freezing. Annual rainfall does not surpass more than 3 to 4 inches, and droughts can last for years. When the rain comes, it often falls as violent storms, sometimes causing flash floods. These infrequent waters cause clumps of grass and pockets of low shrubs to spring to life.

The desert is often swept by windstorms. Powerful winds may flare up suddenly, causing blinding sandstorms. The winds transform the landscape, sometimes creating sand dunes that rise 800 feet into the sky.

Adaptations  Many Arabs in the sixth century lived in towns and villages. Others, however, were nomads. Arab nomads, called Bedouins, migrated through the desert raising sheep, goats, and camels. Upon finding a place for their herds to graze and drink, they set up tents.
2. How much of the Arabian Peninsula is covered by desert?

7.3 The Desert

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The camel—called the “ship of the desert”—was the Bedouins’ main method of transportation. Camels could survive for days without water, eat almost anything, and carry heavy loads for long distances.

Bedouins clothed themselves in loose-fitting long gowns and cotton headdresses to protect against dust, heat, and flies. They got almost everything they needed from their herds. They drank milk, made yogurt and cheese, and sometimes ate meat. The animals provided wool and hair for clothing, blankets, and tents, as well as leather hides. To obtain other items, like grain or weapons, Bedouins traded their animal products with merchants from the towns.

Some Bedouins controlled the valuable trade routes that linked towns and villages. Merchants operated caravans that carried goods across the desert. Sizable towns, like Makkah (Mecca) in western Arabia, developed as markets and resting places for the caravans.
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In this activity, you will work with your group to learn about the environments of the Arabian Peninsula and the ways people adapted to them.

7.3 The Desert
1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.3 aloud.

2. In the first column of the chart, list at least three characteristics of the desert environment.

<table>
<thead>
<tr>
<th>Desert Environment</th>
<th>Desert Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Brainstorm ways that people living in the sixth century might have
Use this map as a graphic organizer to help you learn about how people adapted to the environments of the Arabian Peninsula.
READING NOTES FOR SEC 7.3 – 7.6 pp. 44-47

- You will read about four geographical features of the Arabian Peninsula—DEDESERTS, OASES, COASTAL PLAIN, AND MOUNTAINS—and will hypothesize about how people adapted to each environment.
- You will then read about the actual adaptations that were made and earn points for those they listed.

SEC 7.3 THE DESERT – Page 77

About ¾ of Arabian Peninsula Is Desert
- SEC 7.3.1 ENVIRONMENT – Page 44 Grey W/B

The desert includes sand, plains, + PLATEAUS
The desert includes sand, plains, + **PLATEAUS**

Hot, dry desert environment is very harsh

- **SUMMER TEMPS > 120°**
- **WINTER + NIGHTTIME TEMPS < DROP BELOW 32°**

Annual Rainfall Does Not Go More 3-4”

- DROUGHTS COULD LAST FOR YEARS
- WHEN RAINED > **VIOLENT STORMS** > **FLASHFLOODS** = CHANGE IN LANDSCAPE
- INFREQUENT RAINS > CLUMPS OF GRASS/POCKETS OF LOW SHRUBS
7.4 AN ADAPTATION IN THE DESERT
SEC 7.3 THE DESERT – Page 77

- SEC 7.3.2 ADAPTATIONS

Many Arabs in 6th Cent - Lived In Towns + Villages

- Others Were NOMADS > Bedouins Migrated Thru The Desert Raising Sheep, Goats, + Camels
  - UPON FINDING A SPOT FOR GRAZING + WATER – SET UP TENTS, MOVING ON WHEN ANIMALS HAD EATEN ALL AVAILABLE VEGETATION

- CAMEL – “Ship Of The Desert” – Main Transport
  - THEY COULD SURVIVE FOR DAYS W/OUT WATER
  - EAT ANYTHING + CARRY HEAVY LOADS

- BEDOUINS – Clothed Themselves In Loose-Fitting Long Gowns + Cotton Headdresses
  - TO PROTECT VS DUST, HEAT, + FLIES
  - HERDS WERE VERY IMPORTANT FOR:
    - Milk, Yogurt, Cheese, + Sometimes Meat
    - Wool + Hair > Clothing, Blankets, Tents, Sometimes Leather Hides
  - TRADING WAS IMPORTANT FOR OTHER NECESSITIES

- Some Bedouins Controlled Valuable Trade Routes
- Merchants Operated Caravans Across Deserts
- MAKKAH (Mecca) Became A Sizable Town In Western Arabia > Market Place + Resting Place For Caravans
3. What is the difference between oases and oasis? Which one is singular + which is plural? Page 78

Oases provide water and plant life in the desert environment. Adaptations for living in the desert revolve around oases.

7.4 The Oases

The desert is dotted with oases, areas where fresh water is available. Oases are important because they provide plant life and shade as well as water.

Environment  Oases occur in areas where water has been trapped under the ground. The water seeps to the surface as a spring or waterhole. On these fertile lands, plant life sprouts up, particularly grass and shrubs. Oases vary in size, ranging from a few acres to large areas of land.

