



The UNC Carolina Asia Center and Duke-UNC Consortium for Middle East Studies Outreach Programs

Along the Silk Road: A Journey of Global Exchange

Overview: In this lesson, students will learn about the Silk Road and compare it with global exchanges that are occurring today. Students will begin with an introduction to the meaning of a global exchange. Students will then watch a Ted Talk about the Silk Road, followed by a discussion about the ancient trading routes and the importance of Marco Polo. Students will simulate traveling along the Silk Road by going on a visual tour of key cities. For each “city,” students will map the trade routes and analyze artifacts as a class that range from ceramics to textiles. Students will discuss the importance of the cultural exchange that occurred along the Silk Road and how it is global exchange occurs in their community today.

Grades	2-3
NCSCOS Essential Standards	<p>2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.</p> <p>2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.</p> <p>2.E.1.4 Explain why people and countries around the world trade for goods and services</p> <p>2.C.2.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).</p> <p>2.C.2.2 Recognize the key historical figures and events that are associated with various cultural traditions.</p> <p>2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).</p> <p>3.H.1.1 Explain key historical events that occurred in the local community and regions over time.</p> <p>3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</p> <p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions</p> <p>3.H.2.1 Explain change over time through historical narratives (events, people and places).</p> <p>3.G.1.1 Find absolute and relative locations of places within the local community and region.</p> <p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community</p> <p>3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).</p>
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Locate key cities from along the Silk Road trading routes • Analyze artifacts from the Silk Road such as ceramics and drawings • Understand the movement of goods, people, and religious ideas • Identify diverse methods of cultural exchange in the modern world

Materials/Resources	<ul style="list-style-type: none"> • Projector • Ted talk: : http://ed.ted.com/lessons/the-silk-road-history-s-first-world-wide-web-shannon-harris-castelo#watch • Blank Map for students and teacher Map Key • City artifacts and descriptions • Marco Polo: http://www.history.com/topics/exploration/marco-polo • Ibn Battuta: http://orias.berkeley.edu/resources-teachers/travels-ibn-battuta
Time Required For Lesson	120 minutes

Opening Activity/Ted Talk

1. Begin Lesson with a daily question: What can you do if you want to talk to someone in another country? What is a global exchange?
2. Discuss this in circle (mat) time or have students write (or draw) the answer in their journals or piece of paper and then discuss out loud as a class.
3. Emphasize how the global exchange occurs in multiple ways, usually due to technological advances. Give the example of skyping with a classroom in China or buying clothing items from Indonesia. We can fly to Egypt from the airport or use oil from Saudi Arabia to fuel our cars. Break the word global exchange down into explaining the meaning of global and exchange. Draw a picture to help students understand this concept (world + arrows).
4. Explain the elements of culture. Culture is the sum of attitudes, customs, and beliefs that distinguishes one group of people from another. Culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next. Then, ask students what happens when one culture meets with another culture. Do they mix together? Do they fight each another? Can your students give an example?
5. Emphasize that cultures borrow from each other when they come in contact with one another. They can produce something new or help each other advance. Give the example of Bhangra dance, an Indian dance that combining Indian folk traditions with Western pop music.
6. Transition: Tell students that global exchange has been happening for hundreds of years. Test students' prior knowledge by asking if anyone know what the Silk Road is. Tell them they will watch a quick video about one of the first global exchanges.
7. This Ted Talk may be a little advanced, but is a really great introduction to the Silk Road. Rather than watching the entire thing (some hard vocabulary), you can have them watch the following snips, and paus to summarize each clip in between (0:00-0:45, 2:33-3:12, 4:20-end). Ask them if they have any questions about what they watched.
8. Ask students: What was the Silk Road? Emphasize that it was not just one road, but a network of roads and expanded trade that occurred in the region over time. Other questions you can ask include:
 - Where did the Silk Road begin? Where did it end?
 - What was one thing that was traded?
 - Why do people trade goods and services?

Emphasize: Eastern and Western routes gradually combined to span across Eurasia. People trade goods and services because it helps advance their own civilization. There were many famous travelers along this road that helped map the route.

Marco Polo Activity

1. There was one famous European who traveled the Silk Road. He is now known all around the world as the traveler who went across Eurasia. Ask if anyone knows what his name was?
2. Describe Marco Polo. Explain that Marco Polo was a man from Venice who traveled along the Silk Road, working for a Mongolian nomad called Kublai Khan. He traveled from present-day Israel all the way to present-day Beijing, China on missions for Kublai Khan. When he later came back to Venice, Marco wrote a book called “The Travels of Marco Polo” that was widely popular in Europe. Even though a lot of people did not believe him (they called it the “One Million Lies”), it increased Europe’s curiosity about other cultures, which led to exploration to find other routes to China.
3. *Optional: Read a book from your local library about Marco Polo.*
4. Transition: Tell them that today they are going to travel the Silk Road through visiting stations that represent cities along the silk road like Marco Polo did. They will be acting as travelers who are examining the global exchange of goods. Students will be mapping the Silk Road while answering questions.

Mapping the Silk Road Activity

1. Pass out the blank maps to your students. They cities students will travel to are:
 - Samarkand
 - Khotan
 - Dunhuang
 - Quanzhou
 - Nara
 - Bursa
 - Aleppo
 - Isfahan
 - Mosul
 - Jeddah and Mecca (combined into one station)

Note: if it is too challenging to cover this number of cities, choose a handful.
2. Go over terms appropriate for your grade level (reading a map, absolute location, relative location, symbols, etc.)
3. The teacher will serve as the “tour guide” in this activity. Visit each city together as a class by projecting the objects for everyone to see. One by one, project the city artifacts, read the descriptions to your students, and discuss the questions out loud as a class. Explain that the first city is their first stop along the Silk Road. Help students find each city (designated with a star) and note it on their map. Ask students to connect the various cities with lines to illustrate the trading routes. Port cities can be connected by sea.

