



## **SILK ROAD FLIPPED CLASSROOM PACKET**

Access assignment/activities at [teacheroz.com](http://teacheroz.com)

**DUE: MONDAY, 10/22 (A); TUESDAY, 10/23 (B)**

Africa, Americas, & the Pacific  
Silk Road (Land Route)  
Trans-Saharan (Sand Route)  
Indian Ocean (Sea Route)

### **Included in this packet:**

**TASK #1: Chapter 6 RSG:** “Commonalities & Variations: Africa, the Americas, & Pacific Ocean, 600 – 1200 C.E.” (Stayer textbook, pp. 229-271) **AND** required videos (available at [teacheroz.com](http://teacheroz.com))

**TASK #2: Chapter 7 RSG:** “Commerce & Culture, 600 – 1400 C.E.” (Stayer textbook, pp. 272-321) **AND** required videos

**TASK #3: Story of Mankind Silk Road Questions**

**TASK #4: Silk Road Virtual Exhibit Empire Traders Worksheet**

### **HOW PACKET IS SCORED:**

1. Chapter 6 & 7 RSGs (*Classwork Grade*)
2. Story of Mankind & Silk Road Virtual Exhibit Questions  
(*Classwork Grade*)
3. Chapter 6/7 **TEST**

Name \_\_\_\_\_ Per \_\_\_\_\_ Date \_\_\_\_\_

**PERIOD 2 (600 BCE to 600 CE)**

**READING STUDY GUIDE: Chapter 6, “Commonalities & Variations: Africa, the Americas, & Pacific Oceania, 600 BCE - 600 CE” (STRAYER, pp. 229-271; electronic pp. 179-230)**

**HONOR STATEMENT:** On my honor, I understand that this is an individual assignment and is to be completed entirely by myself. (Copying or ‘splitting’ the assignment with other students will not prepare me for tests/essays in this course.)

**A) Write answers on your OWN paper. Do the work on your own. You need to read. STAPLE YOUR ANSWERS TO THE BACK OF THE HANDOUT.**

**B) For PERIOD 2, Chapter 6 is covered separately and incorporated into Period 3 (600-1450).**

**C) Using complete sentences, answer the following questions. Page numbers provided.**

1. **Seeking the Main Point:** To what extent did the histories of Africa and the Americas parallel those of Eurasia? In what ways did they forge new or different paths? P.230
2. **Comparison:** What similarities and differences are noticeable among the three major continents of the world? P.230
3. **Connection:** How did the history of Meroë and Axum reflect interaction with neighboring civilizations? P. 234
4. **Description:** How does the experience of the Niger Valley challenge conventional notions of “civilization”? P.239
5. **Comparison:** With what Eurasian civilizations might the Maya be compared? P.243
6. **Connection:** In what ways did Teotihuacán shape the history of Mesoamerica? P. 244
7. **Connection:** What kind of influence did Chavín exert in the Andes region? P.247
8. **Connection:** What features of Moche life characterize it as a civilization? P. 248
9. **Description:** What was the significance of Wari and Tiwanaku in the history of Andean civilization? P. 248
10. **Connection:** In what ways did the process of Bantu expansion stimulate cross-cultural interaction? P. 253
11. **Comparison:** In what ways were the histories of the Ancestral Pueblo and the Mound Builders similar to each other, and how did they differ? P. 255
12. **Connection:** In what ways did Polynesian settlers interact with their environment which may have led to the collapse of societies such as those in Rapa Nui (Easter Islands)? P. 258-261

**E) PERIOD 2/3 – TRADE & MIGRATION (Classical Era, 600 BCE – Post-Classical Era, 1450 CE)**

**FLIPPED VIDEOS PLAYLIST:**

[https://www.youtube.com/watch?v=Oy2XJMcZUNc&list=PLv7rxS31ht02YH2xyzH4MYV0\\_NRAM0Ga4](https://www.youtube.com/watch?v=Oy2XJMcZUNc&list=PLv7rxS31ht02YH2xyzH4MYV0_NRAM0Ga4)

Name \_\_\_\_\_ Per \_\_\_\_\_ Date \_\_\_\_\_

**PERIOD 3 (600 – 1450 C.E.)****PERIOD 3 INTRODUCTION & Chapter 7 Study Guide: “Commerce & Culture, 600 – 1400 C.E.” (STRAYER ONLINE EDITION, pp. 272-321)****DIRECTIONS:**

**HONOR STATEMENT:** On my honor, I understand that this is an individual assignment and is to be completed entirely by myself. (Copying or ‘splitting’ the assignment with other students will not prepare me for tests/essays in this course.)

