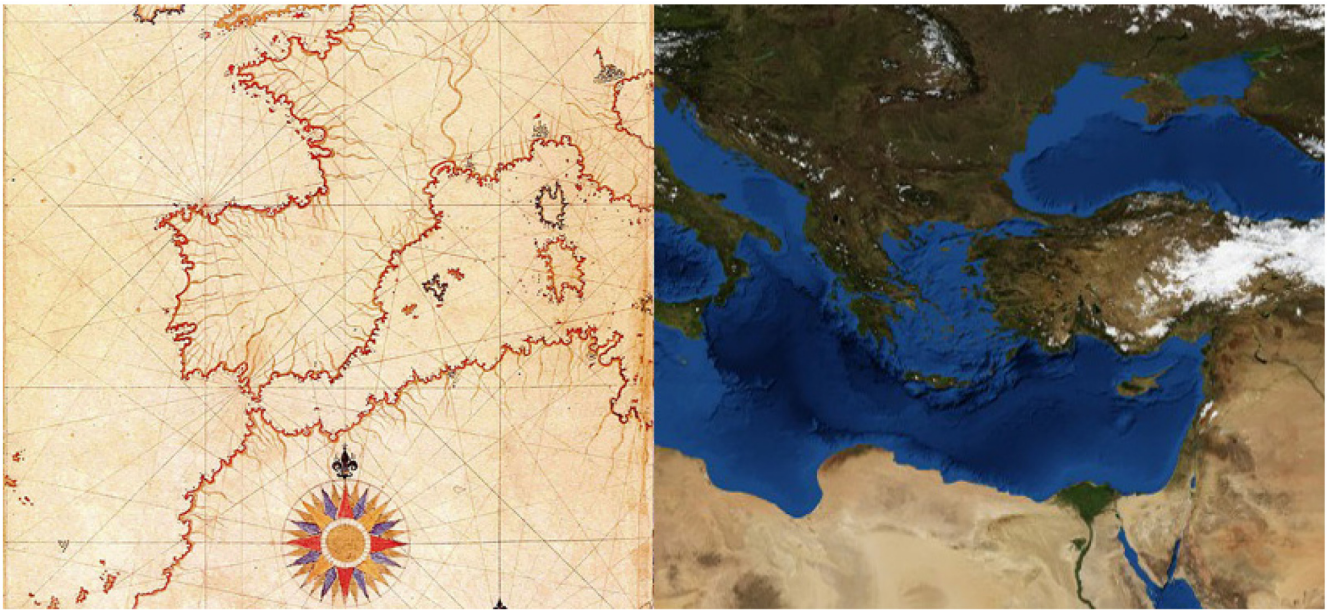
Our Shared Past in the Mediterranean

A World History Curriculum Project for Educators



presented by Ali Vural Ak Center for Global Islamic Studies, George Mason University

MODULE 1:
The Mediterranean in World History,
Introductory Lessons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CENTER FOR GLOBAL
ISLAMIC STUDIES

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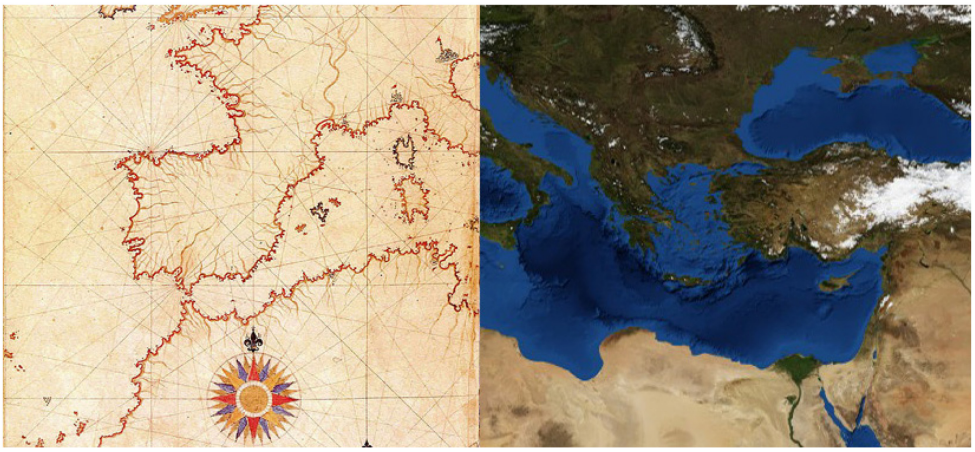

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MODULE 1:
The Mediterranean in World History, Introductory Lessons

Susan L. Douglass

A project funded by
The British Council and The Social Science Research Council

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Cover Image: National Aeronautics and Space Administration and Walters Art Museum, Baltimore, Piri Reis map of Europe, the Mediterranean Sea and North Africa from his Kitab-ı Bahriye (Book of Navigation), 1521-1525 at http://art.thewalters.org/detail/19195.

Foreword from the Directors: A Statement of Purpose

Why the Mediterranean? What does a body of water have to teach us about a common human heritage? The teaching resources that collectively comprise "Our Shared Past in the Mediterranean" share a common focus on the idea of World History as a distinctive paradigm for learning about the past and understanding the present. By studying the people, events, and processes that have defined the evolution of human history in a particular region, or, in this case, a space that connects multiple world regions, we learn much more than just isolated facts about culture and society in specific locales. We rather come to understand how broader global forces, trends, and currents of change manifest themselves in particular historical and geographical experiences.

While the Mediterranean features heavily in many conventional tellings of "Western civilization," it tends to be figured as a zone in which precursor civilizations are born, die, and subsequently become reanimated by the cultural inheritors of a uniquely European legacy. Monotheistic religions appear, fall into conflict, and those fault lines seemingly persist. What tends to be left out of this standard narrative for any number of reasons, not least of which is the fact that the historical reality is much messier and more complex than textbooks like, is the idea that the Mediterranean has always been in contact with—shaping and being in turn shaped by—world historical forces. Easy categories and supposedly distinctive civilizational and religious identities—e.g. traditional, modern, Islamic, Christian, Middle Eastern, European—turn out to resist the roles we commonly assign them in the making of the present.

The team that produced "Our Shared Past in the Mediterranean" has achieved the rather remarkable feat of recognizing and taking on board this complexity while rendering it in a form that is accessible and legible to a broad learning audience. The complexities of world history are not simply narrated on top of standard paradigms. Rather, students are invited to discover the diverse and multifaceted social realities that comprise Mediterranean histories through research and critical thinking exercises framed around questions already familiar to them in their own daily lives. Among the authors and scholar consultants that produced this material are to be found historians, yes, but also social scientists and pedagogical experts. This multidisciplinary team worked together to identify key themes and approaches that were integrated across the full set of modules—ensuring a high level of continuity and cohesiveness across the various periods of history covered here.

We strongly encourage you to read the project's introductory essay, by Edmund Burke III, who explains extremely eloquently just what is at stake in grounding our teaching in the world history approach. At a time when the worldwide interconnectedness that define what we call globalization seems to be at historically unprecedented levels, it is vitally important for our students to understand that world historical forces have actually been with us for a long time. In light of the ongoing process of European integration, regional migration dynamics, and the dramatic Arab Revolutions of 2011, no world space is better than the Mediterranean for understanding how our shared past shapes all manner of shared futures.

About the Funders and Our Shared Past

Our Shared Past is a collaborative grants program to encourage new approaches to world history curriculum and curricular content design in Europe, the Middle East, North Africa, and North America. Our Shared Past is premised on the notion that many of the categories used to frame and teach world history—civilizations, nations, religions, and regions—occlude as much as they reveal. Although there have been successful attempts at incorporating recent historical scholarship in world history writing, the core of world history instruction continues to be shaped by civilizational, national, and regional narratives that emphasize discrete civilizations and traditions frequently set at odds with one another at the expense of historical and material connections.

Our Shared Past seeks to promote the development of international scholarly communities committed to analyzing history curriculum and reframing the teaching of world history through the identification of new scholarship and the development of new curricular content that illustrate shared cultural, economic, military, religious, social, and scientific networks and practices as well as shared global norms and values that inform world history and society. The project encourages both the synthesis of existing scholarship on these topics and the exploration of concrete ways that this reframing can be successfully introduced into teaching curriculum in European, Middle Eastern, North African, or North American contexts.

The British Council is the United Kingdom's international organisation for educational opportunities and cultural relations. The British Council works in over 100 countries, creating international opportunities for the people of the UK and other countries and building trust between them worldwide. It was founded in 1934 and incorporated by Royal Charter in 1940 as a public corporation, charity, to promote cultural relationships and understanding of different cultures, to encourage cultural, scientific, technological and other educational cooperation between the UK and other countries, and otherwise promote the advancement of education.

The Social Science Research Council (SSRC) is an independent, international, nonprofit organization founded in 1923. It fosters innovative research, nurtures new generations of social scientists, deepens how inquiry is practiced within and across disciplines, and mobilizes necessary knowledge on important public issues. The SSRC pursues its mission by working with practitioners, policymakers, and academic researchers in the social sciences, related professions, and the humanities and natural sciences. With partners around the world, SSRC builds interdisciplinary and international networks, links research to practice and policy, strengthens individual and institutional capacities for learning, and enhances public access to information.

Consulting Scholars

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Jonathan Even-Zohar Jonathan Even-Zohar has a degree in History from Leiden University in World Historical Perspectives in History Textbooks and Curricula, with an honorary Crayenborgh-degree in Islam and Europe. He is Director at EUROCLIO – European Association of History Educators, an organisation with a mission to promote History

Education so that it contributes to peace, stability and democracy. He has managed History Education Innovation Projects in Bulgaria, Cyprus and the former Yugoslavia including many visits to these countries. He also organises international conferences, seminars, workshops, exchanges, and study visits. Within these projects, many aspects of publishing, curriculum development, political influence and general attitudes towards History Education are developed. Currently he is manager of the EUROCLIO Programmes: History that Connects, How to teach sensitive and controversial history in the countries of former Yugoslavia and the EUROCLIO International Training Programme.

Craig Perrier Craig Perrier is the High School Social Studies Specialist for Fairfax County Public Schools. Previously, he worked as PK-12 Social Studies Coordinator for the Department of Defense Dependent Schools and was a secondary social studies teacher for 12 years at schools in Brazil and Massachusetts. Perrier is an online adjunct professor in history for Northeastern University, Southern New Hampshire University, and Northern Virginia Community College. He has been an instructional designer and curriculum writer for various organizations including IREX, the Institute of International Education, and the State Department's Office of the Historian. He maintains a blog, "The Global, History Educator," discussing content, technology, instruction, and professional development.

Barbara Petzen is director of Middle East Connections, a not-for-profit initiative specializing in professional development and curriculum on the Middle East and Islam, global education, and study tours to the Middle East. She is also executive director of OneBlue, a nonprofit organization dedicated to conflict resolution and education, and president of the Middle East Outreach Council, a national consortium of educators furthering understanding about the Middle East. She was education director at the Middle East Policy Council, where she created a comprehensive resource for educators seeking balanced and innovative materials for teaching about the Middle East at TeachMideast.org. She served as outreach coordinator at the Harvard Center for Middle Eastern Studies, starting just before September 11, 2001. She taught courses on Middle Eastern history, Islam and women's studies at Dalhousie University and St. Mary's University in Nova Scotia, Canada, and served as tutor and teaching assistant at Harvard University, where she may at some point complete her doctoral dissertation in Middle Eastern history on European governesses in the Ottoman Empire and Egypt. She earned her B.A. in International Politics and Middle Eastern Studies at Columbia College and a second Honours B.A. as a Rhodes Scholar at Oxford University in Oriental Studies. Her academic interests include Ottoman and Middle Eastern history, the history and present concerns of women in the Middle East and Muslim communities, the role of Islam in Middle Eastern and other societies, relations and perceptions between Muslim societies and the West, and the necessity for globalizing K-12 education in the United States.

Joan Brodsky Schur is a curriculum developer, author, workshop presenter and teacher, with over thirty years of experience in the classroom. She has presented workshops for teachers for the National Council for the Social Studies, Asia Society, the National Archives, Yale University (Programs in International Educational Resources), Georgetown University, the Scarsdale Teachers Institute, and the Bank Street College of Education division of Continuing Professional Studies, for which she leads Cultural Explorations in Morocco: Implications for Educators in Multicultural Settings. Her lesson plans appear on the Websites of PBS, the National Archives, *The Islam Project*, and *The Indian Ocean in World History*. She has served as a member of the Advisory Group for PBS *TeacherSource*, the advisory committee for WNET's *Access Islam* Website, and as a board member of the Middle

East Outreach Council. Her books include *In a New Land: An Anthology of Immigrant Literature* (McGraw-Hill, 1994), *Immigrants in America: The Arab Americans* (Lucent, 2004), *Coming to America: The Arabs* (Greenhaven, 2005), *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12* (Stenhouse, 2007), *Advocating for Abolition* (Interact Publishers, 2011) and *20th Century World Activators* (Interact Publishers, 2013). She currently serves as Social Studies Consultant to the City and Country School in New York City. She received her B.A. and M.A.T. degrees from New York University.

Tom Verde Tom Verde is an award-winning journalist and book author who specializes in Islam, Middle Eastern and Mediterranean studies, early Christian history, comparative religion, food history, and travel. Formerly on the faculty of Ethics, Philosophy and Religion at King's Academy in Jordan, he has lived and traveled widely in the Middle East, Africa, and Europe and written extensively on religion, culture, the environment for major national and international publications, such as *The New York Times*, *The Boston Globe, Biblical Archeology,* and is a regular contributor to *Saudi Aramco World* magazine. Verde has also been a frequent contributor to broadcast networks, including NPR, Public Radio International and the BBC.

Why the Mediterranean in a World Historical perspective?

by Edmund Burke, III

The *Our Shared Past in the Mediterranean* curriculum includes six modules aimed at providing students with an historical understanding of the Mediterranean as a zone of interaction and global change. Grounded in state of the art historical understandings, it provides full lesson plans, including maps, illustrations and suggested student activities. Keyed to world historical developments, it encourages students to see beyond the civilizational binaries that have hitherto clouded our understanding of the region. By linking the histories of the Mediterranean region into a single if complex historical narrative, *Our Shared Past in the Mediterranean* encourages students to perceive the deeper structural roots of global change from the classical era to the present.

