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CENTRAL ASIA IN WORLD HISTORY
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Tucson, Arizona NEH LESSON/UNIT PLANS OHIO STATE UNIVERSITY

TRIPPIN' – THE SILK ROAD(S) AS CULTURAL CONDUITS

Review and Synthesis Unit

Level: AP/Honors/Regular secondary (with assessment modification) World History

Background: Our school takes very young students (12-13) and begins the AP process with them using this exam. The syllabus is covered in two years, so students write the actual AP when they are 13 or 14 years of age and in 8th grade. "Trippin" is designed to be an overlap unit, using an infusion strategy with the goal of also tying together and reviewing several main AP syllabus topics so students better see the Big Pictures and identify the five world history themes, i.e., interaction between humans and the environment; state-building, expansion, and conflict; political structures and forms of governance; creation, expansion, and interaction of economic systems; and development and transformation of social structures. The presumption is that the material has already been covered in smaller segments; now they will synthesize what they have learned.

It is also designed to allow students interact with major historical analysis concepts, such as: points of view, linkages, causation and result, syncretism, changes over time, comparisons and contrasts and the importance of context. The content topics involved relate to the Byzantine Empire, Rise of Islam, the Mongol rise, conquests and impact, and several corresponding Tang dynasty elements. The overall objective is less to teach new content as to assist students to review, absorb, combine and analyze that which has already been covered.

Applicable Arizona State Standards: (stated as mandated; may be applied all or in part)

Concept 1: Research Skills for History

PO 1. Interpret historical data displayed in maps, graphs, tables, charts and geologic time scales.

PO 3. Formulate questions that can be answered by historical study and research.

PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.

PO 6. As relevant, link to current events in regards to cause and effect, change over time and different points of view

Concept 2: Early Civilizations

PO 2. Analyze development and historical significance of Hinduism, Judaism, Buddhism, Christianity and Islam

PO 4. Analyze enduring Chinese contributions and impact on other civilizations.

Concept 3: World in Transition [Main unit focus] People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition. PO 1. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure). PO 4. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries: [main performance objective focus] Item b. Commerce and the Silk Road Item c. impact on culture

Time Frame: 5 55 minute class periods

Objectives: The student will understand the unique civilizations and cultural identities of different peoples in Eurasia and their interactions, with emphasis on impact of trade through the Silk Roads during a period of history as a conduit/transmitter of cultural and technological practices, as well as transmission of gene pools and incidences of disease.

The student will be able to use research and analytical skills in examining primary and secondary sources to extract applicable information that accurately depicts the people and cultures of the Silk Road, while also identifying the impact of varying points of view and the impact of culture and events on personal narrative.

The student will be able to analyze environmental and cultural factors to understand the impact each has on the other and how each affected development and practices of population groups associated with the Silk Roads.

Day 1, Activity One: Map and term review Students will look at climate and topography maps and make teacher-guided observations in class regarding the environmental factors they observe in the areas involved in the Silk Roads trade. Suggested map sites: <http://mapsof.net/map/central-asia-physical> - physical map of Eurasia for examination/analysis of terrain purposes.

Students will then discuss in pairs among themselves how they feel these factors would affect the peoples living in the areas concerned. In theory, they will have already known about these factors; as a review activity, this is intended to refocus their thinking.

Materials: Reference as relevant from class text, Strayer, *Ways of the World: A Brief Global History with Sources*, 2011, chapters 9, part III; 11; and 12.

Activity Two: Given a blank map of Eurasia, students will correctly identify at least ten place names from a list of fifteen. Depending on student effort exhibited in class, maps will be gone over in class or collected for grading purposes (the latter as a motivator).

Activity Three: Terminology Review – At home, students will use website for “Defining Terms” for chapters 9, part III; 10, part II; 11; and 12 to ensure that they know relevant vocabulary (all terms previously covered in earlier work).

Day 2 - 4, with Activity Two to be handed in Day 5.