Adaptations  For centuries, nomads traveled from oasis to oasis in search of water and vegetation for their herds. Realizing they could grow crops at the oases, some nomads gave up their wandering lifestyle to become sedentary. To obtain more water for the crops they planted, they dug wells deep into the ground.

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74 The Oases

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.4 aloud.

2. In the first column of the chart, list at least three characteristics of the oasis environment.

<table>
<thead>
<tr>
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</tr>
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<td></td>
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3. Brainstorm ways that people living in the sixth century might have adapted to this environment. **Clues:** What types of occupations might people living here have? Would you expect to find many people living near oases, or few? How might people living in oases relate to others not living there? On a separate sheet of paper, record as many possible adaptations as you can.

4. With your group, get ready to quickly act out the best adaptation you’ve come up with. Prepare a Spokesperson to explain your ideas about this adaptation. Your act-it-out should last 5 to 10 seconds.

5. Examine the image your teacher has projected, and read the “Adaptations” subsection of Section 7.4. In the second column of the chart, record the actual adaptations that people made to this environment. Put a star next to each adaptation that your group
SEC 7.4 THE OASES – page 78

Desert Dotted With Oases – Fresh Water Important > Provide Plant Life + Shade > Water

- SEC 7.4.1 – THE ENVIRONMENT- Page 45 Grey W/B
- Oases > In Areas Where Water Trapped Under Ground Seeping Up As Spring/Waterhole
- On These Fertile Lands:
  o There Was Fresh Water And Shade
  o Plant Life Sprouts Up > Grass + Shrubs
  o They Varied In Size > Few Acres – Large Areas

- Sec 7.4.2 – ADAPTATIONS
Use this map as a graphic organizer to help you learn about how people adapted to the environments of the Arabian Peninsula.
Why did some nomads become sedentary?

Grass and shrubs. Oases vary in size, ranging from a few acres to large areas of land.

**Adaptations**

For centuries, nomads traveled from oasis to oasis in search of water and vegetation for their herds. Realizing they could grow crops at the oases, some nomads gave up their wandering lifestyle to become sedentary. To obtain more water for the crops they planted, they dug wells deep into the ground.

Oasis dwellers grew fruits such as dates and peaches, and grains to make bread. The date palm tree thrived in Arabia, and it became an invaluable resource. Palm leaves offered shade, while dates were a source of food. Farmers used palm wood to build homes. They used leaves for thatch roofs, fibers for rope, hollowed-out trunks for irrigation pipes, and various parts of the tree to fuel fires. The date palm was so useful that it was called “the mother and aunt of the Arabs.”

A number of towns developed around oases, linked by tracks through the desert. Many of these towns evolved into small trading centers. Farmers bartered (traded) their crops for the goods the nomads brought, like milk, meat, and camel hair. Nomads either used these crops themselves or traded them elsewhere in the region. In time, merchants became an important part of town life.
4. Why did some nomads become sedentary? Page 78

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Oasis dwellers grew fruits such as dates and peaches, and grains to make bread. The date palm tree thrived in Arabia, and it became an invaluable resource. Palm leaves offered shade, while dates were a source of food. Farmers used palm wood to build homes. They used leaves for thatch roofs, fibers for rope, hollowed-out trunks for irrigation pipes, and various parts of the tree to fuel fires. The date palm was so useful that it was called “the mother and aunt of the Arabs.”

A number of towns developed around oases, linked by tracks through the desert. Many of these towns evolved into small trading centers. Farmers bartered (traded) their crops for the goods the nomads brought, like milk, meat, and camel hair. Nomads either used these crops themselves or traded them elsewhere in the region. In time, merchants became an important part of town life.
AN ADAPTATION IN AN OASIS
Sec 7.4.2 – ADAPTATIONS

- For Centuries Nomads Went From Oases To Oases
  - Searching For Water + Vegetation
  - Some Decided To Become SEDENTARY+ Stayed
    - For More Water for Crops – Dug Deep Wells
- Oasis Dwellers Grew Many Things
  - Fruits > Dates + Peaches
  - Grains To Make Bread
- Date Palm Tree Thrived in Arabia + was invaluable
  - Palm Leaves offered Shade - Dates > source of Food
  - Palm Wood was used to Build Homes - Palm Leaves were used to Thatch Roofs
- Towns Develop – Evolving into Small Trading Center
- Farmers + Nomads Bartered For Goods- Nomads Either Keeping Or Trading Goods Elsewhere
In this activity, you will work with your group to learn about the environments of the Arabian Peninsula and the ways people adapted to them.

### 7.3 The Desert

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.3 aloud.