Where is the Mediterranean? Its northern rim extends from Spain to the Balkans and Turkey while its eastern and southern limits include the Middle East and Arab North Africa. Depending upon the interests of the historian, however, a bigger or smaller Mediterranean configuration may be proposed. Because the modern Mediterranean is not included in most history curricula, students lack the ability to understand its history. This is a huge problem in this post 9/11 world, since in the absence of a global perspective, events appear to come out of nowhere. As a consequence, this crucially important world region remains misunderstood, and civilizational explanations have tended to supplant more grounded world historical understandings.

The world historical approach is only one of the note-worthy features of *Our Shared Past in the Mediterranean*. The curriculum provides a series of historically grounded lessons that enable students to understand the sequences of change by which the Mediterranean region was transformed as a whole. By following the lessons in the six modules, students acquire an understanding of the region's path to modernity and why it differed from that of northwestern Europe. In the process, they learn to distinguish the main types of change (ecological, economic, political and cultural) that affected Mediterranean societies since 1492. The curriculum also allows students to comprehend how these changes affected both Mediterranean elites and ordinary people in similar ways regardless of cultural background. The emphasis on patterned responses to global changes constitutes a major distinguishing feature of this curriculum.

A brief summary of the modules reveals the distinctive features of this approach:

Module One provides an innovative approach to the deep past of the region, keyed to the eco-historical forces that have shaped its successive transformations since the dawn of civilization. It emphasizes the role of the environment and the hand of man in the shaping and reshaping of the region over the human past.

Module Two examines the classical Mediterranean from an unusual vantage point: the empire of Carthage. It also examines technology and inventions, economic exchange, cultural innovation, power and authority, and spiritual life across the Mediterranean region in the formative period 5000-1000 BCE.

Module Three covers the period 300 – 1500 CE. Among other topics, it emphasizes the transformation of Mediterranean cities, migrations within and beyond the region, and Mediterranean trade in the medieval period. The increasingly global yet intensely local character of Mediterranean trade is emphasized. From the silk roads to the spice trade to the trans-Saharan gold trade to the Arabian coffee trade. the Mediterranean has been deeply emeshed in trade that spans Afroeurasia. This module also provides lessons that survey religious tolerance and intolerance in an increasingly diverse Mediterranean society. The result is more complex understandings of how cultural difference worked locally and across the region.

What I call "the Liberal Project" is an unstable, always contingent and conflictive phenomenon which nonetheless when viewed from the perspective of world history can be seen to assume particular patterns. It is the particular phase of the global development project.

Module Four surveys the rise of the Hapsburg and Ottoman empires in the post-1500 CE period, and links this development to long term waves of global change in the early modern period. The same module contains important lessons on the political and cultural transformations of the region, and how they affected different groups, together with lessons on slavery within the region.

The long nineteenth century (1750-1919) constitutes the subject of **Module Five**. As old empires crumbled across the region, new economic, political and cultural forms struggled to be born. Economically, the Mediterranean path to industrialization was rendered more difficult by the absence of significant deposits of coal within the region. The construction of the Suez Canal on the other hand renewed the place of the region in the global system of trade and commerce. Politically, the example of France, and French military, political and economic models were widely influential within the region from Italy and Spain to the Ottoman empire and North Africa. The nineteenth century Ottoman reform process known as the Tanzimat thus paralleled the introduction of French reforms in Spain and Italy. The module explores the impact of these changes in the Ottoman province of Tunisia. The onset of colonialism in the Mediterranean and human migration are studied as regional examples of global processes of change.

Module Six explores the period from 1914 to the present, with emphasis on the post-1945 period in the Mediterranean. It shows how the changes that have affected the region are manifestations of larger global patterns of change. For instance, the cases provided in this module link the end of colonialism, the rise of petroleum as a leading global energy source, and the dissemination of large-scale engineering projects such as the construction of the Aswan High Dam and other major water projects to global patterns of change. Overall students come away from Module Six with an increased understanding both of the specificity of local change, and the ways it echos broader global patterns.

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Teachers' Introduction to Modules 1-6

Rationale for the Project

The Mediterranean Sea and its surrounding lands have long been recognized as a prominent arena of world history. Earlier school textbooks and courses that considered it the cradle of human civilization, and certainly of western civilization, used to exclude events beyond the region as less worthy of study. The image at right, for example, is from Sebastian Adams' 1881 *Synchronological Chart of Universal History*, which labels the colored sections of an otherwise black-shaded map of the eastern hemisphere as "those countries considered as the subjects of world history before the discovery of America."[1] While this may seem exaggerated today, it represents the cultural foundation of teaching about the world, which has moved toward a comprehensive, global view only in the past few decades.

This set of teaching modules is intended to place the Mediterranean into a wider, world-historical context. For the ancient and classical period when it used to dominate the curriculum, this project leads the eye beyond the shores of the Mediterranean to focus on events that shaped the region, and ways in which events in the Mediterranean shaped the world. For later periods of history, this project keeps the region in focus when many courses leave it behind, challenging the idea of a rift after the classical period, and highlighting the dynamic flow of cultural exchanges with other parts of the Eastern Hemisphere in Modules 2 and 3. For the early modern period after 1500, when many courses bypass the Mediterranean to concentrate on the Atlantic and the Indian Ocean, Modules 4 and 5 demonstrate its continuing significance. For the modern and contemporary period, the Mediterranean is often subsumed under the ubiquitous but problematic concept of the Middle East, meaning the southern and eastern portions of it. That way of thinking about the region either ignores the arc of shoreline from the Iberian Peninsula to the Balkans, or takes it for granted that north and south, east and west do not share a history. Module 6 discusses important issues such as the Cold War in the Mediterranean, post-colonial challenges, and issues from migration to the environment. A major goal of these modules is

[1] Sebastian Adams' 1881 *Synchronological Chart of Universal History* at "David Rumsey Historical Map Collection | Timeline Maps." http://www.davidrumsey.com/blog/2012/3/28/timeline-maps.

to question the notion of north/south and east/west ruptures in thinking about the Mediterranean in world history, and to focus on connected histories within the region, and interactions with historical processes and regions beyond, to the present day.

Many recent events point to the continuing relevance of the Mediterranean as a geographic region worthy of study. Today, numerous North African countries have embarked on complex processes of political and economic transition, and these events are tied into cross-Mediterranean connections with Europe's southern tier which will be crucially important in anchoring these important economic, political and civil society shifts. Appreciation of the contemporary and likely future importance of the region requires understanding that such cross-Mediterranean connectivity is a continuation of previous periods of history in which the Mediterranean zone has functioned as a crucial ecosystem of cultural and commercial activity linking Europe to Africa and the Middle East and the rest of Asia. The topics discussed in these teaching modules are intended to show how dynamics centered in, around, and across the Mediterranean basin have been important drivers of the historical processes that generated our most fundamental understandings of civilizations and modernities.

These modules are designed for incorporation into a world history course, ideally one that is global in scope. In other types of courses, the modules and their parts can be incorporated topically as stand-alone lessons. Whether faced with mandated curriculum that is outdated or constraining, or with a textbook that falls short of current world history scholarship, a teacher wanting to innovate strives to modify and re-organize the course, to shift from the global to regional and local scales to achieve a connected view of world history, and use innovative teaching materials to make up the difference. These modules are intended to help fill that need.

The biggest challenge to teaching world history survey courses is managing the shift from traditional ways of organizing the course around civilizations or geographic regions to organizing the course around the world as a whole through time. A clear understanding of sound organization of world history surveys is necessary to bring about a coherent course and integrate the wealth of available material. The era as a unit of organization has several advantages over the civilizational or regional approach: (1) it provides a chronological framework for the entire globe and its history, even though the course will be selective; (2) it creates a canvas or landscape in which various societies can be studied side by side rather than in linear sequence; (3) it allows for greater chronological continuity by minimizing "switchbacks" and gaps in coverage of regional societies with long histories; and (4) it provides a global/chronological platform that helps students appreciate different historical scales and learn to move among them; (5) most importantly, it creates space for the study of interacting zones—geographic areas where various societies came into contact and/or shared similar ecological, economic and cultural commonalties and connections.

These modules are built around this chronological scheme of eras, based on a widely used periodization.[2]

The Mediterranean is an important interacting zone in world history, and the six modules that are presented in this project are designed to highlight this zone across the eras from prehistory to the present. The Mediterranean as a region is viewed in this project as much more than the view from the water's edge. Following the pioneering example of Fernand Braudel in describing the wider geographic region of human and environmental, economic and political connections that the Mediterranean encompasses, and incorporating current efforts by scholars of the Mediterranean to explore the region through a wide range of disciplines, these modules provide a broad view of continuity and change in the region and in other areas of the globe that affected it.

Study of the Mediterranean region has long featured prominently in western civilizations courses, and is still an important focus of study in the ancient and classical periods. Most courses view the Mediterranean in the classical period through the lens of Greek and Roman history, which excised the role of Carthage, and concluding with the Christianization of Europe and the east/west civilizational divide. The Mediterranean region goes out of focus as students learn about the rise of Islam, which used to signify a rupture in Mediterranean unity, and as the survey course takes in the pageant of civilizations across the eastern hemisphere, including the now less familiar Byzantine world. Study of the high middle ages in Europe and the recovery of "western heritage" in the Renaissance may only briefly show the Mediterranean as an important zone of interaction, but the focus on the rise of Europe and the march of modernity takes the spotlight far from the Mediterranean, erasing it from history after the Age of European Discovery. In the discussion of the coming of modernity, the region is largely shown as either passive recipient of modern changes, or as backward and unyielding of tradition. In most courses on world history, modern history, or global affairs, the region has been presented as a Cradle of Civilization, then, having disappeared for a couple thousand years, it returns to view as a Cradle of Conflict. In contrast, this set of teaching modules can move the classroom beyond that traditional focus to look at the Mediterranean as an interacting zone with a shared history, from prehistoric times to the present.

The study of discrete cultures, civilizational and geographic divides and conflict is giving way among scholars to focus on cultural contact and pluralism, encounter, cooperation and collaboration, and transmission. This is not a fashion or wishful thinking; research is showing that in the Mediterranean, things were not neatly partitioned. Dynamic interactions of many types took place in often surprising ways and places. The proximity of the land masses of Europe, Asia, and Africa has encouraged migration by groups and individuals around the coasts, across the seas, and from adjoining regions as far afield as Central Asia, Northern Europe, and Sub-Saharan Africa. With these movements came

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[2] *World History For Us All* online curriculum at http://worldhistoryforusall.sdsu.edu. See the curriculum overview and elements at http://worldhistoryforusall.sdsu.edu/foundations/foundations.php

transmission of technologies, agricultural innovations, crops and animals, luxury goods and the artistic styles they carried. Artisans and artists, scholars, missionaries and other seekers of knowledge moved into the region and across the sea along with merchants, soldiers, armies, pirates and seekers of wealth and power. Seafarers in vessels ranging from fragile coasting and fishing craft to vessels powered by huge sails, oars, and steam power, for war or power projection, with the most advanced weapons of their time, all of these explored and crossed the sea over several millennia.

Looking at the civilization of "the West" or "the East," or in terms of the Northern or Southern rim of the Mediterranean, puts blinders on students of history that study of interactions in the Mediterranean can help to remove. This constant movement—from the initial peopling of the lands around the Mediterranean in pre-historic times, to labor migration in the modern age—has not just created a cultural mosaic or global mash-up, but a shared past. From the domestication of crops and animals in the Fertile Crescent to the spread of technologies such as maritime, sailing, and ship-building skills, metalworking and ceramics, the invention of writing systems and bureaucratic methods of administration, mathematics and astronomy, medicine, institutions of learning, gunpowder weapons or brocade patterns, inventions did not merely mean things that a civilizational "we" got from an alien, faraway "them." Rather, these exchanges were part of technological toolkits made up of ideas, inventions, and institutions that gradually accumulated, and ultimately brought about what we call modernity as the outcome of long-term global encounter.[3]

Geographic and Historical Scope of the Modules

These six teaching modules provide a set of case studies and background material on the Mediterranean region in world history. They are not intended as a comprehensive narrative, but as supplementary lessons that can help teachers and students form an idea of what the Mediterranean has meant in world history from the prehistoric to the contemporary era.

Joining the study of history and geography, the modules demonstrate the continuing significance of seascapes and landscapes in the flow of world history, and how they interact, including the various seas within the Mediterranean and adjacent bodies of water such as the Atlantic, the Black Sea, the Red Sea, and the waterways that connect them, and further afield, the Persian Gulf and the Indian Ocean. The diverse landscapes adjacent to the Mediterranean were equally important interacting zones, whether accessible via Eurasian river systems into the mountainous and forested lands of Europe, or tracks through the Great Arid Zone on an axis from southwest to northeast into the Eurasian Steppe.

Our Shared Past in the Mediterranean modules follow the flexible periodization scheme of the online curriculum project *World History For Us All* (WHFUA) at http://worldhistoryforusall.sdsu.edu, and utilize its three essential areas of inquiry that guide the study of world history:

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[3] Edmund Burke, III. "Islam at the Center: Technological Complexes and the Roots of Modernity." *Journal of World History* 20, no. 2 (2009): 165–186.

- Humans and the Environment,
- Humans and Other Humans
- Humans and Ideas

Topics and lessons in each module offer selected coverage from WHFUA's Seven Key Themes:

1. Patterns of Population
2. Economic Networks and Exchange
3. Uses and Abuses of Power
4. Haves and Have-Nots
5. Expressing Identity
6. Science, Technology, and the Environment
7. Spiritual Life and Moral Codes

Key Questions in the Modules

Specific to the topic of Our Shared Past in the Mediterranean, the modules each address several key questions:

- What is the Mediterranean answers the question of the origins of the inland sea and its surrounding topography, and the special type of climate. This is addressed in Module 1 through a series of brief lessons with a visual emphasis.
- Where is the Mediterranean answers the question of spatial parameters of the region, which may widen or narrow over time, and asks students to observe geographic, environmental, and human relationships first as an introduction, and in later modules through a series of annotated maps they will create to reflect the changing boundaries of the region as an interacting zone.
- When is the Mediterranean answers the question of changes in human organizations such as states, the effect of technologies, trade and other types of exchanges within and beyond the region at various times, and the gradual or sudden changes in the environment that alter the conditions of subsistence and sustained development of societies, and help students understand both change and continuity, in alignment with competencies and historical thinking skills identified in the EUROCLIO modular lesson format and US state and national history curricula, also featured in World History For Us All.
- Why is the Mediterranean answers the question of people's relationships to their identity as peoples of the Mediterranean, and the political decisions that alter borders, permit or forbid interactions, and the responses of people to those limitations or invitations. Decisions about how to label regions and construct public knowledge and policies around those labels are political decisions that are inclusive or exclusive, and relate to power relations with regional and global dimensions.