Activity One: Document and Illustration Analysis Using one document and one illustration from chapter work covered, as above, instructor and class will analyze each with an objective of reviewing key elements of historical document analysis, with attention given to what can and cannot be logically deduced from such analysis. Points of view and context will be given special attention. The goal is to

remind students of principles of analysis needed for the AP DBQ question and also to help students better complete Activity Two, below. This should take approximately 20 minutes. See last page of this packet for document and picture suggestions which are available in Strayer text.

Activity Two: Getting Under Their Skin – A Silk Road Journal – remainder of Day Two, all of Day Three and Four, to be handed in at beginning of Day 5.

Procedures: Students are told they will be preparing a month long 13th-15th Century Silk Road Journal, designed to help them identify more fully relevant factors affecting various peoples and roles. The time frame is broad to make it more possible for students to collapse characteristics into generalized statements.

Ambiance aspect: Presuming approx. 30 students in a class, students will draw from a basket, camel saddlebag, porcelain bowl or similar, one of six names of various famous caravansaries along the Silk Roads. Suggestions for caravansary names – which actually existed: Tash-rabat, Kyrgyzstan; Dogubayzi, Turkey; Bukhara, Uzbekistan; Shiki, Azerbaijan; Kharangh,(Yazd), Iran; Acre, Palestine (Israel); Zazadin, Turkey; Baku, Azerbaijan (etc.). The use of these names is simply to create more „ambience“. Students are not required to write about the specific caravansary drawn. A character will be associated with each label drawn, e.g., all students drawing Tash-rabat will take on the personality of a Sogdian merchant (or whatever). The assignation is random in terms of which personality is assigned; with more teacher research, the personality could be closely tied to a caravansary with which that person might have been likely to be associated). Students will then work individually (or in groups with like or different personalities) to prepare individual travel journals with weekly entries covering a month of a Silk Road journey. Students will be expected to have the following:

- Four entries covering a month, one for each week. These may each be a generalized summary of what occurred/where during that time. Initially, the student will give a background paragraph on that student's role, his or her name, origins, purpose of travel and any relevant personal details, including occupation, ethnic background, religion, etc.
- Each entry should describe an estimation of the distance covered, from which location to which, experiences encountered, religions of area, cultural beliefs seen by person, etc.
- Observations should be made on architecture, landscape, peoples seen or dealt with, foods, transportation, technology observed or used, obstacles encountered (or not), reactions to surroundings, etc. As relevant, students will be expected to connect such observations to historic events or areas, linking as useful.
- Point of view and rationale should be demonstrated.
- Illustrations welcomed but must be done by hand.
- The written part of any entry should be a minimum of two grammatical paragraphs of at least four sentences each. (Yes, this is theoretically a personal journal entry, but we're going to assume that the writer is a) truly literate and b) is aware of and uses modern American grammatical and academic writing practices.)
- This means overall journal need a minimum of four average size sheets.
- Entries will be written on paper of students' choice but must be legible, organized and laid out clearly. Cover illustration is optional. Begun in class, much of the work is expected to be completed at home but should not require more than two hours, total, of home work if class time is wisely used.

- At the end of Day 4, before journals are to be handed in at the beginning of the next day, students will pair-share with each other for approximately five minutes, making certain to be with someone of a different role/personality and discuss what each represents. They will then move on to discuss observations and journals of another personality. Students will make constructive comments on each other's efforts up to that point. After doing this three or four times, instructor will ask for some general comments students would like to make regarding what they have experienced. (approx. 25 minutes total) The goal is to make any additions or alterations that night which students feel would make their journals stronger.

Materials:

Reference as relevant from class text, Strayer, *Ways of the World: A Brief Global History with Sources*, Bedford St. Martin's Press, 2011, chapters 9, part III; 11; and 12.

Character identification and description material from Susan Whitfield, *Life Along the Silk Road*, University of California Press, 2001, will be available in excerpted format for role information. Primary source material from Levi and Sela, as noted below after web site suggestions, will also be made available. Students will be expected to use web information to flesh this out further. Specific links for student use are suggested below. There are literally hundreds of useful websites, and students could also be charged with finding their own and determining the relevancy. The following might be of use: [This could go on indefinitely; suggested sites should be limited so students do not feel overwhelmed, if this is the option you choose.]