2. In the first column of the chart, list at least three characteristics of the desert environment.

<table>
<thead>
<tr>
<th>Desert Environment</th>
<th>Desert Adaptations</th>
</tr>
</thead>
<tbody>
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</table>

3. Brainstorm ways that people living in the sixth century might have
The desert includes sand, plains, + **PLATEAUS**

Hot, dry desert environment is very harsh

- **SUMMER TEMPS > 120°**
- **WINTER + NIGHTTIME TEMPS < DROP BELOW 32°**

Annual Rainfall Does Not Go More 3-4”

- **DROUGHTS COULD LAST FOR YEARS**
- **WHEN RAINED > VIOLENT STORMS > FLASHFLOODS**
  = CHANGE IN LANDSCAPE
- **INFREQUENT RAINS > CLUMPS OF GRASS/POCKETS OF LOW SHRUBS**
SEC 7.3 THE DESERT – Page 77

- SEC 7.3.2 ADAPTATIONS

Many Arabs in 6th Cent - Lived In Towns + Villages

- Others Were **NOMADS** > Bedouins Migrated Thru The Desert Raising Sheep, Goats, + Camels
  - UPON FINDING A SPOT FOR GRAZING + WATER – SET UP TENTS, MOVING ON WHEN ANIMALS HAD EATEN ALL AVAILABLE VEGETATION

- **CAMEL** – “Ship Of The Desert” – Main Transport
  - THEY COULD SURVIVE FOR DAYS W/OUT WATER
  - EAT ANYTHING + CARRY HEAVY LOADS

- **BEDOUINS** – Clothed Themselves In Loose-Fitting Long Gowns + Cotton Headdresses
  - TO PROTECT VS DUST, HEAT, + FLIES
  - HERDS WERE VERY IMPORTANT FOR:
    - Milk, Yogurt, Cheese, + Sometimes Meat
    - Wool + Hair > Clothing, Blankets, Tents, Sometimes Leather Hides
  - TRADING WAS IMPORTANT FOR OTHER NECESSITIES

- Some Bedouins Controlled Valuable Trade Routes
- **Merchants** Operated Caravans Across Deserts
- **MAKKAH** (Mecca) Became A Sizable Town In Western Arabia > Market Place + Resting Place For Caravans
The Oases

1. Examine the image your teacher has projected. 
   Have one person in your group read the 
   “Environment” subsection of Section 7.4 aloud.

2. In the first column of the chart, list at least three 
   characteristics of the oasis environment.

<table>
<thead>
<tr>
<th>Oasis Environment</th>
<th>Oasis Adaptations</th>
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</table>

3. Brainstorm ways that people living in the sixth century might have 
   adapted to this environment. **Clues:** What types of occupations might 
   people living here have? Would you expect to find many people living 
   near oases, or few? How might people living in oases relate to others 
   not living there? On a separate sheet of paper, record as many possible 
   adaptations as you can.

4. With your group, get ready to quickly act out the best adaptation 
   you’ve come up with. Prepare a Spokesperson to explain your ideas 
   about this adaptation. Your act-it-out should last 5 to 10 seconds.

5. Examine the image your teacher has projected, and read the 
   “Adaptations” subsection of Section 7.4. In the second column 
   of the chart, record the actual adaptations that people made to this 
   environment. Put a star next to each adaptation that your group
SEC 7.4 THE OASES – page 78

Desert Dotted With Oases – Fresh Water Important > Provide Plant Life + Shade > Water

- SEC 7.4.1 – THE ENVIRONMENT- Page 45 Grey W/B
- Oases > In Areas Where Water Trapped Under Ground Seeping Up As Spring/Waterhole
- On These Fertile Lands:
  - There Was Fresh Water And Shade
  - Plant Life Sprouts Up > Grass + Shrubs
  - They Varied In Size > Few Acres – Large Areas

- Sec 7.4.2 – ADAPTATIONS
• Sec 7.4.2 – ADAPTATIONS

• For Centuries Nomads Went From Oases To Oases
  o Searching For Water + Vegetation
  o Some Decided To Become SEDENTARY + Stayed
    ▪ For More Water for Crops – Dug Deep Wells

• Oasis Dwellers Grew Many Things
  o Fruits > Dates + Peaches
  o Grains To Make Bread

• Date Palm Tree Thrived in Arabia + was invaluable
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• Towns Develop – Evolving into Small Trading Center

• Farmers + Nomads Bartered For Goods - Nomads Either Keeping Or Trading Goods Elsewhere
7.3 The Desert

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<thead>
<tr>
<th>Desert Environment</th>
<th>Desert Adaptations</th>
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<tbody>
<tr>
<td>o sand, plains, and plateaus</td>
<td>o loose-fitting clothes</td>
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<tr>
<td>o high summer temps</td>
<td>o nomadic life</td>
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<tr>
<td>o winter and nighttime temperatures below freezing</td>
<td>o herding of goats, sheep, and camels</td>
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<tr>
<td>o little rainfall</td>
<td>o tents</td>
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<tr>
<td>o winter and nighttime temperatures below freezing</td>
<td>o camels for transportation</td>
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<td>o violent sandstorms change landscape</td>
<td>o herd animals for food, shelter, and clothing</td>
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<td>o trade using camel caravans</td>
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</tbody>
</table>
7.4 The Oases

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.4 aloud.