These categories of inquiry bring forth summative questions related to the Mediterranean region in the contemporary world:

- Does the Mediterranean have a shared past, and if so, who shares it, and what connections and enduring factors have forged it?
- What are the roots of modernity in the region, and how did modernity form in and shape the Mediterranean over time?

- What have been the effects of modern developments in the past two centuries and what larger forces have shaped the fortunes of countries and people who share this region? What are contemporary issues and prospects for the future?

Correlation to Standards for World History, Key Competencies for Lifelong Learning (EUROCLIO), Common Core/C3 Framework

The developers of this project have aimed to make the teaching modules both flexible in scope and applicable to standards and competencies used in a variety of education systems around the world. Each of the six module's lessons contains learning objectives or outcomes keyed to the National Standards for History in the United States, including the Historical Thinking Skills (http://www.nchs.ucla.edu/Standards/), which in turn correlate to many state content and skills standards. We have also borne in mind the Key Competencies for Lifelong Learning used in development of EUROCLIO (http://www.euroclio.eu/new/) lesson design projects, including EU Transversal Competencies.

The College, Career, and Civic Life (C3 Framework for Inquiry in Social Studies State Standards at http://www.socialstudies.org/c3) is the newly published document based on the Common Core Standards for English language arts and mathematics, intended as a guide for states revising their subject area standards in accord with the Common Core, where it is being adopted. The C3 framework was developed by the National Council for the Social Studies (NCSS) and the Council of Chief State School Officers (CCSSO), and published in late 2013 .

- For a list of skills standards from these documents that the Modules draw upon, see Module 1, pages 14-17, following the General Bibliography.

Summary of Modules

Module 1: Framing the Mediterranean in Space and Time

Lessons in this module provide geographic background on the Mediterranean, including its geological origins, its climate and ecology. A lesson on conditions for navigation, wind and currents leads to plotting routes and comparing trade routes in the Mediterranean over time. A lesson on the Braudelian view of the Mediterranean introduces students to the concept of historical scales and brings it up to date with David Christian's Big History concept. Two lessons for use across all of the modules involve creating an annotated map of the Mediterranean in its regional, hemispheric, and global setting in order to emphasize the changing relationships to surrounding and distant regions in various eras. The second cross-module lesson involves the use of multiple timelines (environment, political, demographics, migration, and technology) that invite students to see relationships among events at different time-scales and refer to them (and add to the timelines) throughout the course. A concluding lesson on types of historical sources highlighted in each module invite students to think about how we know what we know about the past.

Module 2: The Mediterranean and Beyond in Antiquity

Lessons in this module highlight numerous important developments that diffused into or from regions adjacent to the Mediterranean: horse riding and the wheel, food crops and spices, and three important language groups and writing systems, for example. Other lessons trace the expansion of trade networks and the cultural exchange they made possible

in the arts of living, religion, war and statecraft. A lesson on Carthage and a bridge lesson on empires explore the phenomenon of empire building and how it affected power relations and ordinary people as boundaries shifted through warfare and diplomacy. The central theme of all the lessons is the scope of the Mediterranean during this period. The broad questions they pose are, "What lands and people are in contact within and beyond the shores of the Mediterranean?" and "What impact did these contacts have in creating new possibilities and challenges?"

Module 3: Becoming Global and Staying Local: The Mediterranean from 300-1500 CE

The lessons in this module introduce students to the writings of several key historical figures from the time period and provide alternatives to stereotypical characterizations about the role and importance of women, interfaith relations, the state of learning in medieval times, and the surprising modernity of business practices and cross-cultural trade. The lessons feature study of religion, cities, business, and literacy. Selections from medieval and modern historians—in addition to images, a power point, and film clips—provide context for exploring Mediterranean cities and how they developed, how books were produced, literacy among women and children, how business was conducted along the varied trade routes, and commonalties and levels of interaction among followers of the three major faiths in the region: Islam, Christianity, and Judaism.

Module 4: Mediterranean Transformations in a Changing Global Context, 1450-1800

This period in history sees the expansion of European states into the Indian Ocean and across the Atlantic to the New World, and these enormous changes have tended to make many assume that the Mediterranean became, quite literally, a backwater. The Mediterranean has also been seen as the dividing line between East and West, across which Muslim and Christian civilizations struggled for dominance. The topics in Module 4, which covers the early modern period from 1450-1800, reveal a more complex reality. While Europeans were sailing around Africa and discovering the New World, the Mediterranean actually remained an important locus of trade, politics, and culture. And while there was certainly conflict between Muslims and Christians, there were also alliances across religious lines and a whole lot of division and fighting within each of those broad faith groups. In this module, students will trace a variety of connections and tensions across the societies of the Mediterranean. Students will create their own attack ads as they debate the ideas of golden age and decline with reference to Hapsburg Spain and the Ottoman Empire, and map a number of Mediterranean movers and shakers as they criss-cross the region for trade, pilgrimage, war, and exploration. They will look at Mediterranean economies as they create, trade and consume commodities like sugar, coffee and silk—as well as enslaved human beings. They will also look at a cosmopolitan Mediterranean city through time, and examine the various peoples that made the city of Salonica tick.

Module 5: Reform and Social Change in the Mediterranean, 1798-1914

During the Long Nineteenth Century, new technologies brought Mediterranean peoples closer together across time and space, while the entire region became more accessible to world commerce via the Suez Canal (1869). The industrialization of northern Europe and the political forces unleashed by the French Revolution posed a challenge throughout the Mediterranean. Failure to catch up left Mediterranean societies in all-too-close proximity to the modernized armies of the French and British empires. On the other hand, access to new

ideas and technologies was just as close at hand. How Mediterranean leaders implemented far-reaching economic, political, and social reform movements is the subject of the lessons in Module 5. Students analyze a series of maps to assess the geopolitical challenges facing the Ottoman Empire; based on their findings, they write a letter to the Sublime Porte recommending and prioritizing specific reforms. Students analyze the influence of the French Revolution on the Tanzimat (or restructuring) period of Ottoman history (1839-1876), as they compare the Gulhane Proclamation (1839) to the French Declaration of the Rights of Man (1789). Portrait paintings hold the potential to connect students to the human side of history, helping them to imagine what the key players looked like, as well as how they were seen by others. For this reason, students "zoom in" to closely analyze portraits of the reformist leaders Khayr al-Din of Tunisia, Mehmet Ali (Muhammad Ali) of Egypt and Sultan Abdulmecid I of the Ottoman Empire, presented in three PowerPoints. Afterwards students "zoom out" as they reinterpret these same images in the wider context of additional images and primary and secondary source documents. A lesson on the literary and political salons held by women (and attended by men and women) in Aleppo, Beirut, Cairo, Damascus, and Milan helps students to reflect on the multiple sources of societal change. By staging their own salon at the end of the module, students can express and assess the conflicts, progress and challenges of living through and responding to this era in the Mediterranean.

Module 6: The Modern Mediterranean, 1945-Present

This set of lessons on the modern Mediterranean addresses the complex history of the region in the 20th century through a variety of lenses, from the Second World War up to the Arab uprisings of 2011. The module contains resources and lesson plans addressing themes of environmental, social, cultural and political history. Using a variety of perspectives, students construct their understanding of the past and relate it to the present. First, the module aims to provide alternative views on established historical topics found in high school history courses. Focusing on the Mediterranean, students engage with World War II and the postwar European recovery, globalisation and urbanisation, the Cold War and the growing role of the United States in this region. Second, through carefully selected case studies, it highlights large scale processes and broad concepts impacting this period. Environmental change, anti-immigration movements, xenophobia, modernity, and the growth of communication and transportation technologies are major themes throughout the lessons and resources. Finally, the module's design de-emphasizes an authoritative narrative in order to allow more active learning to happen. This is done primarily through the organising role of key questions, individualized objectives, and document based inquiries. Overall, module 6's lessons utilizes the Mediterranean world as an entry point into global education, empowers teachers to bring complex topics into the classroom, and encourages active student engagement and curiosity.

Historical Sources in Modules 1-6: "How Do We Know What We Know?"

Each module features historical sources that are characteristic for that era and the types of questions historians and geographers ask about that time. They are also dependent on the technologies that existed in a given era. The kinds of available sources have of course changed historical interpretations. For example, before the recent studies of DNA in human populations by the Genographic Project, ideas about migration and settlement in the world were limited, often relying upon ideas about race differences. More recently, ideas about the early modern era have changed with the opening of Ottoman archives on diplomacy,

economics, and court records. For the medieval period, paintings tell about material culture, and in the nineteenth century we have photographs, while the twentieth century brought moving pictures, audio recordings, and electronic data. Students should think about how the kinds of historical sources determine the perspective of "history from above"—such as royal tombs and chronicles—or "history from below"—such as artifacts and dwellings of ordinary people. The following list highlights some of the types of historical sources featured in each of the six modules.

Module 1 Featured Source Types

- Geology – plate tectonics, study of rocks, deposits
- The Genographic Project - DNA studies of human migration

Module 2 Featured Source Types

- Paleobotanical evidence of use and domestication of plants
- Archaeological and paleo-biological evidence of domestication of sheep, cattle, dogs, horses
- Archaeology (marine & land-based) (e.g. graves, shipwrecks, ancient cities and harbors)
- Architecture and monuments
- Inscriptions & papyri
- Religious scriptures

Module 3 Featured Source Types

- Medieval geographers & cartographers
- Travel accounts
- Chronicles & histories
- Art objects (architecture, painting, book illustration)
- Early printed materials, text, woodcuts, engravings

Module 4 Featured Source Types

- Court records (Ottoman & other)
- Diplomatic documents (Britain, France, Ottoman)
- Personal narratives
- Printed books and manuscripts
- Engravings and paintings

Module 5 Featured Source Types

- Portraits and statues of rulers and prominent individuals
- Newspapers and journals
- Photography
- Lithography
- Memoirs, history-writing

Module 6 Featured Source Types

- Photography and cinema
- Audio recordings and television
- National archives, libraries, museums
- Print and electronic journalism
- Personal narratives in print and electronic form
- Statistics
- Maps
- Tourism and advertising
- Street art
- Popular music

- Scientific studies of environmental degradation and climate change

As teachers use these modules, they can draw attention to the changing types and amount of historical sources to which we have access for constructing our views of the past. This source material is growing with new discoveries, and is also being enhanced by new techniques of analysis, and of course new interpretations. World historians are also drawing upon historical narratives from the vast secondary literature in history and other fields to synthesize work done in disparate disciplines. Creative teachers can integrate "how we know what we know" into their lesson construction and assessment tasks.

The Our Shared Past in the Mediterranean directors, consulting scholars and curriculum developers hope that teachers and their students will enjoy and benefit from these modules on the Mediterranean in World History.

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[NOTE: Module 1 Bibliography is at end of teacher notes.]

List of Competencies and Historical Thinking Skills

Euroclio Updated Teaching Module Template Goals, including EU Transversal Competencies

Aims

- A critical understanding of the complex nature of the past
- Understanding of national identity
- Understanding of the world today
- Support students to understand themselves
- An understanding of history as a discipline
- An international mindedness
- Mutual respect, peace, stability and democracy
- Respect for human rights
- Historical awareness

Knowledge

- Knowledge of one's own local history
- Knowledge of one's regional history
- Knowledge of one's own national history
- Knowledge of European history in a comparative perspective
- Knowledge of the history of the European integration
- Knowledge of world history
- Knowledge of positive experiences of living together
- Knowledge of alternative themes such as gender; environment; migration; everyday life.
- Knowledge of sensitive and delicate/controversial history

Historical Dispositions/Attitudes

- A critical view on the human past, and the realization that the past affects our present and future and our perception of them.
- Awareness of how historical interests, categories and problems change with time
- Awareness how debates about the past are linked to political and cultural concerns of different periods
- Interest and enthusiasm for the subject

General Dispositions/Attitudes

- Awareness, tolerance and respect for points of view deriving from other national or cultural backgrounds
- Appreciation of cultural, ethnic and religious diversity
- Solidarity between people
- Intercultural understanding
- Appreciation of complexity
- Ability to understand the complex nature of information
- Ability to work in teams
- Ability to express critical views in a constructive way
- Ability to critically think of one's own values, practices and perspectives
- Assertive attitudes

Specific (Historical) Skills

- Ability to identify historical problems and ask related questions
- Ability to work with different types of historical sources (visual, oral, written, etc.)
- Ability to identify and utilise appropriately sources of information for a historical enquiry
- Ability to organise complex historical information in a coherent form
- Ability to make comparisons and connections
- Ability to interpret and evaluate evidence
- Ability to disagree about interpretations of the past

General/Transversal Skills

- Ability to formulate and sustain an argument
- Ability to communicate
- Ability to collaborate
- Ability to think critically (*EU transversal competence*)
- Ability to analyze and synthesis
- Ability to manage information
- Ability to solve problems (*EU transversal competence*)
- The critical and creative reflection of students
- The motivation and engagement of students
- The creativity of students (*EU transversal competence*)
- The capacity of students to learn from students
- Oral and written communication skills
- Ability to judge
- Empathically thinking
- Fun in learning
- Ability to use digital communication opportunities
- The capacity of students to take initiative (*EU transversal competence*)
- The capacity of students to make risk assessments (*EU transversal competence*)
- The capacity of students to take decisions (*EU transversal competence*)
- The capacity of students to constructively manage their feelings. (*EU transversal competence*)

Key Concepts

- Fact and opinion
- Change and continuity
- Chronological understanding
- Cause and consequence
- Significance / relevance
- Interpretation
- Evidence/sources
- Multiperspectivity
- Similarity and difference

Historical Thinking Skills from the National Standards for History

See also the Center for History and New Media (GMU) History Matters site:
http://historicalthinkingmatters.org/

See also the Stanford History Education Group: (http://sheg.stanford.edu/home_page; requires free login, but it's on the OSPM website): http://sheg.stanford.edu/historical-thinking-chart

Here is the link to the multi-layered presentation of the skills standards: http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1 and brief elaboration thereof in 1-page chart form: http://educationdesigns.info/yahoo_site_admin/assets/docs/Historical_Thinking_Skills.46172831.pdf (also on the OSPM website)

Chronological Thinking

- Distinguish between past, present, and future time.
- Identify in historical narratives the temporal structure of a historical narrative or story.
- Establish temporal order in constructing historical narratives of their own.
- Measure and calculate calendar time.
- Interpret data presented in time lines.
- Reconstruct patterns of historical succession and duration.
- Compare alternative models for periodization.