For religions:

<http://depts.washington.edu/silkroad/exhibit/religion/islam/islam.html>

General Silk Road: <http://depts.washington.edu/silkroad/exhibit/mongols/mongols.html>

Information about Zoroastrianism:

<http://depts.washington.edu/silkroad/exhibit/religion/zoroastrianism/zoroastrianism.html>

Buddhism:

<http://depts.washington.edu/silkroad/exhibit/religion/buddhism/buddhism.html>

Information on the Byzantine Empire and Orthodox Christianity:

<http://www.history.com/topics/ancient-history/byzantine-empire>

Goods manufactured for trade in Byzantine Empire:

<http://plaza.ufl.edu/hwinger/byz/products.html>

<http://depts.washington.edu/silkroad/exhibit/byzantium/byzantium.html>

Information on Constantinople:

<http://depts.washington.edu/silkroad/cities/turkey/istanbul/istanbul.html>

Images of Constantinople:

<http://www.fordham.edu/halsall/byzantium/images.html#ex3>

<http://depts.washington.edu/silkroad/maps/maps.html>

<http://depts.washington.edu/silkroad/cities/cities.html>

Art and Culture from the Silk Road from the Art Institute of Chicago:

<http://www.artic.edu/aic/collections/artwork/category/110>

Specific Silk Road routes:

<http://depts.washington.edu/silkroad/exhibit/trade/trade.html>

Camels and Horses on the Silk Road:

<http://depts.washington.edu/silkroad/exhibit/trade/horcamae.html>

The Importance of Silk:

<http://depts.washington.edu/silkroad/exhibit/trade/trade.html>

Map of the Silk Road and images of goods sold on it:

<http://depts.washington.edu/silkroad/exhibit/trade/trade.html>

Cross-Cultural Exchange on art/goods produced:

<http://depts.washington.edu/silkroad/exhibit/exchange/exchange.html>

Information on Islam on the Silk Road:

<http://depts.washington.edu/silkroad/exhibit/religion/islam/islam.html>

Information on Bursa:

<http://depts.washington.edu/silkroad/cities/turkey/bursa/bursa.html>

Information about the Persian Achaemenid Dynasty:

<http://www.cais-soas.com/CAIS/History/hakhamaneshian/achaemenid.htm>

Information and art images for Sogdiana:

<http://depts.washington.edu/silkroad/exhibit/sogdians/sogdians.html>

Information about the history and pictures for the Ferghana Valley:

<http://www.orexca.com/fergana-valley.shtml>

Customs of the people there

<http://www.orexca.com/customs.shtml>

Information and images of Samarkand:

<http://depts.washington.edu/silkroad/cities/uz/samarkand/samarkand.html>

Information about the Taklamakan Desert:

[http://www.newworldencyclopedia.org/entry/Takla Makan Desert](http://www.newworldencyclopedia.org/entry/Takla_Makan_Desert)

Information on the history of Dunhuang:

<http://depts.washington.edu/silkroad/cities/china/dh/dh.html>

<http://depts.washington.edu/silkroad/cities/china/dh/dhhist.html>

Dunhuang Cave Art (Magao Caves):

<http://www.silk-road.com/dunhuang/dhintro.html>

Images of travel in the Gobi Desert

http://www.dailymail.co.uk/travel/travel_news/article-3094914/The-singing-sand-Tourists-make-music-sliding-dunes-Gobi-Desert-legend-tells-souls-trapped-underground-beating-drums-gongs.html

Information on the Sogdian colony in Dunhuang:

<http://depts.washington.edu/silkroad/cities/china/dh/sochist.html>

Information on the Tang Dynasty and Chang'an

<http://www.pitt.edu/~asian/week-10/week-10.html>

Information on Kashgar: <http://iranicaonline.org/articles/kashgar-kasgar-town-in-xinjiang>

Information and images of Bamiyan:

<http://depts.washington.edu/silkroad/cities/afghanistan/bamiyan.html>

Only four characters need to be chosen and may include characters not mentioned below. For information on some possible specific roles, in addition to excerpts from Susan Whitfield's books, students may refer to excerpts from *Islamic Central Asia: An Anthology of Historical Sources*. Scott Levi and Ron Sela. Indiana University Press, 2010. Specifically, as follows:

Slaves: Ch. 17: Qabus-nama: "A Different Mirror for Princes – On the Purchase of Slaves", pp. 95-100
extract

Nomads: Ch. 18 Liao Shih "Nomadic Khitan State and Society" pp. 100-105; Ch. 10 Ibn Fadlan "Journey
to the Nomad Lands", pp. 65-68

Monks: Ch. 22. Chang Chun: "A Daoist Monk in Central Asia", pp. 129-135

Ibn Battuta (traveler, et al). Ch. 27. "Travels in West Central Asia in the 14th Century. pp. 153-158

Ambassadors: Ch. 30, Ruy Gonzalez Clavijo: "A Spanish Embassy to Timur's Capital", pp. 175-180.

Sufi: Ch. 34 "Five Readings on Sufi Orders in Central Asia: Competition, Practice, Politics" pp. 190-196.

Royal Advisor: Ch. 16. Nizam al-Mulk: "A Mirror for Princes", pp. 92 -100. Extract; Ch. 13. Yusuf Hass
Hajib: "Advice to the Qarakhanid Rulers". 76-81.

Young Princess or similar: Ch. 13 excerpt on "How to Choose a Wife" from Yusuf Hass Hajib, above. Pp.
80-81.

Scientist: Ch. 5 and 6 . Ibn-Sina "Biographical Notes" and a " Birani: "On the Importance of the Sciences"
pp. 35-44.

See next page for sample rubric for assessment of this activity.

Sample Rubric

Student Name: _____ - Character: _____

Class Period: _____	Below Average	Average	Good	Excellent
Time Use _____/25	Student is disruptive and/or not using time given to work on assigned project. (0-5 Points)	Student uses most of the time to do assigned work; may need redirection by teacher to get to work. (6-15 Points)	Student uses almost all of the time given to do assigned work wisely. (16-24 Points)	Student is focused on work, efficient and effective with time given in class. (25 Points)
Writing Component _____/75 Points Received	Student does not complete writing for most of entries. Info. on background, experience, observations, locations, cultures, geographic areas, etc. for assigned character. Writing weak and ineffectual. Not historically accurate. Little to no effort demonstrated was done. (0-43Points)	Student does not complete writing portion for some of the given locations, cultures, geographic areas, etc. for assigned character. Writing is average. Not historically accurate in some areas. Minimal effort was put into the writing portion. (44-54 Points)	Student completes writing portion for all 4 locations, cultures, geographic areas, etc. for assigned character. Writing is good. Historically accurate in most areas. Significant effort put into writing. (55-64 Points)	Student completes writing portion for all of the given locations, cultures, geographic areas, etc. for assigned character. Writing is excellent, emotive, and descriptive. Historically accurate in most if not all areas. Significant effort put into the writing. (65-75 Points)
Images/ Illustrations Up to 5 points total extra credit	Student does not include images/illustrations. (0 EC points)	Student includes 1 relevant illustration which show clear evidence of thoughtful effort (1-2 EC points)	Student includes at least 3 thoughtful, relevant images/illustrations (3-5 EC points)	Student includes at least 3 thoughtful, relevant images or illustrations. (3 – 5 EC points [same as in column before])
TOTAL PTS. _____/100				

Day 5: Wrap Up Review Assessment

Option One:

After handing in journals (due Day 5), as a review exercise, students will work in class with text sources as needed (“open book”), to complete written multiple choice questions based on Strayer website for online testing assessment (ch. 9, and 10 selected questions and chapters 11 and 12. After 40 minutes, the instructor will have students peer grade each other’s work by going over the questions and answers together with students, either using the website or with an instructor-prepared key

Any questions which students still find difficult should be discussed at this time.

Option Two:

As review, students will be led through earlier Big Picture and Auxiliary Margin Questions as relevant to topic. Possible answers and relevant factors will be discussed in some detail. These will have been handled earlier but are important to understanding concepts and could be used as discussion prompts for review. See next page for suggested Big Picture and Auxiliary Margin Question suggestions, all taken from Strayer text.