2. In the first column of the chart, list at least three characteristics of the oasis environment.

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<td>seeps to the surface</td>
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<td>fresh water, plants,</td>
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<td>shade</td>
<td>palm trees for many uses</td>
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<td>fertile land</td>
<td>towns</td>
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<td>permanent settlements</td>
<td>trade with nomads</td>
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CH 7 THE GEOGRAPHY OF THE ARABIAN PENINSULA

SEC 3 THE DESERT
SEC 4 THE OASES
SEC 5 THE COASTAL PLAIN
SEC 6 THE MOUNTAINS

WARM UP #5 WK 4 FRIDAY 11-22-13
AIM: learn about life in coastal plains + mountains

Use this map as a graphic organizer to help you learn about how people adapted to the environments of the Arabian Peninsula.
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WARM UPS AND INSTRUCTIONS FOR WEEK 4/QRT2 2013-2014

WARM UP #5 WK 4 FRIDAY 11-22-13

**AIM:** learn about life in coastal plains + mountains

1. **What color was used for coastal plains in the PreRead picture?** Page 79
2. **What was the name of the great dam in Yemen?** Page 79
3. **Where are Arabia’s largest Mountain ranges located?** Page 80
4. **What was one adaptation that farmers used in the mountains?** Page 80
AGENDA FOR Friday

1. Complete warm up #5
2. Complete reading notes 7.5+7.6
   a. P 47 grey w/b + text p. 80
3. start processing CH 7 p48 in grey
   w/b complete for homework
4. Ch. 7 contract is due tomorrow
1. What color was used for coastal plains in the PreRead picture? Page 79

7.5 The Coastal Plain

Arabia’s coastal plain runs along the coasts of the peninsula. The coastal plain separates inland plateaus from the Red Sea, the Arabian Sea, and the Persian Gulf.

Environment Arabia’s coastal plain ranges between 5 and 40 miles inland. It ends at a series of rocky cliffs. The air is damp and moist, and rain falls regularly. Several dry riverbeds cut through the coastal plain and periodically fill with water. The coastal plain also has a few natural harbors.

Adaptations Unlike the dry desert, the coastal plan is suitable for farming. For centuries, farming communities thrived in southern Arabia. People built deep wells, dams, and systems to irrigate the land. They conserved rainwater in canals and reservoirs. In what is now Yemen, the great Marib Dam brought water to fields that grew food for 300,000 people. This dam
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**Environment**  Arabia's coastal plain ranges between 5 and 40 miles inland. It ends at a series of rocky cliffs. The air is damp and moist, and rain falls regularly. Several dry riverbeds cut through the coastal plain and periodically fill with water. The coastal plain also has a few natural harbors.

**Adaptations**  Unlike the dry desert, the coastal plain is suitable for farming. For centuries, farming communities thrived in southern Arabia. People built deep wells, dams, and systems to *irrigate* the land. They conserved rainwater in canals and reservoirs. In what is now Yemen, the great Marib Dam brought water to fields that grew food for 300,000 people. This dam
7.5 The Coastal Plain

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.5 aloud.

2. In the first column of the chart, list at least three characteristics of the coastal plain environment.

<table>
<thead>
<tr>
<th>Coastal Plain Environment</th>
<th>Coastal Plain Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Brainstorm ways that people living in the sixth century might have
SEC 7.5 THE COASTAL PLAIN – Page 79

They Run Along the Coasts of the Peninsula

The Coastal Plain Separates Inland Plateaus From Indian Ocean + Red Sea

- SEC 7.5.1 ENVIRONMENT- Page 46 Grey W/B
- Very Narrow Ranging Bet 5 + 40 Miles Inland
- The Air Is Damp + Moist And Rain Falls Regularly
- Several Dry Riverbeds Cut Thru Coastal Plain + Periodically Fill With Water
- There were Also a few Natural Harbors
Adaptations  Unlike the dry desert, the coastal plan is suitable for farming. For centuries, farming communities thrived in southern Arabia. People built deep wells, dams, and systems to irrigate the land. They conserved rainwater in canals and reservoirs. In what is now Yemen, the great Marib Dam brought water to fields that grew food for 300,000 people. This dam survived for about 1,000 years. In about 580 C.E., the walls broke, and waters flooded the land.

In the sixth century, most people on the coastal plain were farmers. They grew crops such as grains, fruits, and vegetables. They also collected fragrant tree sap to make myrrh and frankincense, which Europeans used as incense, perfumes, and medicine.

There were also traders on the coastal plain. They sent their goods by caravan to towns like Makkah or to seaports. From ancient times, ships had stopped at such port cities as Aden (at the southern tip of Arabia). In this way, the people of the coastal plain traded with merchants from places like India,
Adaptations  Unlike the dry desert, the coastal plan is suitable for farming. For centuries, farming communities thrived in southern Arabia. People built deep wells, dams, and systems to irrigate the land. They conserved rainwater in canals and reservoirs. In what is now Yemen, the great Marib Dam brought water to fields that grew food for 300,000 people. This dam survived for about 1,000 years. In about 580 C.E., the walls broke, and waters flooded the land.