Historical Comprehension

- Reconstruct the literal meaning of a historical passage.
- Identify the central question(s) the historical narrative addresses.
- Read historical narratives imaginatively.
- Evidence historical perspectives.
- Draw upon data in historical maps.
- Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- Draw upon visual, literary, and musical sources.

Historical Analysis and Interpretation

- Identify the author or source of the historical document or narrative.
- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Differentiate between historical facts and historical interpretations.
- Consider multiple perspectives.
- Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Challenge arguments of historical inevitability.
- Compare competing historical narratives.
- Hold interpretations of history as tentative.
- Evaluate major debates among historians.
- Hypothesize the influence of the past.

Historical Research Capabilities

- Formulate historical questions.
- Obtain historical data.
- Interrogate historical data.
- Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Historical Issue Analysis and Decision Making

- Identify issues and problems in the past.

- Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- Identify relevant historical antecedents.
- Evaluate alternative courses of action.
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics Economics Geography History	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

Connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies

The C3 Framework changes the conversation about literacy instruction in social studies by creating a context that is meaningful and purposeful. Reading, writing, speaking and listening and language skills are critically important for building disciplinary literacy and the skills needed for college, career, and civic life. Each of the Four Dimensions are strategically aligned to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

Module 1 Lessons

Topic 1: What is the Mediterranean?

Lesson 1.1: How the Mediterranean Sea Came To Be

Lesson Overview
This lesson describes the geological history of the Mediterranean through study of animated video and maps.

Lesson Objectives
- Students will identify tectonic forces that created the Mediterranean Sea and surrounding landscape.
- They will draw correlations between tectonic forces in the Mediterranean region and the current topography and seismic activity there.

Grade Level or Course Type
This lesson is suitable for grades 5-12, world history or world geography.

Time
30-45 minutes

Materials Needed
1. Student handouts 1.1.1 (Digital Tectonic Activity Map); 1.1.2 (video questions for "The Formation of the Mediterranean Sea")

2. Video segment "The Formation of the Mediterranean Sea, Chapter One" on the geologic formation of the Mediterranean at http://www.youtube.com/watch?v=MAJp65hxS8M - from Journey to the Depths of the Mediterranean Sea
   Ivan Saliba, Planet Sea Productions, produced by Shaun Arrigo, Planet Sea Productions, 2007.

3. OPTIONAL: See below, lesson procedure #6 for links to features on discoveries about ancient Black Sea floods.

Procedure/Activities
1. Start by showing (and repeating, if necessary) a 1-minute animated gif of tectonic movement in the past 750 million years, University of California Museum of Paleontology. "Plate Tectonics Animation." http://www.ucmp.berkeley.edu/geology/anim1.html. Note the long time periods over which these movements took place (mere centimeters per year!), using the slider to the right of the animated map. Have students focus on the formation of the Mediterranean region.

2. Use Student Handout 1.1.1, the Digital Tectonic Activity Map (DTAM) to introduce or review the concept of plate tectonics, describing the different types of forces that act on the earth's crust. Have students look over the map and answer the questions.

Check student understanding of the map key symbols and the effects of spreading zones, subduction zones, faults and uplift in moving continental plates and altering landforms.

3. Turning to the second page of the handout, students focus on the detail of the Mediterranean portion of the map. Read this caption from the DTAM map: "The Mediterranean Sea is one of the world's most geologically active areas, even though the regional plate motion is relatively slow. (The blue, yellow, and red lines indicate different types of faults. Red dots represent volcanoes active within the past million years.)" You may ask students to compare the Mediterranean with other areas of the map such as the Caribbean, Southeast Asia and the Far East. Using the key on the full map, students identify and trace the outlines of tectonic forces that have shaped the Mediterranean during the past 1 million years and correlate them to the topographical maps showing mountains rimming the Mediterranean.

4. Explain that this map only shows the last million years of tectonic activity, while the events that created the Mediterranean Sea extend to many millions of years earlier.

5. Using Student Handout 1.1.2 for comprehension and review, view the 7-minute video "The Formation of the Mediterranean Sea, Chapter One" on the geologic formation of the Mediterreanean at http://www.youtube.com/watch?v=MAJp65hxS8M - from Journey to the Depths of the Mediterranean Sea
Ivan Saliba 3D, Planet Sea Productions, produced by Shaun Arrigo, Planet Sea Productions, 2007.

6. Another important event related was the formation and evolution of the Black Sea. Recent explorations by undersea archaeologist Robert Ballard has uncovered evidence of human settlements along an ancient shoreline that is now submerged. A cataclysmic flood about 7, 500 years ago. Based on earlier theories and studies in a 1998 book by Ryan and Pittman, the new evidence for a flood of salt water from the Mediterranean into the Black Sea is seen as possibly accounting for biblical stories of Noah's flood. See articles and a video on these Black Sea discoveries at http://www.pbs.org/saf/1207/features/noah.htm , http://www.nationalgeographic.com/blacksea/ax/frame.html and animation here http://www.youtube.com/watch?v=oIun8FdqCE4&list=PL20AA6E1346A4A618 .

7. Extension Activity: a longer film (44 minutes) from 4D Atlas on the origins of the Mediterranean and its crops, technologies, and cultures can be viewed at http://www.youtube.com/watch?v=OAjWeDINJ8M&list=PLrV4ChKnXOr2Lj55ZcorXaQZjle9OnAln for students who want to know more outside of class.

Lesson 1.2: The Mediterranean is a Great Place to Live: Mediterranean Climate

Lesson Overview

This lesson provides an overview of the climate, flora and fauna of the Mediterranean region. It describes the two major seasons, the ways people have adapted to them, and how they make the region so desirable (and ecologically challenged today). Other so-called Mediterranean Climate regions around the world are identified and located on a map.

Lesson Objectives

- Students will be able to describe the characteristics of the Mediterranean climate type.
- They will locate 5 Mediterranean climate regions in the world.
- They will identify geographic factors that create these climate conditions, with emphasis on the Mediterranean itself.
- They will explain why this type of climate is desirable for human habitation.

Grade Level

Grades 5-12 world geography or world history

Time

45-50 minutes

Materials Needed

- *Lands of Two Seasons: Mediterranean Climate Ecosystems*, University of California Television, http://www.uctv.tv/shows/Lands-of-Two-Seasons-The-Worlds-Mediterranean-Climate-Ecosystems-24602 (11 minutes)
- Physical maps of the world and the Mediterranean region (atlas, globe, classroom, or online maps)

Procedure/Activities

1. Show the 11-minute film *Lands of Two Seasons: Mediterranean Climate Ecosystems* http://www.uctv.tv/shows/Lands-of-Two-Seasons-The-Worlds-Mediterranean-Climate-Ecosystems-24602 to give a quick overview of the special zones in the world named after the original Mediterranean climate type.
2. Review the film during or after viewing, noting that the Mediterranean is the largest such zone in the world. Use maps to compare the 5 regions' location and compare them.
3. Review the information in the film and relate it to the coming lesson about winds and currents, below. What is the latitude range of the Mediterranean, and how is the region protected from cold winters (ring of mountains in the north, the result of uplift from tectonic plate collisions).
4. Why is the region rich in biodiversity, and what are the downsides for farming, and the influx of people to the region in recent times.

Topic 2: Where is the Mediterranean?

Lesson 1.3: An Enclosed Sea Connected to Many Places (Geographic Journaling for Mediterranean History)

Lesson Overview

This lesson provides the materials for creating an annotated classroom map of the Mediterranean and surrounding regions that is added to with study of OSPM Modules 1-6, which helps students become familiar with bodies of water and landforms and their

relationships and record their historical learning from each module in a geographic context. NOTE: This set of lessons (on winds, currents, trade routes, etc.) can be divided among groups of students who then teach the material to the class.

Lesson Objectives

- Students will identify features and sub-regions of the sea, islands, adjoining bodies of water, features on land and inland to describe and infer their effects on human life

- They will make inferences about geographic relationships of people and the environment to surrounding regions (e.g. Sahara, Central Asia, Arabian Peninsula, Europe north of the Alps, trade with the Indian Ocean, Atlantic Ocean in various eras)

- They will draw connections between geographic and historical scales (local, regional, global) and their effects at different timescales (e.g., contrasting the effects of a local storm on a battle vs. the effects of a volcanic eruption on the climate over a decade, vs. a long period of increasing aridity, or the effect of horse-riding nomads on the Eurasian Steppe creating trade links with the Far East.)

Grade Level

Grades 5-12 world history

Time

1-2 class periods for initial map, 1 period each for additions to map for other modules (alternatively, maps may be assigned as a journaling project throughout the world history course)

Materials Needed

- Student Handouts 1.3.1 (world topography satellite map), 1.3.2 (world outline map with latitude), 1.3.3 (Mediterranean region physical map with country borders, cities)

- Projection device for outline map (optional for discussion or for drawing collective or individual classroom maps)

- Additional types of maps such as climate, vegetation, elevation, population density, etc. as appropriate for Modules 1-6, from atlases or online sources

Procedure/Activities

1. Create an annotated classroom map of the Mediterranean region using Student Handout 1.3.1, an atlas, and Student Handouts 1.3.2 and 1.3.3. This will be used with Modules 1-6 of this OSPM series to record important features and relationships between the Mediterranean and adjacent and non-adjacent regions. The outline map could be projected onto smartboard, large paper, or a bulletin board wall, or students can create their own larger versions by printing out in larger format. A separate map can be created for each Module 1-6, or the class can annotate a larger map with color-coded entries for each era.

2. To introduce the map activity, students work in groups or as a whole class, gaining familiarity with the Mediterranean region using a physical maps and satellite images. Begin by identifying the seas, basins and islands of the Mediterranean Sea, and adjacent seas and straits. Then explore the coast and the lands behind it by starting at the Strait of Gibraltar and moving clockwise around the sea, exploring

and identifying geographic features from the Iberian Peninsula eastward toward Asia Minor and the Levantine coast, and back to North Africa.

3. Students also discuss the relationship of nearby bodies of water to the Mediterranean (the Red Sea, the Persian Gulf, the Arabian Sea, Indian and Atlantic Oceans). What historical factors have determined their importance (e.g. navigation technology, date of Suez Canal and earlier attempts to connect the Nile and the Red Sea, knowledge of trade)? What implications has proximity and/or connection to the Mediterranean had for developments in these other maritime zones, and vice versa? Similarly, discuss the relationship of landforms such as the Alpine Mountains, the Sahara Desert, and the Great Arid Zone.

4. For the initial map (Module 1), use the atlas and provided maps to label topographic features such as rivers, islands, mountain ranges, deserts, seas within the Mediterranean, islands, and adjoining bodies of water. For each labeled feature, create a number. On the border of the map, the back, or on a separate sheet, create a map key that will contain the number of the feature, its label, and a brief statement of its importance in Mediterranean history (for example, "#X-Sicily-largest island in the Mediterranean, part of the central navigation corridor linking its African and European shores" or #XX-Central Asian Steppe-origins of the horse and horse riding, origin of Turkic migrations into the Mediterranean region, the Silk Roads).

5. For later modules, students will note the location of settlements, cities, empires, and trace migrations, trade routes, technological and cultural changes.

6. This activity can also be used to correlate with the multiple timeline activity described under Topic 3, Lesson 6, below.

Lesson 1.4: Conditions for Navigating in the Mediterranean Sea: Mediterranean Currents, Winds and Trade Routes

Lesson Overview

The lesson provides a brief overview of Mediterranean water circulation, currents, and wind systems. Maps help students relate factors affecting navigation on the sea to topography, weather conditions and physical processes in the sea. Students use maps to plot routes and times of travel for different destinations. Students compare maps of trade and shipping routes from ancient to modern times.

Lesson Objectives

- Students will be able to describe the systems that maintain and circulate water and cause currents in the Mediterranean
- They will describe the role of wind patterns in the Mediterranean and correlate them to seasonal navigation and trade routes.
- They will use multiple maps and text to draw conclusions about navigation in the Mediterranean and plot strategies
- They will compare Mediterranean navigation and routes over time

Grade Level:
5-12 world geography and world history

Time
1-2 class periods

Materials Needed
- Student handouts 1.4.1 (currents and winds), 1.4.2 (trade/shipping routes over time), and 1.4.3 (physical map, countries, cities)

- Projection device for showing maps during classroom discussion (optional)

Procedure/Activities
1. Provide Student Handout 1.4.1 on Mediterranean Currents and Winds, and have students read and answer the questions (in-class or as assignment). Discuss using a classroom or projected map why the currents circulate as they do. Review the science concept of water with greater salinity being denser and heavier than less saline water. (For enrichment, SEA Semester offers an interesting classroom experiment on the history and the science "Count Marsili and the Mediterranean Current at http://www.sea.edu/academics/k-12_detail/count_marsili_the_mediterranean_current). Discuss how the exchange of Atlantic and Mediterranean water affects circulation in the basin. Ask what other factors affect these patterns (islands, depth of the basin, coastlines, river inflow).

2. Assign the brief reading on winds and have students use the accompanying map to learn about prevailing winds in the Mediterranean. Read the list of named winds and the seasons when they occur and determine which were given positive associations and which negative ones in the languages. Discuss the relationship between currents and winds in navigation, and the importance of seasonal differences in navigation. Have students briefly research the distance between Mediterranean ports and how long it would take to sail between them in the age of sail. Refer to the two maps on Student Handout 1.4.3 (physical map, countries, cities) to make correlations with city locations and bays, currents, and winds.

3. Introduce this part of the lesson by having students generate ideas on how trade routes develop. What makes people travel from one place to another across the sea? (e.g., they have goods to sell to people who want them in that location, OR they desire a commodity that is scarce in their location, and hope to trade for it.)? What factors determine the routes of travel by sea? What makes a good trade route? (e.g., existing technology and access to wood and naval stores may either restrict shipping to the coasts or permit longer voyages which in turn depended upon the type of ship available; the presence or lack of favorable winds and currents; natural harbors and island stopping places; hostile or friendly people.) Students may look at some close-up maps of famous Mediterranean harbors, or areas where there are steep rocks or no harbors and deserts behind the shore. Before looking at the actual route maps, have students plan routes and debate them, connecting to what they learned about the Mediterranean coastline and topography in the map activity above, including city locations. In what ways do port cities look out into a world of connections with other port cities that makes them like current "global cities" in culture and mixture of inhabitants, visitors, and commercial connections than inland

cities in the same country? How might port cities be more like other port cities than they are like towns and settlements in the same country?

