

JOURNEY ALONG THE MODERN-DAY SILK ROAD, STOPPING IN 4 CITIES/REGIONS THROUGHOUT ASIA

GRADES: 9-12

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SUBJECT: Advanced Placement World History

TIME REQUIRED: Two 90 minute class periods

OBJECTIVES:

1. SWBAT Identify various regions within Asia.
2. SWBAT Define key concepts within each region.
3. SWBAT Explain the significance of the Silk Road trading route from postclassical to modern times.
4. SWBAT Describe the political, economic, social and cultural forces that have impacted their assigned city and region along the Silk Road.
5. SWBAT Analyze changes and continuities in their assigned region from 600-present.
6. SWBAT Compare cities along the Silk Road according to their political, economic, social and cultural characteristics.
7. SWBAT Research and present their assigned region to the class.
8. SWBAT Apply David Christian's "Big History" approach to World History by mapping the grand picture within their region across various periods in AP World History.

MATERIALS REQUIRED:

- PowerPoint – silk road
- Handout 1: Silk Road Project Instructions
- Handout 2: Partially-completed CCOT (Change & Continuity Over Time) Chart: Istanbul, Turkey that contains several key concepts.
- Handout 3: Partially-completed CCOT Chart: Samarkand, Uzbekistan that contains several key concepts.
- Handout 4: Partially-completed CCOT Chart: Delhi, India that contains several key concepts.
- Handout 5: Partially completed CCOT Chart: Seokguram Grotto (Kyongju), South Korea that contains several key concepts.
- Handout 6: C/C (Compare & Contrast) Chart: all four places

BACKGROUND:

Many students have understood the Silk Road trade route to be a superhighway that connected the West to the East mainly during Han China in the 1st century bce to about 1450, the period just after the Mongols controlled most of Asia. In fact, the Silk Road was more than one road; it was an interconnected and complex network of roads that featured long-distance, interregional and local trade. It began in Istanbul in Southwest Asia and continued beyond China to Korea and even Japan. Hardly any traveler journeyed the entire length of the Silk Road, instead, merchants mainly engaged

in local trade that spanned as little as several miles and many more to connect to the neighboring region/s. Some students also believe that there is a terminus to the Silk Road trade that most likely concluded in China around the 15th century, with the prevalence of maritime trade replacing this once dominant trade route. However, some historians would argue that the Silk Road trade had no clear end and that although trade slowed after the 16th century, it continued in various other manifestations, mainly regional trading for many more centuries. Besides providing the students with a deeper understanding of the Silk Road, this lesson takes a “Big History” approach to mapping major developments within a region throughout various periods of times.

This lesson allows students to examine various political, economic, social and cultural forces that have shaped four Silk Road regions throughout Asia from postclassical times (600ce) to the present. The four regions include 1. Istanbul, Turkey, Southwest Asia 2. Samarkand, Uzbekistan, Central Asia 3. Delhi, India, South Asia. 4. Seokguram Grotto, South Korea, East Asia. I borrow David Christian’s “Big History” approach to provide the students with an overarching picture of world historical change over time within four different regions of Asia. This method allows students to make coherent connections across historical events, cultures and facts and see how history fits together in a broad sense. Besides the observable changes and continuities within each region, this bird’s eye view affords students the opportunity to make comparisons between different regions and across different periods of time.

The Advanced Placement World History curriculum largely neglects several important topics that I wanted the students to study. Korea is largely ignored in favor of China or even Japan as the classical East Asia example. The region of Central Asia after the Mongols does not garner much attention. Despite the lack in coverage, these two places boast many important contributions and developments that I want students to grasp. To complete the Asia picture, I thought it was important to put two other regions - southwest Asia and South Asia, which are regions in which students already have good exposure in studying these topics.

This lesson is also meant to be a review of Asia during period 3 (600-1450) and period 4 (1450 – 1750). Many of these concepts have been covered in various lessons leading up to this project. Pertaining to Turkey, students already learned about the Byzantine and Ottoman Empires; relating to Korea, students already learned about the 3 dynasties of Silla Koryo, and Choson; for India, students learned about the Delhi Sultanate and the Mughal Empire; finally, pertaining to Central Asia, the Mongols and Timurid empires were covered. Although students have understood these terms and topics in different contexts, the objective here is to take all that isolated and detailed-filled learning experiences and create one coherent big picture of Asia from postclassical – present times.

I decided to partially complete the change and continuity charts with concepts that I want students to know. You may decide to leave out or add your own important terms as well.

