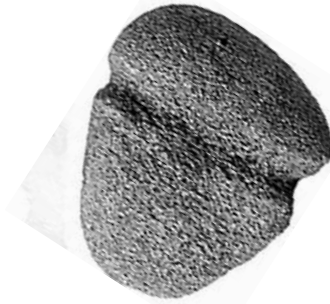


# Using The *Indian Ocean in World History* Website throughout the Year in Middle School and High School Classrooms: A Planning and Project Guide



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# Using The *Indian Ocean in World History* in Middle School and High School Classroom Yearly Lesson Planning

## Overview

The lesson describes several methods and extension activities for integrating the free online resource <http://www.indianoceanhistory.org> in the world history, world cultures, or world geography classroom over the course of the entire year. Students investigate primary source entries in image and text that provide evidence of trade and other interactions in the Indian Ocean region. Aids to analyzing them employ scaffolding questions about each type of primary source that are accessed from the Indian Ocean map pages in any era, by clicking on the icons on the map key. Students work together and/or contribute to whole-class discussion in order to relate the conclusions of their analysis to other primary source evidence on the site from the same era, or to evidence from other eras. They learn to draw conclusions about the nature of trade, migration, technological advancement and other interactions during each period by identifying elements of continuity and change. As they repeat this procedure for subsequent eras, they will be able to compare and contrast activity in the Indian Ocean region over time, and develop an elaborate picture of the significance of this region in world history, employing a wide range of historical evidence to make their argument. Extension activities at several levels of difficulty, using traditional materials or electronic media are provided at the end of the lesson.

## Materials

- *Indian Ocean in World History* (<http://www.indianoceanhistory.org>) website viewed through access to a laptop lab or desktop computer lab sufficient for small group use, (*Offsite use is not the best option, but perusing the site can also be assigned outside of class. If so, the students must come with notes from their explorations, and the classroom must have adequate internet display capability for good visibility*)
- “Historical Overview” printouts from “Learning Tools”; only print out the pages for the specific era to be studied at any one time, or 2-3 for comparison in subsequent sessions.
- Graphic organizers from “Learning Tools” on which to take notes
- writing materials as needed
- whiteboards or flipcharts for group work

## Objectives

The student will:

1. define the Indian Ocean region geographically
2. examine evidence of interactions in and beyond the Indian Ocean, such as:
  - travel and the ability to return and make repeat voyages (maps, pilot charts, etc.)
  - diplomatic and trade relations (treaties, financial transactions, emissaries’ accounts, etc.)
  - transfer and development of technologies used in the Indian Ocean
  - trade goods
  - artistic productions
  - common products from their origins to contemporary use
3. evaluate the region’s world historical role as a zone of interaction during each world era

4. analyze the nature of exchanges in each era, and assess continuity and change in the Indian Ocean region over time
5. relate events and transactions in the Indian Ocean to events and trends elsewhere in the world

## **Lesson Procedures:**

### **Preparation**

1. Introduce the website on a classroom monitor or Smart Board, explaining that you will explore a region of the world that connects many lands, and has played a role throughout human history. Introductory information on the formation of the Indian Ocean, historians' thinking about oceans, and changes on a geological/climatological timescale are summarized in the introductory pages to the Historical Overview (at "Learning Tools"). *(If the teacher intends to use this site periodically throughout the world history survey, students can be assigned to explore it using the scavenger hunt activity online as an introduction, or free-form either in computer lab or as an assignment.)*
2. Prepare enough copies of the Historical Overview section for the era to be studied, 1 per student, holding them until later in the activity.
3. Prepare enough copies of the Graphic Organizer for each student to use in their investigations of the site (see attached)
4. Form students into small groups of 6-8. These are discussion groups, but students from the group will work on tasks in pairs. Each group needs as many computers as there will be pairs. (Laptops are ideal.) Students explore the map page for the era to be studied, learning how to navigate the site, such as mousing-over the various icons to read their labels, how to open and close the entry pop-ups, expand images, return to the map, and view the timeline entries below the lower navigation tabs at the bottom of the map *(NOTE: screen resolution should be set as close as possible to 1280 x 800 in order to view the whole map and minimize the need to scroll.)*
5. Explain that the icons on the map key are linked to a series of questions that help analyze the primary sources; they can be accessed by clicking on the map key icons. Direct students' attention to the Graphic Organizer note-taking sheets you have distributed (see Appendix 2), which have boxes headed with these questions. Explain that these are the kinds of questions historians and archaeologists ask when they think about something they have discovered.<sup>1</sup> *(If students have not been previously introduced to primary source inquiry, a lesson will be needed beforehand. See footnote 28.)*