4. Student Handout 1.4.2 shows shipping and trade routes from the Phoenicians to the present day. Use the maps to draw inferences about the relationship of the routes to what students learned about currents and winds. Looking at the maps from a different angle, ask students to identify similarities and differences in routes across the maps, and try to infer causes for this stability or change. Discuss what other factors cause change or continuity in routes over time (political power over origins and destinations, rise and fall of cities, opening or closing of other routes, such as the Atlantic-African route and the opening of the Suez Canal, etc.). The purpose of this activity is to preview continuity and change in the region that will be reflected in later modules.

5. Conclude the lesson with a writing reflection piece using knowledge of winds, currents and sailing times/distances to consider how people who lived on or near the coasts viewed the sea. As a space of danger, adventure, or opportunity?

Topic 3: When is the Mediterranean?

Lesson 1.5: Timescales in the Mediterranean and World History

Lesson Overview

This lesson exposes students to Fernand Braudel's innovative concept of historical scales from the slow pace of environmental and historical changes through the immediate effects of individual actions. It also provides the perspective of contemporary historians of Big History such as David Christian on Braudel's concept. The lesson helps orient students to the chronological unit of the world era, a global period used in these modules that corresponds to the periodization used in the online curriculum World History For Us All (http://worldhistoryforusall.sdsu.edu).

Lesson Objectives

- The students will identify and explain in simple terms Braudel's idea of different historical scales.
- They will apply the concept of historical scales to events in history, to individual or collective biographies and life stories/trajectories, and in their own lives.
- They will extend this understanding to David Christian's idea of geography and geology as the largest timescale that affects human activity and places it in context.
- Throughout Modules 1-6, students will be able to apply the concept of historical scales to new information.

Grade Level:

This lesson is for high school level 9-12 and advanced students in World History courses. Not suitable for younger students without adaptation.

Time

1 class period or less for discussion if assigned outside of class

Materials Needed
- Student handout 1.3.1
- Writing materials, highlighters

Procedure/Activities
1. Provide Student Handout 1.3.1 Braudel's framework of historical scales and (From Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. (Berkeley, Calif: University of California Press, 1995), pp. 20-21 and (From David Christian, "Afroeurasia in Geological Time," *World History Connected*, Vol. 5 No. 2 at http://worldhistoryconnected.press.illinois.edu/5.2/christian.html).

2. To help students decipher these texts through close reading, or active learning, assign students to read the text in a group using "silent discussion-mode." To do this, project or print a large-text version of the text on a large piece of paper. On this paper, each student can write annotations, comments, and questions (vocabulary, comprehension) on or next to the part of the text. Alternatively, the teacher can create questions or highlight passages for comment, and students write their answers/ideas next to these passages. The teacher may observe the notations and comment as well by writing on the paper. This can be a timed activity followed by discussion of the notations and questions students made.

Lesson 1.6: Parallel Timelines Tell Stories from Multiple Perspectives and Different Scales

Lesson Overview:
The lesson lets students work with multiple timelines about geological, demographic (migration), political, and technological events and processes, to make comparisons, and to determine the significance of different types of events and narratives related to history in the Mediterranean as a world region. Since the timelines include narratives of developments in other world regions, students gain an understanding of geographic and historical relationships and the elastic notion of region. The central activity of the lesson is to create a story/narrative of the Mediterranean region by selecting a limited number of events from one or more timelines, and to develop an explanation of the significance and relationship of those events.

Lesson Objectives
- The students will follow historical developments on various themes in chronological sequence.

- The students will make observations about the scale of time between "stories" on the timelines (i.e. compressed or spaced out over centuries or millennia or millions of years).

- They will assess the predominance of continuity and change as a result of various types of historical developments

- They will construct historical narratives by selecting events of importance in different thematic areas.

- They will compare developments within and beyond the Mediterranean region.

- They will assess the significance of events and developments in and beyond the Mediterranean region and identify important linkages.

Grade Level
Grades 7-12 World History

Time
1-2 class periods and/or parts as an assigned project. This lesson may also be used periodically with Modules 1-6, or to introduce each module or larger units of study in the course, and/or for review late in the unit or course

Materials Needed
- Tiki-Toki timelines on Environment, Migration, Politics and Technology in the Mediterranean (The timelines use a program called Tiki-Toki at tiki-toki.com. The free Tiki-Toki Viewer can be downloaded CURRENTLY FOR THE MAC ONLY, but check back to see if a promised PC version is available at tiki-toki.com. Download the free viewer at this site at http://mediterraneansharedpast.org/timelines/product-viewer.zip. The four timelines can be downloaded at Environmental History at http://mediterraneansharedpast.org/timelines/OSPMMediterraneanEnviro-HistoryTimeline.tki ; Migration at http://mediterraneansharedpast.org/timelines/OSPMMediterraneanMigrationTimeline.tki ; Political History at http://mediterraneansharedpast.org/timelines/OSPMMediterraneanPoliticalHistoryTimeline.tki ; Technology at http://mediterraneansharedpast.org/timelines/OSPMMediterraneanTechnologyTimeline.tki.)
- Printouts or device for projecting or individual viewing of timelines. (Download free timeline viewer at http://www.tiki-toki.com/desktopapp/ or set up a free account at tiki-toki.com).

- Colored adhesive notes, index cards, or white cards and highlighters for color-coding

Time
1-2 class periods and/or parts as an assigned project. This lesson may also be used periodically with Modules 1-6, or to introduce each module or larger units of study in the course, and/or for review late in the unit or course.

Procedure/Activities
1. Access the four Tiki-Toki Timelines on environmental, migration, political and technological history in the Mediterranean region. (See URL links above under "Materials Needed." (NOTE: teachers and students can download the viewer application from this website, or create an account at www.tiki-toki.com and access the viewer. It only works with Macintosh/Apple computers or tablets, not Windows machines. A version of the viewer for the PC is forthcoming.)

2. This activity can be assigned individually, in pairs or small groups. After studying the four timelines, have students use the parallel timelines to construct narratives and write them in the form of annotations, notes, or an essay. Students could choose 5-10 events from one to tell a story of the Mediterranean, or combine two (migration and the environment, or politics and technology, for example). Choose 10 events to tell your story of/in the Mediterranean and justify why you chose those

events to tell it. Students, working alone or in groups, may draw upon multiple timelines, or you may have them begin with one timeline of their choice, then tell another story using a different timeline, then draw upon two or more timelines. This step-wise method will aid in "getting" the concept of different scales, but also the interaction of different types of events (e.g. technology and empire, trade and migration, environmental challenges and technology, political history, etc.).

3. Have students research recent events in the Mediterranean that are not represented on the timelines, and use the research from textbooks and other sources to create their own timeline of 10 or more stories. Students may use Tiki-Toki or other online tool. They should be able to tell why they chose certain start- and end-dates, why the events are significant, and how the events relate to one another. When they present the timelines, they should be able to relate a story that their series of events tells about the Mediterranean.

Among the categories and issues in the timelines are the following:

- Demographic
    - Population fluctuations in the Mediterranean over time
    - Migration
    - Urbanization
    - Historical actors of various types (men and women as rulers, slaves, migrants, solo travelers, seafarers, legends and holy figures, pirates, pastoral nomads, artisans, peasants, warriors, conquerors, missionaries, etc.)
- Economic & political
    - Development & routes of trade and their links to Europe, Asia, Africa by land & water
    - Trade goods
    - Cities & city-states, the development of global cities over time
    - Empires in and beyond the Mediterranean
- Technology
    - Technologies for trade & warfare
    - Abundance of resources of value that are scarce or absent elsewhere—how do demand and supply change over time?
    - Bringing plants and animals and acclimating them to the region
    - Use of solar energy [wind, biomass, waterpower, animal/human muscle vs. fossil fuels as major historical watershed]
- Environmental impacts
    - What defines the "limits of the possible" for supplying basic needs and developing and sustaining complex societies
    - Abundance & scarcity of key resources as draw to trade in the Mediterranean and beyond
    - Humans and the environment
    - Deforestation
    - Technologies that allow travel within and beyond the Mediterranean region

- Diseases
- Decline in fisheries
- Soil depletion (erosion and human use)
- Arid and wet periods

Questions for ongoing discussion with the timeline project:

1. What makes the Mediterranean past a shared human experience?
2. What zones of interaction within and beyond the Mediterranean are active in different periods? What sorts of interactions are involved (Examples: transfers of technology, ideas, goods; warfare; environmental effects with distant causes; people migrating in or out)
3. Concepts of continuity and change vs. ideas of points of rupture; What changes and what continues much as before? Examples often claimed as ruptures:
4. The rise and destruction of Carthage, the rise of Rome and The fall of Rome
5. The rise of Christianity and Islam
6. Crossing the Atlantic, circumnavigation of Africa and the globe in the 15th – 16th century
7. Opening the Suez Canal

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"UT Austin Migration Ancestry5_medium.jpg (JPEG Image, 1500 × 768 Pixels)." http://www.utexas.edu/features/2007/ancestry/graphics/ancestry5_medium.jpg.

"Wine_regions_with_Mediterranean_climates.jpg (JPEG Image, 780 × 450 Pixels)."http://upload.wikimedia.org/wikipedia/commons/2/2d/Wine_regions_with_Mediterranean_climates.jpg.

"World Europe and Africa Centered: Free Maps, Free Blank Maps, Free Outline Maps, Free Base Maps." http://d-maps.com/pays.php?num_pay=279&lang=en.

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"Eurasia During the Last 150,000 Years" http://www.esd.ornl.gov/projects/qen/nercEURASIA.html.

National Aeronautics and Space Administration (NASA) "Digital Tectonic Activity Map-NASA (JPEG Image, 3577 × 2313 Pixels)." http://denali.gsfc.nasa.gov/dtam/data/ftp/dtam.jpg.

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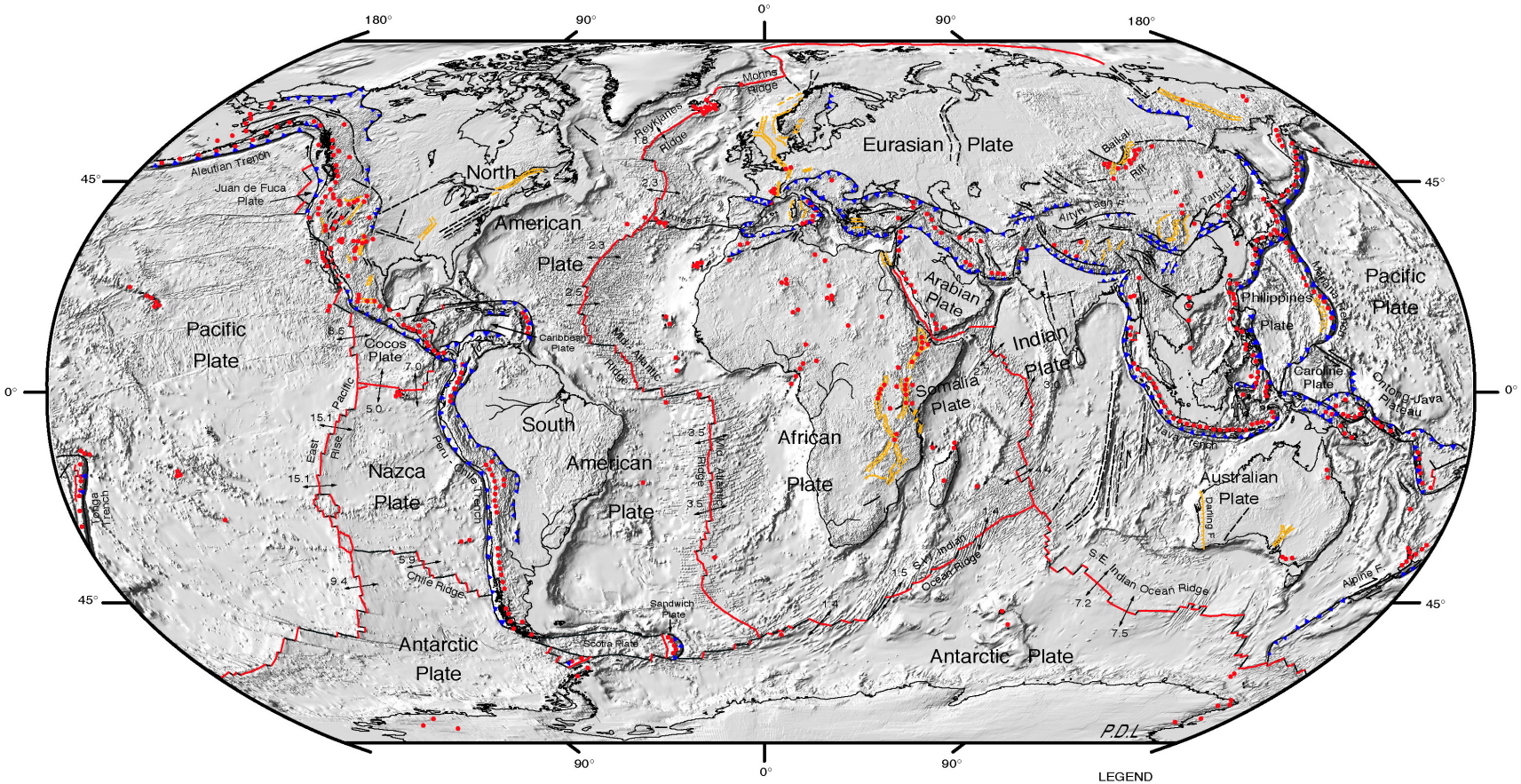
University of California Museum of Paleontology. "Plate Tectonics Animation." http://www.ucmp.berkeley.edu/geology/anim1.html.

University of California Television (UCTV). *Lands of Two Seasons: The World's Mediterranean-Climate Ecosystems*. http://www.uctv.tv/shows/24602.

NOTE: Tiki-Toki Timelines have internal references and links to text sources and images.