Optional Extra or substitution activity suggestions:

1. As a closing activity, students could be asked to develop potential compare/contrast and/or continuity and change over time essay prompts. If this is done, it is important for the instructor to discuss these with the class and cover why or which aspects of a question they suggest might be relevant or unlikely. Possible answers in outline form should also be required.
2. As the major activity, instead of a Silk Road(s) journal, students could ask to prepare a Silk Roads Chambers of Commerce brochure aimed at generating more trade, encouraging tourism, etc. This would be ideal for group work. They would need to discuss obstacles to such a chamber working together, as well as things they would want to include in such a brochure.
3. Along the same lines, students could be asked to form a Silk Roads team and an Indian Ocean sea trade team. Each could develop a brochure stating the facts of their area, peoples involved in history as relevant to trade, reasons their route should be preferred, etc., focusing on the five world history themes as they are reflected. (And if one wishes to really blanket this AP concept, a third team could cover the Trans-Saharan trade and a fourth the later Trans-Atlantic Columbian exchange trade.) This would be particularly good as a review activity preparing for the APs, finals, or similar.

Option Two Suggested Big Picture Review Questions and Auxiliary Margin Questions

Answers: See Teacher Supplemental Book which accompanies Strayer text.

Chapter 10 Material

Big Picture Question

How did the Byzantine empire interact with the larger world in the post-classical era?

Margin Question

In what different ways did Greek philosophy and science impact the Byzantine and Islamic world?

Chapter 11 Material

Big Picture Question

What changes did Islamic expansion generate in those societies that encountered it, and how was Islam itself transformed by these encounters?

Margin Questions

How were the Arabs able to construct such a huge empire so quickly?

Describe main differences between Sunni and Shiia Islam

In what ways were Sufi Muslims critical of Islam?

How did the rise of Islam change the lives of women? Give special attention to its affect on nomadic women (remember Ch. 12 material also for this.)

What were the similarities and differences in the spread of Islam in India, Anatolia and Central Asia (again, remember ch. 12 material also)

What makes it possible to speak of the Islamic world as a distinct and coherent civilization?

In what ways is the world of Islam a "cosmopolitan civilization"?

Chapter 12 Material

Big Picture Questions

Prior to the rise of the Mongols, in what ways had pastoral peoples been significant in world history?

Why have historians often neglected pastoral peoples' roles in world history?

In what ways did the Mongol empire resemble other empires and in what ways were they different from them? Why did this empire last only a short time?

In what different ways did Mongolian rule affect the Islamic world, Christianity and Europe?

How would you define both the immediate and long term significance of the Mongols in world history?

Margin Questions

In what ways did the Mongol empire affect the globalization of the European world?

Disease changes societies. How might this argument apply to the plague?

Chapter 13

Margin Question (1)

What differences can you identify among the four major empires in the Islamic world of the 15th and 16th centuries?

Text-available Document and Visuals Suggestions for Review of Analysis Procedures

Ch. 11

Page

477 “Muslims, Jews and Christians” Persian painting

481 map 11.1 and map 11.2 “Arab Empire and Initial Expansion

487 “Men and Women at Worship” Persian painting

498. “A Muslim Astronomy Observatory”, Turkish painting

499. chart “Key Achievements in Islamic Science and Scholarship”

Ch. 12

530 Map 12.1 “The Mongol Empire”

534 “Mongol Warrior” Ming painting

537 “Marco Polo and Kubilai Khan” – European painting

540 “The Burning of Ryazan” – Russian painting

543 Map 12.2 “Trade and Disease in the 14th Century”

550 Doc. 12.1 “Mongol History from a Mongol Source – Secret History of the Mongols”

553 Doc. 12.2 “A Letter from Chinggis Kahn – Letter to Changchun”

554 Doc. 12.3 “A Russian View of the Mongols – The Chronicle of Novgorod”

555 Doc. 12.4 “Chinese Perceptions of the Mongols”

556-7 Doc. 12.5 “Epitaph for the Honorable Menggu “

558-9 Doc. 12.6 “William of Rubruck – In the Land of the Mongols”