PROCEDURE:

1. Silk Road Postclassical to Present: Use the PowerPoint presentation (13 slides) to demystify the idea that the Silk Road was a superhighway that connected east to west, but instead a specific network of roads from East Asia through Central Asia to Europe and a complicated system of cultural exchanges that spanned several different eras and included different groups of people. Also discuss the regions throughout Asia, which is a must-know for the AP exam.
2. Go over project instructions (handout 1) and have students select their region, periods and group members. Be sure to explain travel journals.
3. At home, groups of students will research their assigned city/region and periods and complete a chart containing their changes and continuities (Handouts 2-5). Even though there is already some information that is filled out, students will do further research on the provided terms and add additional pertinent information.
4. At home, students will complete a brochure encompassing many of the ideas and terms specified in the CCOT charts.
5. Once the project is completed, students will make presentations based on their region. The Istanbul group will go first moving East to Samarkand, moving south to India and then concluding in the east with the Korea group.
6. Once the presentations are completed, students will be jigsawed so new groups are formed that contain at least three/four regions so students can make comparisons across Asia by completing the C/C chart. (Handout 6)

EVALUATION:

Students will be assessed on the creation of their brochure, in which they adequately summarize the information that they have gathered and write persuasively to encourage others to travel to their assigned destination. In addition, students will be assessed on the completion of the CCOT and the C/C charts.

ENRICHMENT:

Can have students write a change and continuity outline or essay based on their region or a compare and contrast outline or essay based on any two regions in Asia. Students must follow the AP rubrics of the CCOT / C/C.

For those interested in modifying this lesson, you can substitute Istanbul and Delhi for other well-known places such as China and Japan or lesser known such as Baghdad, Iraq or places in Southeast Asia.

RESOURCES:

The following list is provided to students to further research their topic to complete their project.

Turkey: Bentley, Jerry & Ziegler, Herbert. *Traditions and Encounters*. Hawaii: McGraw Hill, 2008. Chs. 13, 28

India: Bentley, Jerry & Ziegler, Herbert. *Traditions and Encounters*. Hawaii: McGraw Hill, 2008. Ch. 28; 465-466

Uzbekistan: Abazov, Rafis. The Palgrave Concise Historical Atlas of Central Asia. New York: Palgrave Macmillan 2008. Map s14-50

Korea: Koreansociety.org.

http://www.koreasociety.org/102_k12_teachers/103_by_subject_area/108_women/view_category.html

Mixed Sources

Silk Road Seattle: <http://depts.washington.edu/silkroad/>

Asia for Educators: <http://afe.easia.columbia.edu/>

CIA World Fact Book: <https://www.cia.gov/careers/index.html>

Handout#1: Silk Road Review Project**Overview**

Imagine that you are an explorer/historian traveling along the modern Silk Roads which connect the western and eastern worlds. When you arrive at your assigned city/place, your job is to investigate its rich history and uncover the various political, economic, social and cultural forces that have shaped the region from 600ce to the present, paying special attention to changes and continuities. Your objective is to provide a report (brochure) encompassing all that you have learned and to encourage other travelers to stop at your destination.

In groups of 3, you will choose a city and two periods to explore and complete the following requirements:

| Places | Periods |
|---|--|
| Istanbul, Turkey, southwest Asia | Period 3: 600-1450 & Period 4: 1450-1750 |
| Samarkand, Uzbekistan, Central Asia | |
| Delhi, India, south asia | Period 5: 1750-1900 & Period 6: 1900-present |
| Gyeongju (Seokguram Grotto) South Korea | |

1. Research & Brochure (50%) You will create a brochure to adequately summarize and report the information that you have gathered and to encourage others to visit this place.

1. Map: Include a map of the Silk Road (must clearly illustrate a route from your city to the next).

2. Travel Journal excerpt (1/2 page): Include a journal entry of your travels. You can describe the geography, the lands that you are passing through, the people that you encounter or any other interesting aspect along your travels.

3. Historical Pages: dedicated to political, social, economic, and cultural discoveries, accomplishments, people, monuments, concepts or key terms. Within your historical pages, you must have at least 3 pictures with labels.

4. Creative piece: if you are researching Korea, you have to write your own Sijo poem, if you are doing Central Asia, you can do a drawing of a typical scene from a Bazaar (with goods available). For Istanbul and Delhi, you can do a drawing of something that made an impression on you or anything of your choice.

2. Presentation (20%): You will present your project to the class. While other groups are presenting, you will complete the CCOT charts on their region.

3. Change and continuity chart (15%): You will be given a partially-completed CCOT chart. Your job is to fill in a few changes and continuities for each period. You should also look up every term in the chart to get a better understanding of the concept and how it relates to your region during your period.