**A) Write answers on your OWN paper. Do the work on your own. You need to read. STAPLE YOUR ANSWERS TO THE BACK OF THE HANDOUT.**

**B) PERIOD 3 (Chapters 7-12) will be covered in a different order from the textbook. FIRST, READ the Period 3 Introduction (pp. 272-279).**

**C) Using complete sentences, answer the following questions. Page numbers provided.**

1. **Seeking the Main Point:** In what ways did long-distance commerce act as a motor of change in pre-modern world history? P. 283
2. **Change:** What lay behind the emergence of Silk Road commerce, and what kept it going for so many centuries? P. 284
3. **Significance:** What made silk such a highly desired commodity across Eurasia? P.286
4. **Connection:** What were the major economic, social, and cultural consequences of Silk Road commerce? P.287
5. **Change:** What accounted for the spread of Buddhism along the Silk Roads? p.288
6. **Connection:** What was the impact of disease along the Silk Roads? P. 290
7. **Change:** What lay behind the flourishing of Indian Ocean commerce in the postclassical millennium? P.294
8. **Connection:** In what ways did Indian influence register in Southeast Asia? P. 295
9. **Connection:** What was the role of Swahili civilization in the world of Indian Ocean commerce? P. 299
10. **Practicing AP® Historical Thinking:** To what extent did the Silk Roads and the Sea Roads operate in a similar fashion? How did they differ? P. 300
11. **Connection:** What changes did trans-Saharan trade bring to West Africa? P. 302
12. **Comparison:** In what ways did networks of interaction in the Western Hemisphere differ from those in the Eastern Hemisphere? P. 306

**D) SOURCING QUESTIONS:** Using the Primary Sources AND your knowledge of world history, answer each of the following questions in **3-5 COMPLETE SENTENCES**.

13. **SOURCE 7.1:** What surprised or impressed Xuanzang on his visit to India? What features of Indian life might seem most strange to a Chinese visitor? P. 313
14. **SOURCE 7.1:** What can this document contribute to our understanding of Buddhist practice in India? P. 313

15. **SOURCE 7.2:** How would you describe Marco Polo’s impressions of the city? What did he notice? What surprised him?? P. 316
16. **SOURCE 7.2:** What marks his account of the city as that of a foreigner and a Christian? P. 316

**E) PERIOD 2/3 – TRADE & MIGRATION (Classical Era, 600 BCE – Post-Classical Era, 1450 CE)**

**FLIPPED VIDEOS PLAYLIST:**

[https://www.youtube.com/watch?v=Oy2XJMcZUNc&list=PLv7rxS31ht02YH2xyzH4MYV0\\_NRAM0Ga4](https://www.youtube.com/watch?v=Oy2XJMcZUNc&list=PLv7rxS31ht02YH2xyzH4MYV0_NRAM0Ga4)

**F) PERIOD THREE ART IMAGES RELATED TO THE SILK ROAD FLIPPED CLASSROOM PACKET (Post-Classical, 600-1450 CE) (To be discussed in lecture).**