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2. What was the name of the great dam in Yemen? Page 79
AN ADAPTAION TO A COASTAL PLAIN AREA
notice the boats in the foreground and the harbor in the background
SEC 7.5.2 ADAPTATIONS

• Unlike Dry Desert – Coastal Plain Suitable > Farming

• For Cents Farming Thrived in Southern Arabia
  o People Built Deep Wells, Dams, + Irrigation Systs
  o Conserved Rainwater In Canals + Reservoirs
  o Marib Dam, Yemen > brought water for food for 300,000 people. Survived 1,000 yrs till 580 C.E.

• By 6th Cent, Most Were Farmers On Coastal Plain
  o Crops They Grew
    ▪ Grains, Fruits, + Vegetables
    ▪ Coll fragrant tree sap > Frankincense + Myrrh
      • Used for incense, perfumes, + medicine

• There was extensive sea trade at ports such as Aden and Jeddah (just west of Mecca)
7.6 The Mountains

Arabia’s largest mountain ranges run along the western and southern edges of the peninsula. They divide the coastal plain from the desert.

Environment    Arabia’s mountains rise from 1,000 to 12,000 feet high. These craggy mountain ranges have a very different climate from the rest of the peninsula. Moist winds from the Indian Ocean bring as much as 20 inches of rain each year to the mountains. The rain and elevation help keep temperatures in the mountains cool. In the winter, frost may form. Ancient dry riverbeds cut down the sides of the mountains and fill with water during rainstorms.

Adaptations    People have lived in Arabia’s mountains for thousands of years. Isolated from the rest of the peninsula, they developed ways of life that endure to this day. For instance, it is likely that mountain dwellers in the sixth century lived in houses made of mud bricks. People in this region today still live in this type of dwelling.

In the sixth century, many people lived in the Asir Mountains in the southwest. These people farmed on the steep slopes by creating steplike terraces, or flat areas. They probably made the terraces by building low stone walls around narrow strips of land. The terraces enlarged the...
3. **Where are Arabia’s largest Mountain ranges located?**  Page 80

7.6 **The Mountains**

Arabia’s largest mountain ranges run along the western and southern edges of the peninsula. They divide the coastal plain from the desert.

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7.6 The Mountains

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.6 aloud.

2. In the first column of the chart, list at least three characteristics of the mountain environment.

| Mountain Environment | Mountain Adaptations |
SEC 7.6 THE MOUNTAINS – Page 80

Largest Ranges Run on West + South Edges of Penins
They Divide the Coastal Plain from the Desert

- SEC 7.6.1 ENVIRONMENT - Page 47 Grey W/B
- They rise 1,000 – 12,000 ft in Elevation
- Craggy Mountain Ranges have very diff climate
  - Moist winds from Indian Ocean bring ≥ 20”/yr
  - Rain + elevation help keep temps cool
  - Frost may form in winter
  - Dry riverbeds that fill up during rainstorms
7.6 THE MOUNTAINS 80+47
Adaptations  People have lived in Arabia’s mountains for thousands of years. Isolated from the rest of the peninsula, they developed it endure to this day. For instance, it is likely that many people of the sixth century lived in houses made of mud bricks. Most of the region today still live in this type of dwelling.

In the sixth century, many people lived in the Asir Mountains in the southwest. These people farmed on the steep slopes by creating step-like terraces, or flat areas. They probably made the terraces by building low stone walls around narrow strips of land. The terraces enlarged the space that was usable for farming. Terrace walls also conserved water by keeping it from running off the fields.

Farmers also constructed dams and irrigation systems. They stored extra rainwater in underground storage containers, leather bags, and hollowed-out trees.

Farmers in the mountains relied on many different crops. They grew fruits, like melons and pomegranates. They also grew trees to produce frankincense and myrrh. They probably used manure and ashes from cooking fires to fertilize the soil.
4. What was one adaptation that farmers used in the mountains?

Mountain ranges separate the coastal plain and desert environments of the Arabian Peninsula. People have lived in these mountains for thousands of years.

Adaptations  People have lived in Arabia’s mountains for thousands of years. Isolated from the rest of the peninsula, they developed it endure to this day. For instance, it is likely that mountains in the fifth century lived in houses made of mud bricks. People today still live in this type of dwelling.