4. Comparison chart (15%): When all the groups have completed their presentations, you will complete the C/C chart on the four cities/regions throughout Asia

Resources: You may consult the following resources to complete your project

Turkey: Bentley, Jerry & Ziegler, Herbert. *Traditions and Encounters*. Hawaii: McGraw Hill, 2008. Chs. 13, 28

India: Bentley, Jerry & Ziegler, Herbert. *Traditions and Encounters*. Hawaii: McGraw Hill, 2008. Ch. 28; 465-466

Uzbekistan: Abazov, Rafis. *The Palgrave Concise Historical Atlas of Central Asia*. New York: Palgrave Macmillan 2008. Map s14-50

Korea: Korean Society.

http://www.koreasociety.org/102_k-12_teachers/103_by_subject_area/108_women/view_category.html

Mixed Sources

Silk Road Seattle: <http://depts.washington.edu/silkroad/>

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RUBRIC

| Category | Points | Score |
|---|-----------|-------|
| Brochure <ul style="list-style-type: none">• Student follows all directions and completes all requirements• Project is informative, creative and neat• All pictures are properly labeled and explained | 50 | |
| Presentation <ul style="list-style-type: none">• Students demonstrate a sound understanding of the material being presented.• Students are well-prepared and can field questions related to their topic.• Students are articulate, energetic and display good presentation skills. | 20 | |
| Charts: <ul style="list-style-type: none">• CCOT completed thoroughly on your city and the other three cities presented• C/C completed thoroughly | 30 | |

Handout#2: CCOT Chart: Istanbul, Turkey (southwest Asia)

| Themes | Period 3: 600-1450 | Period 4: 1450-1750 | Period 5: 1750-1900 | Period 6: 1900-Present |
|------------------------|--|--|---|----------------------------------|
| Political | Byzantium empire 330-1453 Seljuks 1040-12 th c Caesaropapism | Ottoman Empire (Osman Bey 1300 (1453) - 1922) | Ottoman Empire (Osman Bey 1300 (1453) - 1922) | Turkish Republic 1923-present |
| Social (women) | Peasants were sometimes bound to the land, worked under sharecropping arrangements . | 4 classes - Men of the pen (scientists, lawyers) 2. Men of the sword (soldiers) 3. Men of negotiation (merchants tax collectors)4. Men of husbandry (farmers & herders.). First two groups were almost all Muslim Women played important roles in managing Islamic empires. Followed the example of Chinggis Khan who revered his mother & first wife – who enjoyed special privileges. Suleyman became infatuated with a concubine & elevated her to status of legal wife, consulted her on state matters. | 4 classes - Men of the pen (scientists, lawyers) 2. Men of the sword (soldiers) 3. Men of negotiation (merchants tax collectors)4. Men of husbandry (farmers & herders.). First two groups were almost all Muslim | |
| Cultural | Christianity | City changed from Constantinople to Istanbul Sunni Muslims Ghazi – Muslim religious warrior | Sunni Muslim Technologically lagging behind Europeans | Sunni Muslim |
| People | Justinian & his legacy 527-565 | <u>Suleyman the Magnificent</u> (reigned 1520 – 1566) – conquered Baghdad & other lands, strengthened gov't & modernized the army. | | Mustafa Kemal Atatürk |
| Monuments / Inventions | Hagia Sophia Hippodrome | Sultan Ahmend Mosque (Blue Mosque) 1609-1616 | Dolmabahce Palace 1843-1856 | Hagia Sophia Museum 1931-present |
| Economic | Constantinople is a major trading port 6 th c ce – 2 Christian monks from Persia go to China, intro of high quality silk | Coffee to Europe. Controlled the trade routes, caused Europeans to look for sea routes | Raw silk and oriental carpet | |
| Changes | | | | |
| Continuities | | | | |

Handout #3: CCOT Chart: Samarkand, Uzbekistan (Central Asia)