### **Analyzing the entries using the skills lessons and talk-aloud**

6. Have pairs of students pick 3-5 icons that interest them, or assign students to examine 3-5 icons of a certain type *(make sure all of the types across the various groups in the class have been assigned)*.
7. In pairs, students explore the entries they have chosen, discussing the images and texts, **thinking out loud** as they try to answer the questions, and taking notes on their responses to the questions. Use **visual analysis** of the entry images to draw inferences from the skills questions. *(Teacher monitors, helping pairs get "unstuck" on questions with prompts as needed)*

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<sup>1</sup> Skills questions linked to the map key are based on World History Sources at <http://chnm.gmu.edu/worldhistorysources/>. The site offers texts and videos with experts modeling analysis of primary sources. A feature called "You Be the Historian" allows students to practice these skills. Introduce this type of thinking early and apply it all year.

8. When all pairs have completed their explorations and notes, the larger sub-groups of 6-8 students come together to discuss the entries and take the activity to the next level of exploration. **Group tasks and questions for discussion:**
- How do the entries differ from one another? Which are similar?
  - Categorize the entries collected in different ways. Which are events, which are things used, ways of organizing people or processes (such as transportation/communication in symbols)
  - Discuss the entries as evidence about “what was going on” during this time period: What do they reveal about the place where they are located on the map? What do they reveal about human activity? What do they reveal about available technologies? What kinds of human exchange or interaction to they represent? Develop additional ways they serve as evidence...
  - Brainstorm a story that might be woven by combining several of the entries (a person, a ship, a product, a quest to find something...)
  - Brainstorm ways in which the different entries could have been related to one another during that era (i.e. place to product, product to transportation mode, traveler to place, technology to origin). Record the best relationships acc. to the group’s judgment for presentation to the class.
9. Groups then select 4 – 5 of their best ideas to present to the class, discussing the relationships they discovered among the objects.

### **Whole-group de-briefing:**

10. Groups present the result of their explorations of the entries, the relationships among them, stories, and other observations. Lead the discussion toward forming a description of the Indian Ocean region during the relevant era, in terms of the various categories of evidence. For example, What transportation technology was available? What goods were exchanged, where, and among whom? Who traveled, and why (and what kinds of likely travelers remained unrecorded)? What evidence of ways of life or events in different places are revealed by the objects category of icons? What environmental conditions did people experience in that time/place and how did they respond? How did conditions differ in various sub-regions? Which areas were most and least in communication with one another?
11. Class and individuals take notes and use them to write a reflective paragraph summarizing what they conclude about human interaction during this era in the Indian Ocean region. They should incorporate evidence from the discussion of entries explored during the activity into their summary.

### **Reaching Conclusions for an Era Overview**

12. Distribute copies of the Historical Overview to each student. Assign it for reading as homework /reflection or incorporate it into the group activity if time permits. In reading, Students should highlight information that describes interactions among people were taking place in the Indian Ocean during that era.
13. After reading (or the next class period), return to former small groups to discuss the overview. What trends or change over time is described? Is there evidence to support this from the map entries? If the group disagrees with a point, what evidence supports that argument? What evidence is missing? Make a chart with two columns. On the left, list the

major changes that took place during the era; on the right list evidence from the icon/entry explanations that illustrates this change. A second chart can list continuities and the evidence for those.

14. Return to whole-group and debrief, reaching conclusions as a class and recording them by supplementing notes. (*As examples of the relation between the readings and the entries, the historical overview of the Industrial and Imperial Era mentions improvements in transportation and communication, and the map includes specific sites where railroads were built, telegraph lines laid, and new types of ships were used for trade and warfare.*)

## **Comparison across Eras**

During the course of the year, this procedure can be followed as an activity for understanding hemispheric and global continuities and changes as the class studies each major period, or era of world history. With repetition of the activity of thinking aloud and practicing analysis of primary sources (and similar activities using other types of sources and regions), students will become familiar with the procedure and more adept at the tasks. The activities that follow are suggestions for using the website to encourage comparison across eras, using the conclusions drawn about one era as a baseline for discussing change in subsequent eras (Useful in teaching CCOT-Continuity and Change Over Time essays)