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AN ADAPTATION IN THE MOUNTAINS
notice the terracing on the side
SEC 7.3.2 ADAPTATIONS

- People have lived in mountains for thousands of yrs
- Isolation > developed ways of life that endure today
- In 6th century people:
  - Lived in houses made of mud bricks
  - Lived in the Asir Mountains in southwest
- On steep slopes they used TERRACE Farming-Made by building stone walls around narrow strips of land
- They also constructed dams + irrigation systems
  - Stored extra water in many diff containers + underground storage areas
- They grew melons, pomegranates, + trees for frankincense + myrrh
- Used ashes + manure for fertilizer
CH 7 THE GEOGRAPHY OF THE ARABIAN PENINSULA

SEC 3 THE DESERT
SEC 4 THE OASES
SEC 5 THE COASTAL PLAIN
SEC 6 THE MOUNTAINS

Use this map as a graphic organizer to help you learn about how people adapted to the environments of the Arabian Peninsula.
MR. DUNN’S WORLD HISTORY CLASS
WARM UPS AND INSTRUCTIONS FOR WEEK 5/QRT2 2013-2014

WARM UP#1 WK5 MONDAY 11-25-15

AIM: to complete CH7 and write Processing

1. Where can you find important areas that were studied in this chapter?

2. What are the two major concepts that were studied in this chapter?
AGENDA FOR MONDAY

1. All Periods turn in Comp Notebooks Tues
2. WRITE DOWN WARM UP #1
3. Review Unit 1 Exam
4. Complete processing CH 7 p48 in grey w/b complete for homework
5. Turn in Ch. 7 contract and Pick up Ch. 8 contract then start PreReading Ch. 8 for p. 83
6. Do Preview CH 8 page 49 in grey w/b for HW
Unit One - Europe 2010 VERSION -

Section 1 - Multiple Choice

1) Read this list:
   - People paid heavy taxes.
   - Many people lived in poverty.
   - Trade declined.
   The items on the list are examples of what type of problems that led to the end of the Roman Empire?
   (a) political  
   (b) economic  
   (c) military  
   (d) cultural  

2) What Roman architectural legacy would you find in the U.S. Capitol building?
   (a) Stadium  
   (b) Dome  
   (c) Cameo  
   (d) Aqueduct  

3) Roman aqueducts are a legacy of
   (a) language.  
   (b) philosophy.  
   (c) engineering.  
   (d) architecture.  

4) What is one way that Latin, the Roman language, has influenced the English language?
   (a) English words use Latin roots and prefixes.  
   (b) English is written with all capital letters.  
   (c) Latin words come from English roots.  
   (d) Latin is spoken in many homes.  

5) The basis of the ideal of natural law is that
   (a) We all have rights.  
   (b) We must not break the law.  
   (c) We all have power.  
   (d) we must not fight with others.  

6) Which of these areas was never under the rule of the Roman Empire?
   (a) Spain  
   (b) France  
   (c) Greece  
   (d) China  

7) What concept originated in Rome and influenced the Declaration of Independence?
   (a) unlimited government  
   (b) natural rights  
   (c) capitalism  
   (d) patriotism
8) Use the list to answer the question that follows.

movements of people and armies across Rome's military borders
declining wealth available to pay for the army
increasing use of mercenaries instead of citizen soldiers

How did all of these situations affect the Roman Empire?

(a) They caused it to develop new military technologies.
(b) They caused it to weaken and eventually fall.
(c) They caused it to conquer more territory.
(d) They caused it to run out of money.

9) Use this list to answer the following question.

- allowed soldiers to travel quickly during war
- helped merchants travel for trade
- connected the different parts of the empire

What technology of the Roman Empire had the effects on this list?

(a) Magnetic compass
(b) Road built of stone
(c) Aqueduct
(d) Bridge using the keystone arch

10) At its height, Rome's borders extended to all of the continents below except

(a) Africa  (b) Europe  (c) Asia  (d) Australia

11) The emperor Constantine moved the capital of the Roman Empire to what city?

(a) Ravenna  (b) Athens  (c) Byzantium  (d) Carthage

12) A knight's main role was

(a) teacher.  (b) soldier.  (c) priest.  (d) judge.

13) What was Charlemagne's greatest accomplishment?

(a) conquering Islamic lands  (b) accumulating wealth  (c) unifying Christian Europe  (d) establishing democracy

14) Most medieval art served ______ purposes.

(a) religious  (b) political  (c) economic  (d) geographic

15) During the Middle Ages, who was most likely to be educated?

(a) knights  (b) ladies  (c) political rulers  (d) religious leaders
16) Many medieval towns were built near what geographic feature?  
   (a) a farm (b) an isthmus (c) a cathedral (d) a river

17) Which of these eventually replaced trial by ordeal or combat?  
   (a) religious rulings (b) royal rulings (c) court inquiries (d) economic inquiries

18) What was the name given to groups that protected and set standards for craftspeople?  
   (a) courts (b) unions (c) guilds (d) orders

19) Many workers died during the plague. How did their deaths affect those who remained?  
   (a) They were able to demand better pay and more rights.  
   (b) They were forced to return to a feudal economy.  
   (c) They could no longer live in cities, so they moved to farms.  
   (d) They were able to buy their own businesses and get rich.