| Themes | Period 3: 600-1450 | Period 4: 1450-1750 | Period 5: 1750-1900 | Period 6: 1900-Present |
|------------------------|--|--|--|---|
| Political | <p>Sogdian states 327bce – 840</p> <p>Turkish Uighurs ruled that area 745-840</p> <p>Converts to Manichaeism 763</p> <p>Arab conquest (Abbasids) 712-1200s</p> <p>Mongols 1200s – 1300s (Ulus of Chagatai)</p> | <p>Timurid Empire 1370-1526</p> <p>Samarkand became capital</p> <p>Small, compact states – 1500</p> <p>Shibanid emerged as Uzbek leaders</p> <p>Astrakhanids dynasty of Bukhara 1599-1756</p> | <p>Manghyt emirs of Bukhara 1756-1868 /</p> <p>Russians 1886-1917</p> | <p>1917 Bolshevik revolution & 1922-1991 Soviet controlled</p> <p>Central Asian Independence 1991</p> <p>Some adopt Stalinist dictatorial model (totalitarian gov'ts)</p> |
| Social (Women) | <p>Kinships</p> <p>Pastoral Nomadism</p> <p>Women had more authority in nomadic societies than sedentary societies</p> | <p>Sufi orders rise to high position</p> <p>Women – day to day lives required them to take a more public role in economic activity.</p> <p>All the work rests on the shoulders of the woman – they make the fur coats, clothes, shoes, bootlegs, and everything else made from leather.</p> <p>-Shoot the bow as accurately as men</p> | <p>Decentralized education, artistic production</p> | <p>Education – sovietization</p> |
| Cultural | <p>Zoroastrianism</p> <p>Shamanism</p> <p>Buddhism</p> <p>Nestorian Christianity – 5th & 6th c</p> <p>Islamization starts 8th c.</p> <p>Sufism</p> <p>Manichaeism</p> | <p>Islam</p> <p>Cultural decentralization</p> <p>Poet Abd al Rahman Jami</p> <p>Mir Ali Shir Navai (founder modern day literary language)</p> | <p>Islam</p> <p>Sufism crushed</p> <p>Russification 1800s.</p> <p>Jadidism</p> | <p>Islam wanes during Russia</p> <p>Islam resurfaces after independence</p> <p>New symbols for nationalism</p> |
| People | <p>Al Biruni 11th c 973-1048</p> <p>Ibn Sina – 980-1037</p> <p>Al-farabi 872-950 –</p> | <p>Timur</p> | <p>Abdulhamid Sulaman,</p> <p>Cholpan - greatest poet in 19th c.</p> <p>modern Uzbek</p> | |
| Monuments / Inventions | <p>Gunpowder technology 14th c</p> | <p>Registan, Samarkand 1417-1420</p> <p>Shir Dar Madrasa 1619-1636</p> <p>Tilya-kori Madrasah 1646-1660</p> | | |
| Economic | <p>Trading City</p> | <p>Merchants are busy trading</p> <p>Booming agriculture in the Ferghana Valley</p> | <p>1888 first railway gets to Samarkand.</p> | <p>Massive irrigation</p> <p>In the 1930s largest producer of cotton, raw silk, berries and vegetable oil in the USSR</p> <p>Natural gas/ energy</p> |
| Changes | | | | |
| Continuities | | | | |

Handout #5: CCOT Chart: Sokkgrum Grotto, Korea (East Asia)

| Themes | Period 3: 600-1450 | Period 4: 1450-1750 | Period 5: 1750-1900 | Period 6: 1900-Present |
|--------------------------|--|--|--|--|
| Political | Unified Silla 668-935 Koryeo 918-1392 Mongols Control 1231 –1340s | Choson 1392-1910 Japan invades 1592-1598 | Chosen 1392-1910 | Japanese occupation 1897 (1910)-1945 Korean War & division b/w North & South N. Korea – Dynasty S. Korea – 1987 Democracy |
| Social (Women) | Hierarchical Confucianism, but not as strong until Koryeo Women’s rights: division in inheritance, could host ceremonies. Women could be Queens. | Hierarchical Confucianism Women’s rights: division in inheritance, could host ceremonies | Little room for merchants in society b/c Confucian thought. Women’s rights decline, (primogeniture, at first 1/3 property, later get no property, loss of inheritance), loss of standing & indep. Not bearing a son was sinful. | Confucianism Employed out of the household , have more rights Yu Gwan Sun – woman organizer against Japanese |
| Cultural | Silla: Buddhism is the sanctioned religion Confucianism accepted before 372, but not as strong until later (Koryo) Koryo: Buddhism peaks; Confucianism is the governing principle. Koryo: Sijo Also Shamanism, Daoism, Grottos as protection for travelers | Japan looted & burned land, Korea suffered a lot of human & arable land losses When Japan withdrew, they carried off many artisans to introduce their skills (esp. potters) to Japan. | Decline in Buddhism popularity – state confiscated monastery land & wealth Neo-Confucianism - renewed emphasis on Confucianism | K pop – leaders In culture Strong Education system, nearly 100% literacy Japan: Confucianism declines under Japan Koreans had to adopt Japanese customs, culture & language, bow at Shinto shrines. Buddhism changed – monks could marry each other, like in Japan |
| (People) | Queen Söndök 632-647 Bodhisattva Koryo: 1443 King Sejong developed the Korean Hangul system of writing language | Shin Saimdang - woman Korean artist 16 th c | 1795 a Chinese Jesuit convert, Zhou Wenmu visited Korea as a missionary. Christianity was persecuted by gov’t. | N. Korea - Kim Il Sung Yu Gwan Sun – woman organizer against Japanese |
| (Monuments / Inventions) | Silla: Seokguram Grotto 751 Koryo: Haeinsa moved 802 / Housed since 1398 Jikji, 1377 | | | DMZ 1953-present |
| Economic | Mongol: shipbuilding - Built up naval power for Mongol expeditions to Japan | Economic loses – arable land and in pottery makers. | Commerce became slightly constricted to promote agriculture. | Hyundai 1972 |
| Changes | | | | |
| Continuities | | | | |