### **Activities: (individual, group, or assigned)**

1. Find entries in the two adjacent eras that are the same or related to use these entries to make an argument about change and continuity. Use the website's word-search function (box, upper right hand corner of the map) to locate similar entries in other eras. (*Several lesson plans on the website's Learning Tools point to longer "stories" of the movement of products and trends across the eras, such as the Story of Tea, the Story of Blue Jeans, crop transfers such as bananas, sugar and flavorings, and the Story of the Law of the Sea*)
2. Identify changes and continuities that relate to specific aspects of the entries. For example:
  - What routes of trade and travel were added, and which fell out of use?
  - How did the nature of travelers and the purpose of their journeys change?
  - What changes in the manner of trading or exchange of goods took place (currency used, terms of trade between parties, types of goods)?
  - What transport and communication technologies changed? (*e.g. Trace the development of shipping and navigation from 3000 BCE, era by era to the present*) What groups engaged in or dominated trade in various parts of the ocean?
  - What important links connected various regions, and what parts of the world became involved in the Indian Ocean that were not connected before, or how did their relationship change?

### **EXTENSION ACTIVITIES: Doing Digital History**

Extension and formative assessment activities described in this section range from things students can do with traditional reference tools, pencil, paper and glue, to elaborate digital media projects. The activities can be used either to extend learning into other regions or to drill down within the Indian Ocean region.

### **Alternative 1 (lowest expert level, or younger students)**

Conduct research to write and illustrate a new icon entry for one or more era maps, in which the explanatory text answers the questions in the skills lesson for that type. The teacher can also create a list of suggestions or assigned topics. Research materials can include books, encyclopedias and online resources. Bibliography and image credits should be included with proper citation.

*Entries can be submitted for consideration to the website contact address and may be posted!*

### **Alternative 2 (more advanced expert level)**

Create a class map of the Atlantic from 1500-1800, the Pacific Ocean in the 20<sup>th</sup> century, including the Pacific Rim, or other body of water/time period. As a group or class project, each student can research and annotate 5 entries, incorporating skills questions into the entries. As above, cite sources properly. Use Google Earth to place the entries on a world map and create a KML file in which to display them. (See *How to Use Google Earth* at <http://earth.google.com/userguide/v4/> ) Have students explore each other's entries and discuss connections.

### **Alternative 3 (most advanced expert level)**

This project requires extensive research, and can be used to relate learning from this site into other world regions and time periods, or to focus on an aspect of any specific era. For example, students might research a city on the Indian Ocean Rim during the 19<sup>th</sup> century. This project can also use Google Earth or another mapping platform. (NOTE: For interesting possibilities, see the urban studies project *Hypercities* at <http://hypercities.com/>)

- Create an annotated map of trade for a smaller sub-region of the Indian Ocean today or during the nineteenth century with a city at its center, using Google earth or other map interface. Alternatively, use what you learned using the Indian Ocean in World History to study another world region. Students can also create annotated maps of a sub-region in the I.O. or elsewhere during a specific time period. Annotations may include regional political powers, overland trade connections, ethnic and religious groups, etc.
- As a research suggestion, have the students read from historical literature or encyclopedia entries on port cities as a model for their project on relations between land and sea.<sup>2</sup> (*Best as a partner project unless a student is highly motivated and independent student*). Include transportation links and label them by type, including air, road, rail, river and ocean links. Include the products manufactured or traded through the place, and trace the most important ones to inland or overseas places where the components are sourced. If possible, research quantitative data on trade and manufacturing in this region, especially in the case of a contemporary city.
- Display results in electronic form on Google Earth or other platform, or as a poster or bulletin board project. Entries and other narratives might be voice-recorded or in video form, and might involve museum visits, virtual or real.

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<sup>2</sup> For example, Frank Broeze, *Brides of the Sea: Port Cities of Asia from the 16th-20th Centuries*. Honolulu: University of Hawaii Press, 1989; Margariti, Roxani, *Aden & the Indian Ocean Trade: 150 Years in the Life of a Medieval Arabian Port*. Chapel Hill: University of North Carolina Press, 2007; Gilbert, Marc Jason, "Paper Trails: Port Cities in the Classical Era of World History. *World History Connected* 3.2 (2006): 24 pars. 2 Mar. 2010 <<http://www.historycooperative.org/journals/whc/3.2/gilbert.html>> . .