20) Both the plague and the Hundred Years’ War had what effect?  
   (a) They weakened the central governments of European nations.  
   (b) They led to a shift in power from feudal lords to common people and monarchs.  
   (c) They led to an increase in trade with countries in Asia.  
   (d) They encouraged the development of capitalism in European nations.

21) King Henry II’s reforms weakened the power of  
   (a) feudal lords and clergymen.  
   (b) royal judges and kings.  
   (c) clergymen and monarchs  
   (d) feudal lords and kings

22) What political events in England gave commoners a voice in their government?  
   (a) King Henry II’s legal reforms  
   (b) King Edward I’s Model Parliament  
   (c) King John’s Magna Carta  
   (d) King Henry II’s Constitutions of Clarendon

23) Why is the Magna Carta historically significant?  
   (a) It was the first international peace treaty.  
   (b) It limited the powers of kings.  
   (c) It granted unlimited democracy through all of Britain.  
   (d) It allowed people without property to vote.
24) Consider this about Constantinople:
* It was surrounded on three sides by water
* It was located at the crossroads of Europe and Asia.
* Its harbor could be easily guarded against attack.
* It was 800 miles east of Rome. How can you best characterize these features of Constantinople?
   (a) They are military benefits.
   (b) They are geographic features.
   (c) They are economic benefits.
   (d) They are political features.

25) After the riots of 532, who was responsible for rebuilding Constantinople?
   (a) Charlemagne  
   (b) Constantine  
   (c) Justinian I  
   (d) Leo III

26) The Eastern Orthodox Church
   (a) supported the Holy Roman emperor
   (b) dissolved after the Roman Empire fell.
   (c) allowed the worship of Greek gods and goddesses.
   (d) separated from the Roman Catholic Church.

27) What was the relationship between Byzantine religion and government?
   (a) people practiced many religions.
   (b) most political leaders were pagans.
   (c) the emperor competed with the pope.
   (d) Church and state were united.

28) What was most important about Justinian’s Code?
   (a) It created a systematic body of law.
   (b) It gave kings more power than nobles.
   (c) It freed the emperor’s slaves.
   (d) It was the source of many rebellions.

29) What was the capital of the Byzantine Empire?
   (a) Jerusalem  
   (b) Athens  
   (c) Constantinople  
   (d) Venice

30) What was the role of the feudal manors in Western Europe after the fall of the Roman Empire?
   (a) They raised the status of peasants in Europe.
   (b) They raised the status of women in Europe.
   (c) They provided serfs with their own land.
   (d) They provided a stable social structure

31) Which of the following best describe Charlemagne’s relationship with the Roman Catholic Church?
   (a) He built his empire by collaborating with the church.
   (b) He led the Crusades to expand the church’s power.
   (c) He tolerated his people’s loyalty to the church.
   (d) He ignored the church’s presence
32) The following actions are examples of what process?
- outlawing the selling of church positions
- prohibiting kings from appointing priests
- excommunicating King Henry IV
(a) developing a hierarchy of church officials.
(b) improving the efficiency of government.
(c) strengthening the power of the church.
(d) protecting the wealth of the monarchs.

33) Which leader do these traits describe?
- ruled the Franks from 768-814 CE
- united the Christian lands of Europe
- crowned Holy Roman Emperor in 800 CE
(a) Charlemagne
(b) Clovis
(c) Leo III
(d) William the Conqueror

34) Use the quotation below to answer the following question.

“What touches all must be approved by all.”

—King Edward I of England

Based on the quotation, which ideal did King Edward I support?
(a) The King should be bound by the nation’s laws.
(b) The security of the people is the first responsibility of government.
(c) The right of defendants to a fair trial is more important than their guilt or innocence.
(d) The people’s representatives should take part in making the nation’s laws.

35) Which event in English history ensured that the king was also subject to the laws of the nation?
(a) The Glorious Restoration
(b) The War of the Roses
(c) The sinking of the Spanish Armada
(d) The signing of the Magna Carta

36) What was the effect of the bubonic plague in Europe?
(a) It killed a quarter to a third of all Europeans, leading to famine and rebellion.
(b) It killed most Europeans, allowing the survivors to live off the wealth of the dead.
(c) It killed about half of all Europeans, causing the survivors to reform their religion.
(d) It killed many Europeans, promoting medical research and social reform.

37) What carried the bubonic plague through Europe?
(a) The seasonal migration of birds
(b) The travels of monks and scholars
(c) The journeys of merchants
(d) The movements of armies

38) How did the Bubonic Plague spread to Europe in the Middle Ages?
(a) By ships carrying goods from Asia
(b) By Arab armies conquering lands in Southeastern Europe
(c) By Crusaders returning to Europe from the Holy Land
(d) By monks traveling between Europe and Asia
39) Use the quotation to answer the following question.

"There is in people an appetite for the good of their nature as rational, and this is proper to them, that they should know truths about God and about living in society. Correspondingly, whatever this involves is a matter of natural law..."

− St. Thomas Aquinas

Based on your reading of this quotation, how did Thomas Aquinas want people to think about the Catholic faith?