Module 1 Student Handouts by Lesson



DIGITAL TECTONIC ACTIVITY MAP OF THE EARTH
Tectonism and Volcanism of the Last One Million Years

DTAM - 1

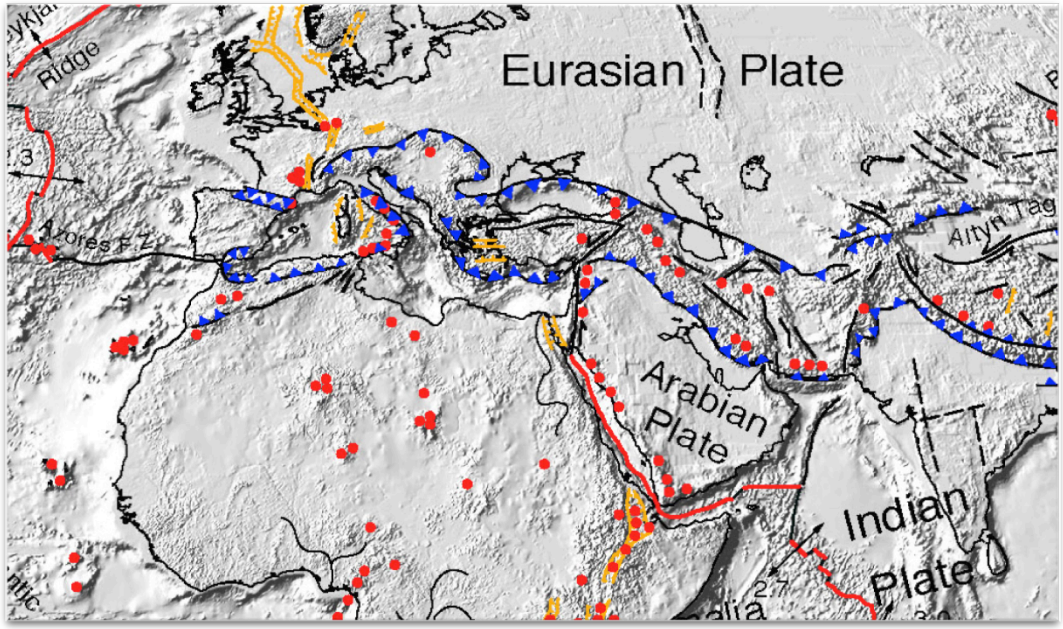
NASA/Goddard Space Flight Center
Greenbelt, Maryland 20771

Robinson Projection
October 2002

1. Write a sentence describing what geologic forces and what time period this map illustrates.
2. Locate and label or highlight the Atlantic Ocean, Eurasia, Africa and the Arabian Peninsula and the Indian Ocean.
3. Draw an oval around the Mediterranean Sea. Go to the next page to view the Mediterranean region in detail.

OSPM Student Handout 1.1.1

http://mediterraneansharedpast.org



1. Using the map key from the previous page, write a sentence describing the tectonic forces and features acting on the Mediterranean region.

2. Using the physical map of the Mediterranean Basin, compare the shape and area of the mountains with the tectonic forces shown on the detail map above it.

3. Which modern countries are affected by volcanoes and earthquakes in this region? List them and look up the years of recent events.

Maps: http://earthobservatory.nasa.gov/Features/Tectonics/tectonics_5.php and CIA Mediterranean (1982) at http://mapas.owje.com/maps/7157_map-of-the-mediterranean-1982.html

View the video "The Formation of the Mediterranean Sea, Chapter One," from *Journey into the Depths of the Mediterranean Sea* (Ivan Saliba 3D, Shaun Arrigo, Planet Sea Productions, 2007) (7:18 minutes)

As you view the video, take notes and answer the following questions:

1. Which continents drifted together to form the Mediterranean basin?

2. What was the result of the continents pushing together, and how did it affect the Mediterranean climate?

3. What happened to the inland sea between 6 and 10 million years ago?

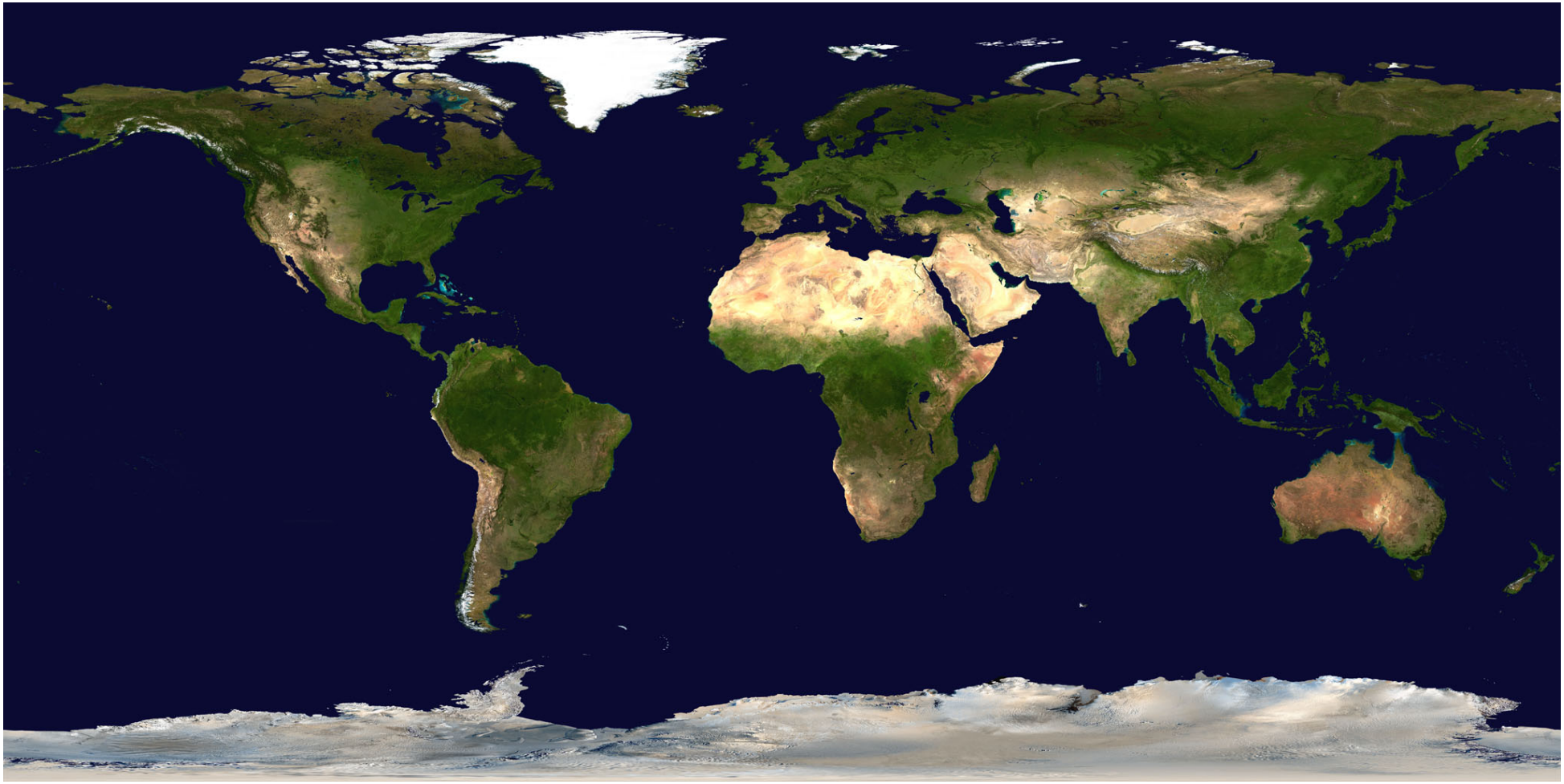
4. What cataclysmic event took place around 5.5 million years ago that created the Mediterranean Sea of today?

5. How long did it take the sea to form?

6. Why hasn't the Mediterranean Sea dried out since that event?

7. Circle the seas and basins that make up the Mediterranean on this map. List 6 major islands.

"Mediterranean Sea: depth contours and submarine features". Map. *Encyclopædia Britannica Online*. <http://www.britannica.com/EBchecked/media/614/The-Mediterranean-Sea>



Source: National Aeronautics and Space Administration. "Blue Marble Next Generation : Maps & Articles." http://earthobservatory.nasa.gov/Features/BlueMarble/BlueMarble_2002.php.


3000 km (équateur)
2000 mi (equator)

Source: Map of the Mediterranean No. 505327 (A00849)11-1982, Central Intelligence Agency (CIA).

Source: http://www.mapresources.com/mediterranean-digital-vector-object-map-medite-062836.html

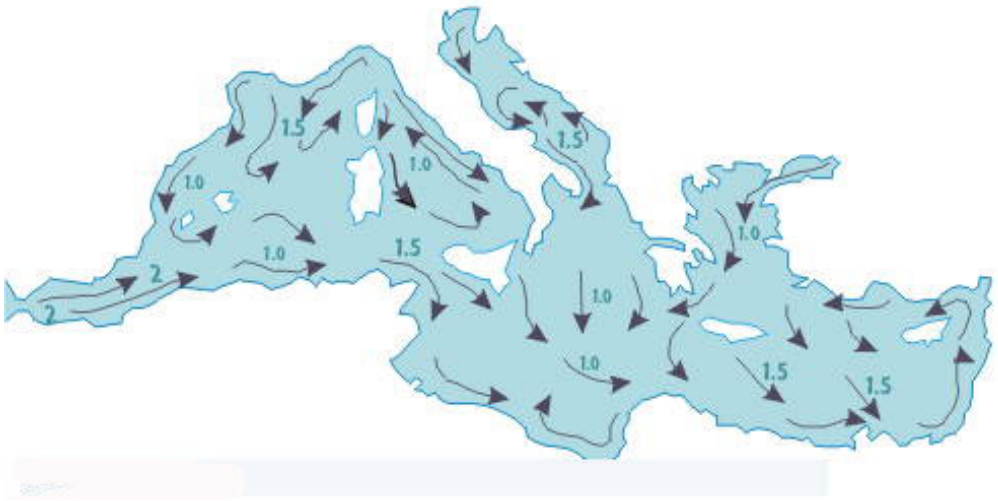
Conditions for Navigating the Mediterranean: Currents and Winds

If the Mediterranean were a closed sea, the amount of water it holds would be determined by how much rain and river water enters it and how much is lost through evaporation. Evaporation from the surface is about 2/3 greater than rain and river runoff. That fact would cause it to gradually dry out and become very salty.

The factor that keeps the Mediterranean Sea constant is its connection to the Atlantic Ocean via the Strait of Gibraltar. A small amount also flows into the Mediterranean from the Black Sea, which is in turn fed by rivers. Through the strait of Gibraltar, which is about 14 km (8.7 miles) wide, water flows in both an eastward and a westward direction. Mediterranean outflow happens when deeper, saltier, and denser water flows westward though the strait and enters the Atlantic below the surface layer. A larger amount of surface water that has less salt and less density flows into the Mediterranean on the surface.

This movement creates currents on the sea. The greater flow is eastward, as relatively cooler, less-saline water from the Atlantic flows inward and across the sea near the surface. As it moves east, the surface water warms, evaporates and becomes saltier. That saltier water—now denser—sinks in the Eastern Mediterranean basin and circulates below the surface toward the west, and finally out of the Mediterranean at the Strait of Gibraltar.

The map below shows the surface currents in the Mediterranean during the month of June (when evaporation is high) that result from this basic flow, following the contours of the shoreline and islands. Other factors such as seasonal temperature and variations in river flow change the currents, but this is the basic pattern.



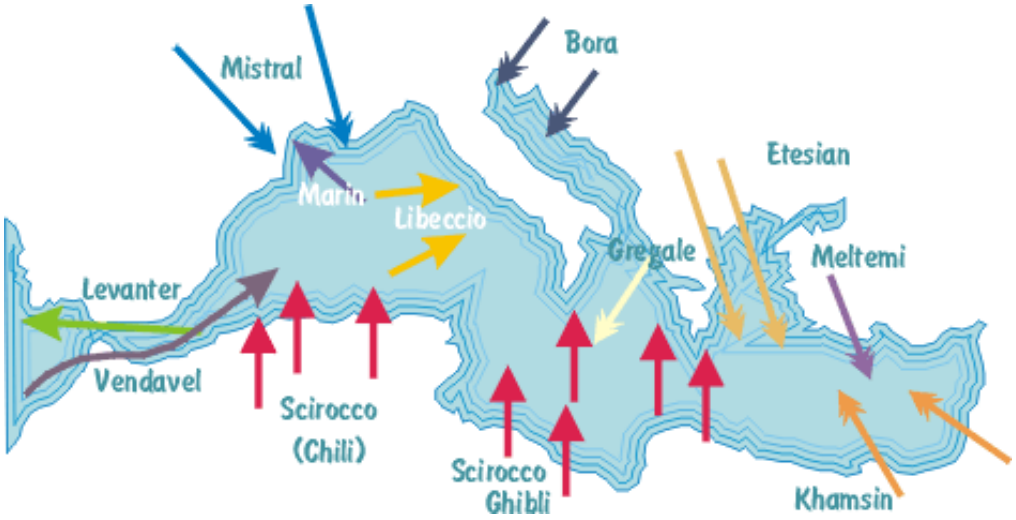
1. If you placed a message in a bottle into the sea at the toe of the boot in Italy, where would it probably go?

2. If you wanted to travel on a raft from the coast of Spain to Syria, what route would your raft probably take?

Winds and Weather

Another factor affecting navigation on the Mediterranean is the wind. Seasonal wind patterns have been named by sailors over the centuries. Some of these winds are moist, others dry. Some are fierce and dangerous, others mild and pleasant for seafarers. In the age of sail, winds were the most important factor in determining whether a ship reached its destination safely, became stalled in a flat sea, or suffered shipwreck in a storm. The winds are affected by high and low pressure areas as far away as northern Europe and parts of Asia, and the surrounding oceans. They are also affected by the topography of the land and the temperature of the air over them—snowy mountains, river valleys, and flat deserts.

Navigators passed down their knowledge of the right seasons to travel, the winds that occurred in parts of the Mediterranean during certain times of year, and other dangers such as narrow channels, reefs, and rocky shores. Pilots' knowledge was recorded in navigational charts that today can be accessed online. Seasonal winds varied according to unpredictable changes in weather, of course, so a sailor had to be alert to these changes. Today, you can get hourly weather reports and navigation charts showing winds and waves at links like this one: http://www.eurometeo.com/english/meteomar. Here is a map of the various winds that have names describing their qualities in different Mediterranean languages, and a chart showing the season in which they commonly occur.



Spring and Summer Winds		Autumn and Winter Winds
Levanter		Levanter
Vendevales		Vendevales
Leveche		Mistral
Levantades		Bora
Scirocco		Levantades
Marin	Maestro	Gregale
Fohn	Meltemi	Libeccio
Libeccio	Khamsin	Tramontana

Levanter: An easterly wind through the Straits of Gibraltar and between Spain and Morocco. It is usually a light or moderate wind bringing with it a lot of moisture. It can happen any time, but is most frequent from July to October and in March.