**AFRICA:**



Great Zimbabwe, Africa. C. 1000-1400 CE

**LATIN AMERICA (Mexico & South America):**



Mayan Temple, Mexico. C. 725 CE



Moche portrait vase, Peru. C. 700 CE

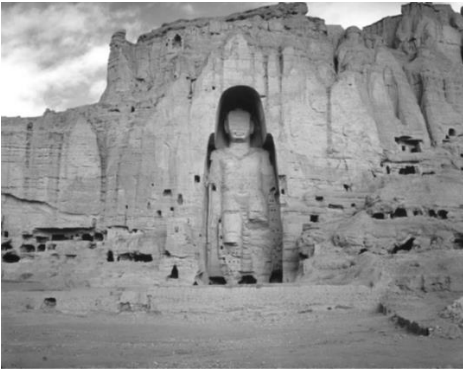
**NORTH AMERICA:**



Mesa Verde Cliff Palace ruins

Chaco Canyon, Mesa Verde Cliff Dwellings, Colorado. C. 1300 CE

**CENTRAL ASIA (ALSO CONSIDERED MIDDLE EAST):**



Bamiyan Buddha, Afghanistan. C. 1300 CE

**SOUTHEAST ASIA:**



The temple of Angkor Wat. Cambodia. Hindu, c. 800 CE

**PACIFIC/OCEANIA:**



*Moai of Rapa Nui* (Easter Islands). Polynesia, c. 1200-1600 CE

# Classical Trade networks: Silk Roads

Take notes here on facts from the Mankind Video Clip "[Silk Roads](#)," Mrs. Osborn's [Flipped Classroom videos](#) & Internet links on Oz's Flipped Classroom page. **Make sure to include a note on what product the Romans really wanted!**

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1. What was the Han Emperor's original intent in sending Zhang Qian into Central Asia?

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4. Explain why Chinese Silk ended up being extraordinarily expensive in the Roman Empire

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2. What was the most important factor in making the Silk Roads a prosperous trade route?

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5. Which do you think came first? The use of pack animals or the Yoke, Saddle and Stirrup. Explain your answer.

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3. Using the information from the activity explain how trade was conducted on the silk roads.

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6. Do you think it's more likely that the lateen sail came from the Romans or Arab traders? Support you answer with evidence.

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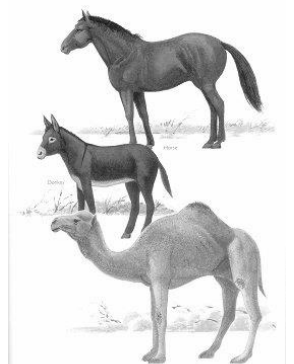
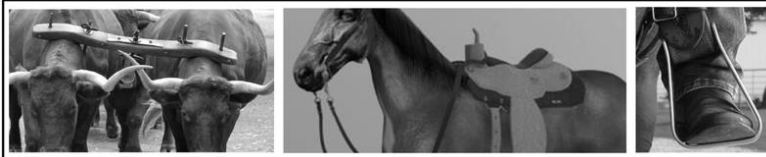
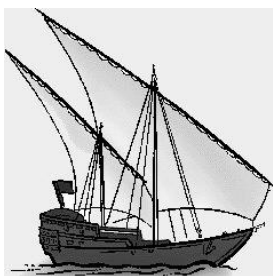
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INFLUENCES OF THE  
SILK ROAD

# Civilization Profiles of the Silk Roads

**Directions:** Using the [Silk Road Virtual Exhibit](#) link on the Flipped Classroom page at teacheroz.com, complete the following profiles of Silk Road Traders.

## PERIOD 2 (600 BCE – 600 CE) Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

### HAN CHINA

1. Describe the political structure of your society

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2. Economics: What goods did your society specialize in manufacturing and exporting?

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3. What types of things did you import?

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4. Name the key trading cities in your empire.

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5. What classical trade systems were important to your society (ex: Silk Roads, Indian Ocean, Mediterranean)

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### IMPERIAL ROME

6. Describe the political structure of your society

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7. Economics: What goods did your society specialize in manufacturing and exporting?

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8. What types of things did you import?

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9. Name the key trading cities in your empire.

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10. What classical trade systems were important to your society (ex: Silk Roads, Indian Ocean, Mediterranean)

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# PERIOD 3 (600-1450) Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

## BYZANTINE EMPIRE

11. Describe the political structure of your society

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12. Economics: What goods did your society specialize in manufacturing and exporting?

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13. What types of things did you import?

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14. Name the key trading cities in your empire.

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15. What classical trade systems were important to your society (ex: Silk Roads, Indian Ocean, Mediterranean)

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## THE MONGOLS

16. Describe the political structure of your society

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17. Economics: What goods did your society specialize in manufacturing and exporting?

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18. What types of things did you import?

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19. Name the key trading cities in your empire.

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20. What classical trade systems were important to your society (ex: Silk Roads, Indian Ocean, Mediterranean)

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