(a) That kings should follow the Church’s ideas about government
(b) That science and religion are not opposed
(c) That laws should come from experience rather than from Scripture
(d) That the Church is not opposed to other forms of belief

40) Use the list to answer the following question.

› educating the children of nobles
› performing acts of charity
› producing and paying for art
› copying books

Which institution performed the roles on the list during the Middle Ages?

(a) State-run schools
(b) The monarchy
(c) Trade guilds
(d) The Catholic Church
Follow these steps to illustrate and label this map of the Arabian Peninsula:

1. The boxes correspond to the four environments you studied in this lesson. Decide which environment each box points to. Then, in each box, sketch and label two adaptations that relate to that environment.

2. Locate and label these places on your map: Hejaz Oases, Makkah, Madinah, Jeddah, Aden, and Asir Mountains.
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5 pts each box

environment: ____________

25 pts
7.3 The Desert

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.3 aloud.

2. In the first column of the chart, list at least three characteristics of the desert environment.

<table>
<thead>
<tr>
<th>Desert Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>sand, plains, and plateaus</td>
</tr>
<tr>
<td>high summer temps</td>
</tr>
<tr>
<td>winter and nighttime temperatures below freezing</td>
</tr>
<tr>
<td>little rainfall</td>
</tr>
<tr>
<td>winter and nighttime temperatures below freezing</td>
</tr>
<tr>
<td>violent sandstorms change landscape</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desert Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>loose-fitting clothes</td>
</tr>
<tr>
<td>nomadic life</td>
</tr>
<tr>
<td>herding of goats, sheep, and camels</td>
</tr>
<tr>
<td>tents</td>
</tr>
<tr>
<td>camels for transportation</td>
</tr>
<tr>
<td>herd animals for food, shelter, and clothing</td>
</tr>
<tr>
<td>trade using camel caravans</td>
</tr>
</tbody>
</table>
7.4 AN ADAPTAION IN THE DESERT
7.4 The Oases

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.4 aloud.

2. In the first column of the chart, list at least three characteristics of the oasis environment.

<table>
<thead>
<tr>
<th>Oasis Environment</th>
<th>Oasis Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>water trapped below</td>
<td>permanent settlements</td>
</tr>
<tr>
<td>seeps to the surface</td>
<td>deep wells</td>
</tr>
<tr>
<td>fresh water, plants,</td>
<td>farming of dates, peaches, and grains</td>
</tr>
<tr>
<td>shade</td>
<td>palm trees for many uses</td>
</tr>
<tr>
<td>fertile land</td>
<td>towns</td>
</tr>
<tr>
<td>permanent settlements</td>
<td>trade with nomads</td>
</tr>
</tbody>
</table>
7.5 The Coastal Plain

1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.5 aloud.

2. In the first column of the chart, list at least three characteristics of the coastal plain environment.

<table>
<thead>
<tr>
<th>Coastal Plain Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>damp air and regular rain</td>
</tr>
<tr>
<td>dry riverbeds that sometimes fill with water</td>
</tr>
<tr>
<td>natural harbors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coastal Plain Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>farming of grains, fruits, vegetables, and trees for frankincense and myrrh</td>
</tr>
<tr>
<td>wells, dams, and irrigation</td>
</tr>
<tr>
<td>extensive sea trade</td>
</tr>
</tbody>
</table>
AN ADAPTATION TO A COASTAL PLAIN AREA

notice the boats in the foreground and the harbor in the background
7.6 The Mountains
1. Examine the image your teacher has projected. Have one person in your group read the “Environment” subsection of Section 7.6 aloud.

2. In the first column of the chart, list at least three

<table>
<thead>
<tr>
<th>Mountain Environment</th>
<th>Mountain Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000–12,000 feet in elevation</td>
<td>terrace farming</td>
</tr>
<tr>
<td>moist winds from the Indian Ocean</td>
<td>dams, irrigation, and storage of rainwater</td>
</tr>
<tr>
<td>good rainfall</td>
<td>farming of melons, pomegranates, and trees for frankincense and myrrh</td>
</tr>
<tr>
<td>cool temperatures</td>
<td>ashes and manure for fertilizer</td>
</tr>
<tr>
<td>frost</td>
<td></td>
</tr>
<tr>
<td>dry riverbeds that fill up during rainstorms</td>
<td></td>
</tr>
</tbody>
</table>
AN ADAPTAION IN THE MOUNTAINS
notice the terracing on the side
Follow these steps to illustrate and label this map of the Arabian Peninsula:

1. The boxes correspond to the four environments you studied in this lesson. Decide which environment each box points to. Then, in each box, sketch and label two adaptations that relate to that environment.

2. Locate and label these places on your map: *Hejaz Oases, Makkah, Madinah, Jeddah, Aden, and Asir Mountains.*
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2. Locate and label these places on your map: Hejaz Oases, Makkah, Madinah, Jeddah, Aden, and Asir Mountains.

5 pts each box

environment name: ____________________

5 pts each box