Vendavales: Strong south-westerly winds in the Strait of Gibraltar and off the Spanish coast. They occur from late autumn to early spring, and may bring thunderstorms and violent squalls.

Leveche: A dry, scorching wind that carries sand and dust and blows from wind between south-east and south-west on the south-east coast of Spain.

Levantades: Gales from off the east coast of Spain that are most frequent and dangerous in spring and autumn.

Mistral: A strong northerly wind in the Gulf of Lions and Rhone Valley, usually bringing cold, dry, clear weather. The Mistral often reaches gale force especially in winter and can suddenly cause rough seas.

Bora: A NE wind that rises on the eastern shore of the Adriatic similar to the Mistral, mostly in winter. The Bora's sudden violence can endanger ships in the eastern Adriatic Sea.

Scirocco: A southerly wind that moves eastwards in the Mediterranean. It may bring gales and rain to the Adriatic. The Libyan name for this wind is Ghibli (or Chibli).

Gregale: A strong, cold northeast wind of the central and western Mediterranean. It can blow for two to five days, with hail and rain.

Fohn: A warm dry wind coming down off the Alps Mountains.

Marin: A strong, warm wind in the Gulf of Lions that blows from the southeast, opposite to the Mistral. It brings clouds and rain.

Libeccio: A westerly or south-westerly wind that occurs in northern Corsica all year round, and can bring high waves and violent winds. In summer it is most frequent, and in winter it alternates with the tramontana.

Tramontana: A local name for a north-easterly or northerly winter wind on the west coast of Italy and northern Corsica. It brings fine weather and seldom gales.

Maestro: A north-westerly wind that blows in summer in the Adriatic—a welcome breeze bringing fine weather.

Meltemi (Etesians): Prevailing northeast to northwest refreshing summer winds that bring fine weather in the Aegean Sea. They are caused by a continental depression centered over India. The Turks call these winds meltemi and the Greeks call them etesians.

Khamsin: A dry, dusty, hot southerly wind in Egypt and the Red Sea, like the dry scirocco further west. The khamsin can blow from different directions, but is always known for the dust and heat, and happens in the spring.

(Sources: Maps and information on winds and currents from Mediterranean Sailing at http://1yachtua.com/Medit-marinas/Mediterranean_Sailing/mediterranean_winds.shtm and http://1yachtua.com/Medit-marinas/Mediterranean_Sailing/mediterranean_currents.shtm)

Review Questions

1. Why is winter a dangerous time for shipping in the Mediterranean Sea?

2. Which winds make sailing dangerous from southern France and Spain?

3. Which winds might help a ship sail quickly from North Africa to Sicily?

Mediterranean Trade Routes over Time

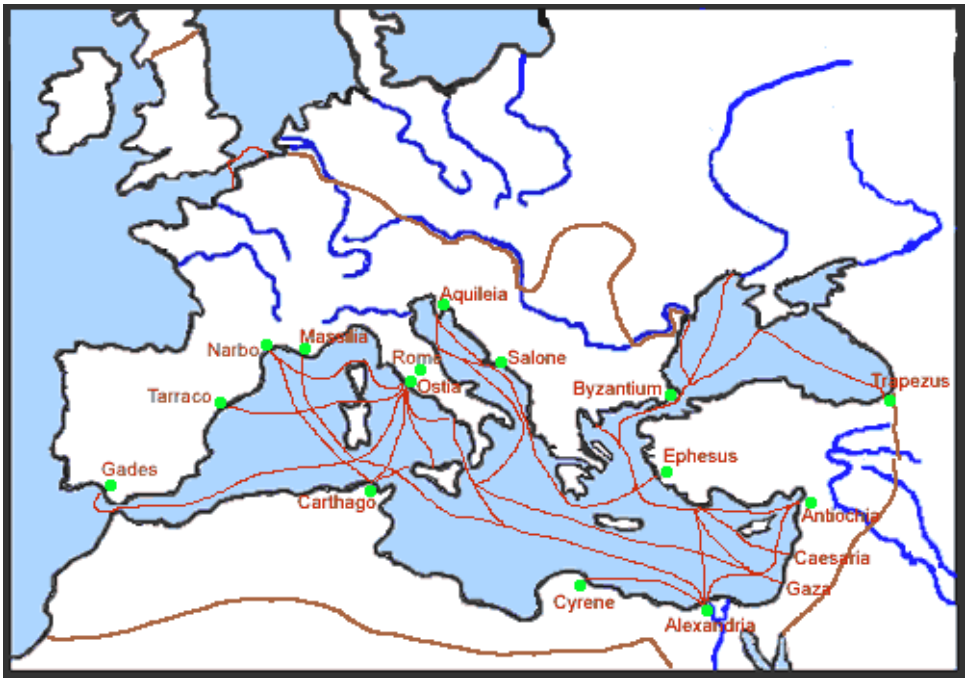
View and compare the trade routes on the series of maps from ancient to modern times. What factors do you think account for continuity across eras, and what factors cause change? Record your thoughts.

Phoenician/Greek

Greek and Phoenician Colonies and Trade. The Western Mediterranean was first colonized by Phoenicians and Greeks who

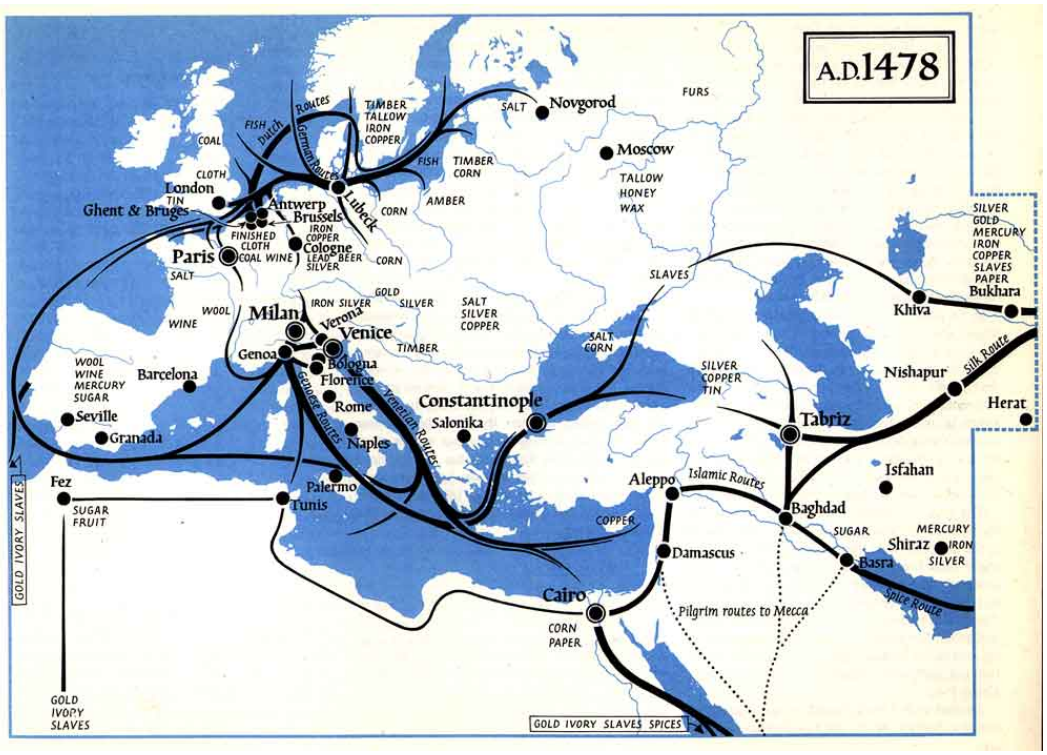
http://mcchalsclasses.wikispaces.com/European+Networks

Roman

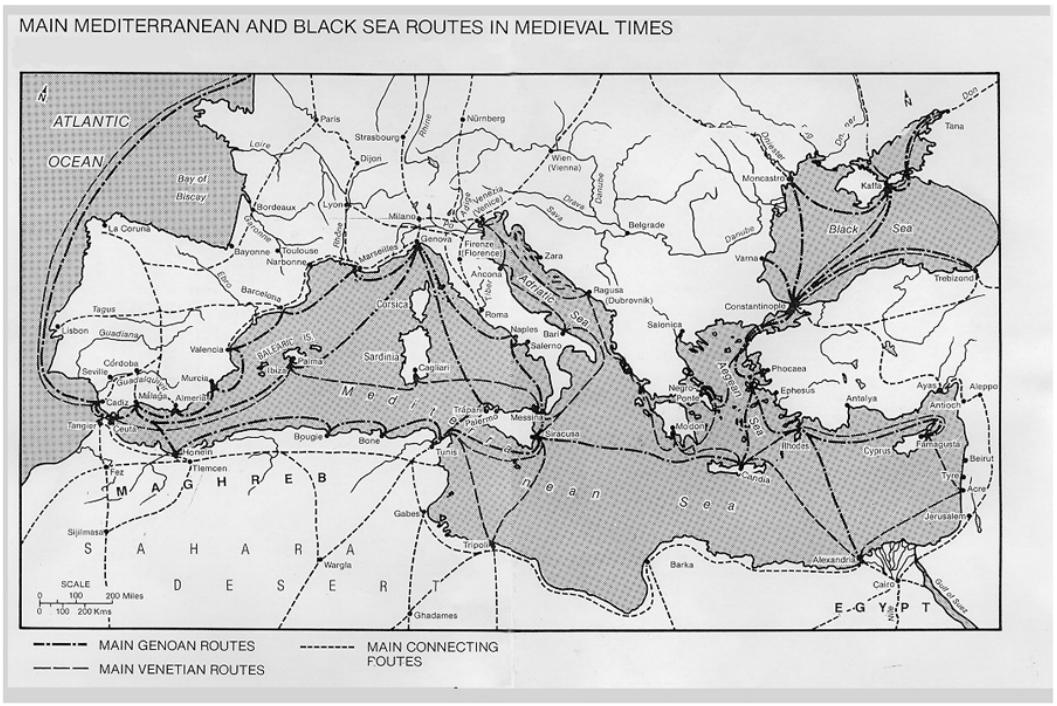


http://www.historylink101.com/2/Rome/roman-ships.htm

Medieval

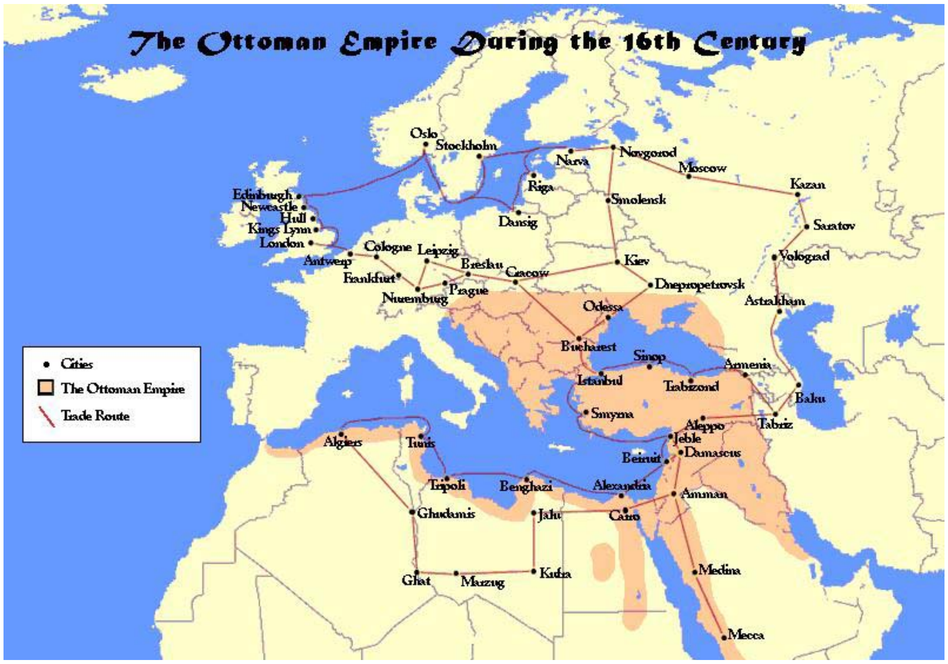


http://www.learn.columbia.edu/medmil/pages/non-mma-pages/maps/penguinpg89.html



http://www.brown.edu/Departments/Italian_Studies/dweb/society/structure/trade.php

16th century

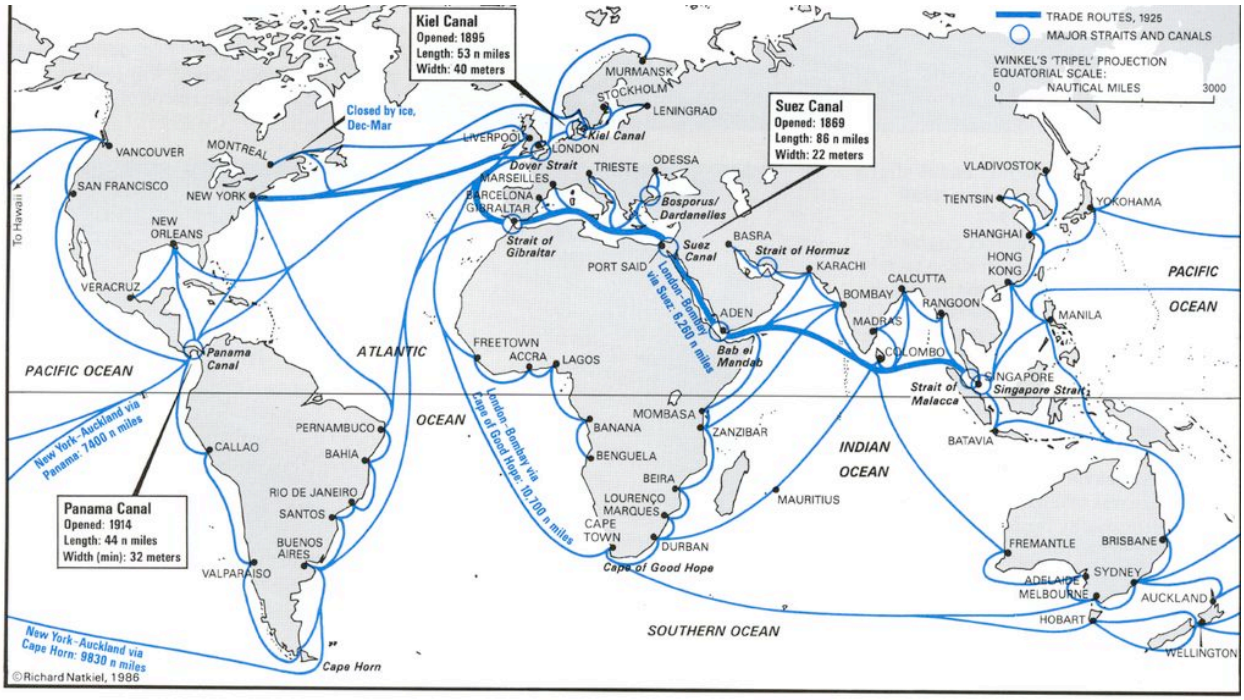


http://www.artsrn.ualberta.ca/amcdouga/Hist446/images/ottoman_trade_map.jpg

Rail and Steamship routes, 1910

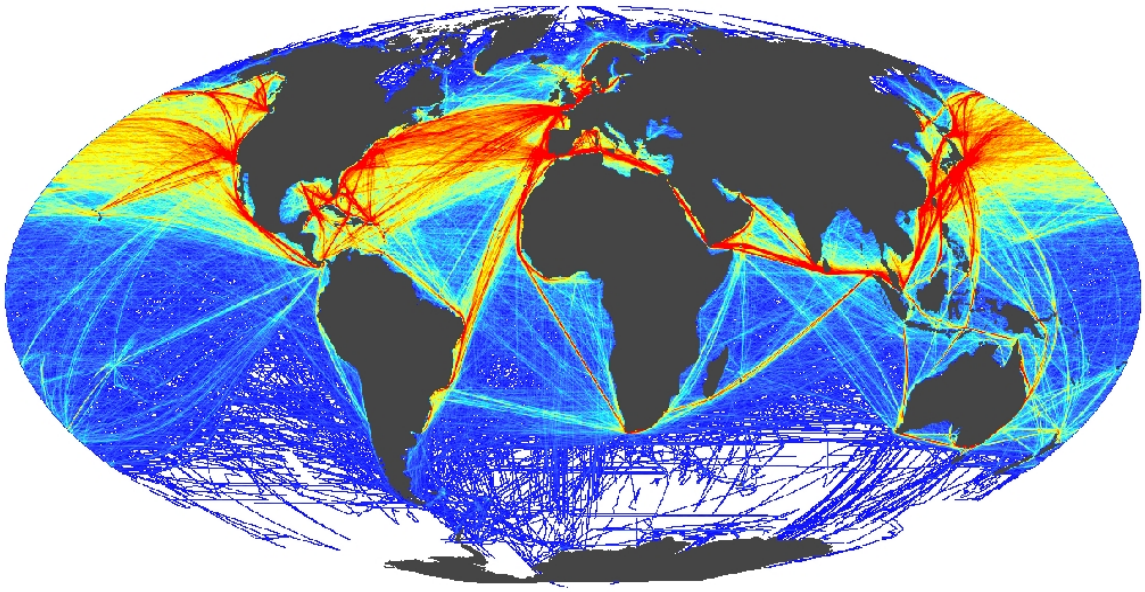
http://etc.usf.edu/maps/pages/1700/1799/1799.htm

Global Shipping Routes 1925

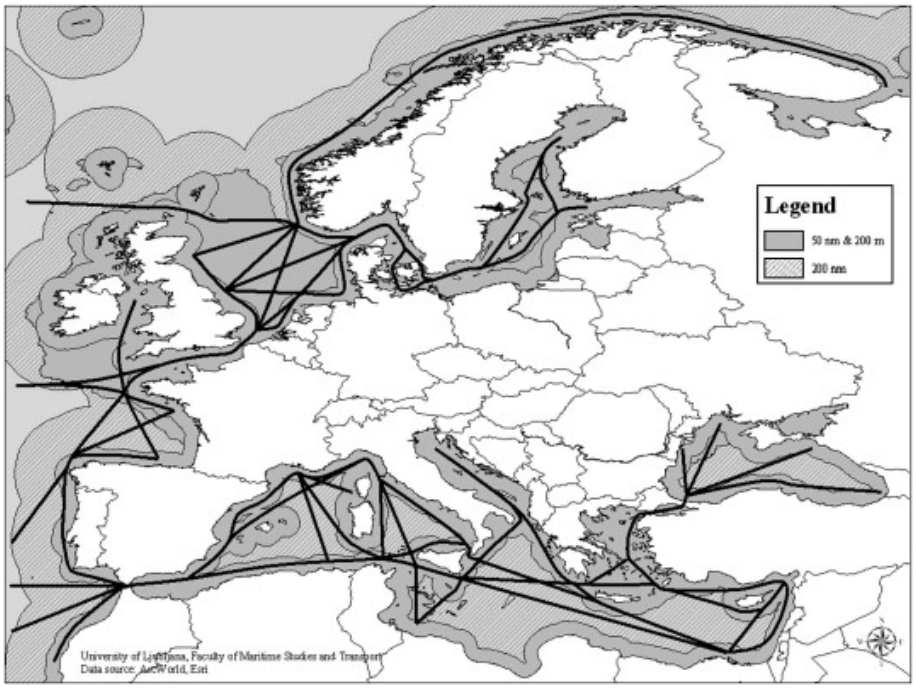


http://s15.postimg.org/uc07bvoob/Geographic_Choke_Points.jpg

Today

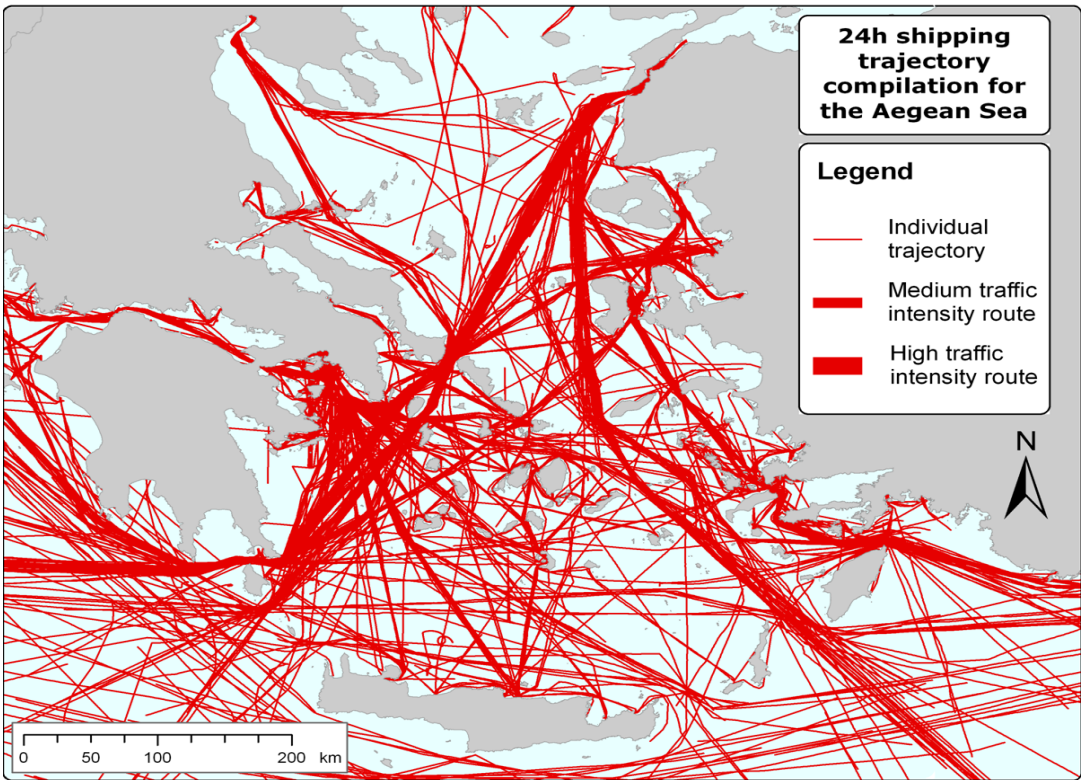


Major EU Shipping Lanes



http://origin-ars.els-cdn.com/content/image/1-s2.0-S0025326X08004700-gr1.jpg

Today—Aegean Shipping, 24 hours



Understanding Scales of Historical Time

Fernand Braudel wrote about scales of time in his famous book *The Mediterranean and the Mediterranean World in the Age of Phillip II* (1949). In this excerpt he describes three different planes or levels of history in which humans and the environment interact. It is from the introduction to his book. The concept of the *longue duree*, in French, means the longest time scale—the effect on human beings of conditions over the long run of time.

[1] "The first...[*the longue duree*] is a history whose passage is almost imperceptible, that of man in his relationship to the environment, a history in which all change is slow, a history of constant repetition, ever-recurring cycles. I could not neglect this almost timeless history, the story of man's contact with the inanimate, neither could I be satisfied with the traditional geographical introduction to history...in the beginning of so many books, with its descriptions of the mineral deposits, types of agriculture, ...flora, briefly listed and never mentioned again, as if the flowers did not come back every spring, the flocks of sheep migrate every year, or the ships sail on a real sea that changes with the seasons."

[2] "On a different level from the first ...[there is]...another history, this time with slow but perceptible rhythms. ...one could call it *social history*, the history of groups and groupings. How did these swelling currents affect Mediterranean life in general...studying in turn economic systems, states, societies, civilizations, and finaly...attempting to show how all these deep-seated forces were at work in the complex arena of warfare."

[3] "Lastly,...[there is]...history, one might say, on the scale not of man, but of individual men...that is, the history of events: surface disturbances, crests of foam that the tides of history carry on their strong backs. A history of brief, rapid, nervous fluctuations [changes], by definition ultra-sensitive; the least tremor sets all its antennae quivering. But as such it is the most exciting of all, the richest in human interest, and also the most dangerous. We must learn to distrust this history with its still burning passions, as it was felt, described, and lived by contemporaries whose lives were as short and as short-sighted as ours. It has the dimensions of their anger, dreams, or illusions....A dangerous world, but one whose spells and enchantments we shall have exorcised by making sure first to chart those underlying currents, often noiseless, whose direction can only be discerned by watching them over long periods of time. Resounding events are often only momentary outbursts, surface manifestations of these larger movements and explicable only in terms of them."

[Conclusion] "The final effect then is to dissect history into different planes, or ...to divide historical time into geographical time, social time, and individual time. Or, alternatively, to divide man into a multitude of selves."

From Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. (Berkeley, Calif: University of California Press, 1995), pp. 20-21.

The second reading is from the article"**Afroeurasia and Geological Time,"**
David Christian, author of *Maps of Time: An Introduction to Big History* (2004). He explains how Braudel's ideas about time scales in the Mediterranean are relevant to world history at the largest scale of time—geology and geography. Highlights added.

"... The great French historian, Fernand Braudel, famously argued that different scales reveal different aspects of the past. Though close-ups are revealing, you can also learn a lot by standing way back. This means that the choice of scale is a matter of strategic importance for the historian... In two immensely influential studies of the early modern world, Braudel distinguished between three distinct scales. **The smallest [scale] focused on particular events and individual actors.** He called it the scale of "events" or "individual" time. This has been the main scale for research in political history, and it has dominated modern historical scholarship and teaching. ...It is also the scale at which [historian] get to meet the famous and powerful....However, as Braudel argued, an exaggerated focus on the scale of events can deprive history of much of its meaning, for individual events can easily obscure their own context.

If geography, the environment, lifeways, demography, large social and economic cycles, eating habits, and basic technologies are treated as a sort of static backdrop to history, it is all too easy to suppose that Chinggis Khan personally created the Mongol Empire... or that Lenin personally set world history off on a new course ... in 1917. Seen through a wider lens, things look very different. Suddenly, all those parts of the past that had seemed fixed, begin to move too, and eventually we may realize that the frame itself is moving.

Braudel's second scale...highlights large social and economic changes over many decades. At this scale, economies expand and contract, populations grow and shrink, and wealth and power shift from region to region, transforming the international balance of power as they do so. At this scale it is easier to see that individuals are acting within contexts that constrain or empower them. In 1905, Lenin and the Bolsheviks were minor actors in a huge revolutionary crisis. In 1917, the Bolsheviks surfed international waves of change whipped up by world war, industrialization and several decades of European imperialism. Without understanding these huge waves of change, the October Revolution makes little sense. Chinggis Khan could not have conquered such vast territories if he had not been born in a period of competing Chinese dynasties and civil war in the Mongolian steppes...

Then Braudel takes a third step, by moving to what he calls the "*longue durée*", or "geographical time." This is a scale of many centuries. It is the scale of "material life," and those "structures of everyday life" that changed very slowly..., and set limits to human action: the diets, lifeways and productive methods of the peasants who made up most of society, the methods of transportation, and patterns of demographic growth. "Ever-present, all-pervasive, repetitive, material life is run according to routine: people go on sowing wheat as they always have done, planting maize as they always have done, terracing the paddy-fields as they always have done, sailing in the Red Sea as they always have done. . . .And this layer of stagnant history is enormous: all rural life, that is 80 to 90% of the world's population, belongs to it for the most part...

At the outer limits of Braudel's *longue durée*, even the environment begins to shift. Weather patterns and sea currents alter, driving Viking colonists from Greenland, creating droughts and famines in Russia, or building and tearing down entire civilizations in Peru as El Niño currents alternate with La Niñas. Widen the lens even more and glaciers expand and contract, the Sahara is transformed from a fertile savanna into an arid desert, and estuaries silt up leaving the ancient port cities of Sumer high and dry. Geography and the biosphere cease to be merely the backdrop to human history; they, too, become historical actors.

This is why world history and environmental history are such natural allies. While history at the scale of events is all about people and societies, what comes into view at the larger scales of world history is the complex and endlessly fascinating relationship between human beings, geography, and the biosphere."

From David Christian, "Afroeurasia in Geological Time," *World History Connected*, Vol. 5 No. 2. http://worldhistoryconnected.press.illinois.edu/5.2/christian.html.

Questions

1. In the Braudel passage, what clues are in the text that show how the historian is struggling to understand history beyond events and individuals?

2. How does the word "plane" help to explain scale in history?

3. How do the three scales of historical events relate to one another. How does Braudel use metaphors to dramatize the different scales?

4. David Christian's text reverses the order of the three scales, and he illustrates the differences using concrete examples from history. Why does he think the idea of scales is essential to understanding history, and especially the largest scale of time, that of the earth's history?

5. Develop examples of ways in which your own life is lived on different scales. Where do your daily actions and choices fit into the groups and systems of which you are a part, and how does that relate to global events over centuries? How can these ideas help to think about your future?