If it is possible you might set up stations that students can “travel” to in groups around the room. At each station, they can look at the objects and read the description themselves.
4. Aim to have 8 minutes for each city; 2 minutes for transition time
5. Choose an artifact for students to draw on a separate sheet of paper, or ask students to come up with their own artifact to draw. Ask them to write what city their artifact is from.
6. After you have visited all of the cities, discussion as a class:
 - How did the movement of goods, people, and ideas impact each city?
 - How did it impact the world?
 - Why do people and countries around the world exchange goods?
 - What was the contribution of travelers, like Marco Polo, on his community?

Emphasize: Cultural exchange led to a change in artistic expression in the cities along the trade routes. The Silk Road impacted the world by advancing civilizations and causing an age of exploration that led to the exploration of the Americas. Religions and ideas spread along the trading routes. People and

countries around the world exchange goods to enhance their own civilization by sharing ideas. Travelers like Marco Polo caused increased curiosity in settlements for other cultures and cultural items. Ibn Battuta, a Moroccan traveler, visited places along the Middle East, China and India. He was ordered to write down his travels by the Sultan of Morocco.

Connecting global trade to North Carolina

1. Ask your students the following:

- Today, how do the exchange of goods, people and ideas affect North Carolina?
- What are some examples of global exchange today?

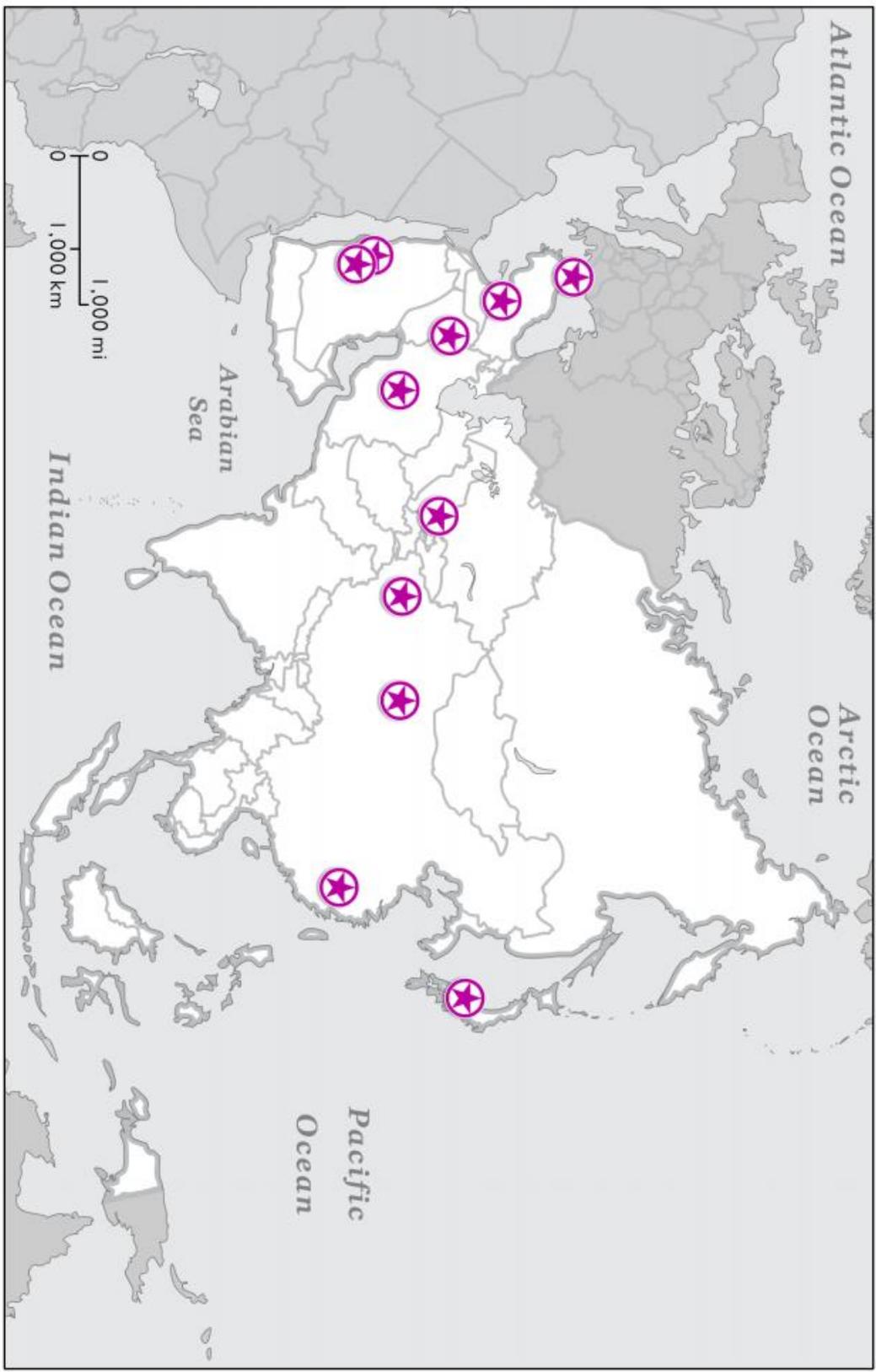
Emphasize: North Carolina exports and imports goods from all around the world. The first textile mill was in Lincoln County and one of the primary export destinations for NC textiles is Honduras. North Carolina exports furniture to Saudi Arabia and agricultural products to China.

2. Close the lesson by sharing that global exchange is really important. The impact of trade routes that started in ancient times is still all around us today.

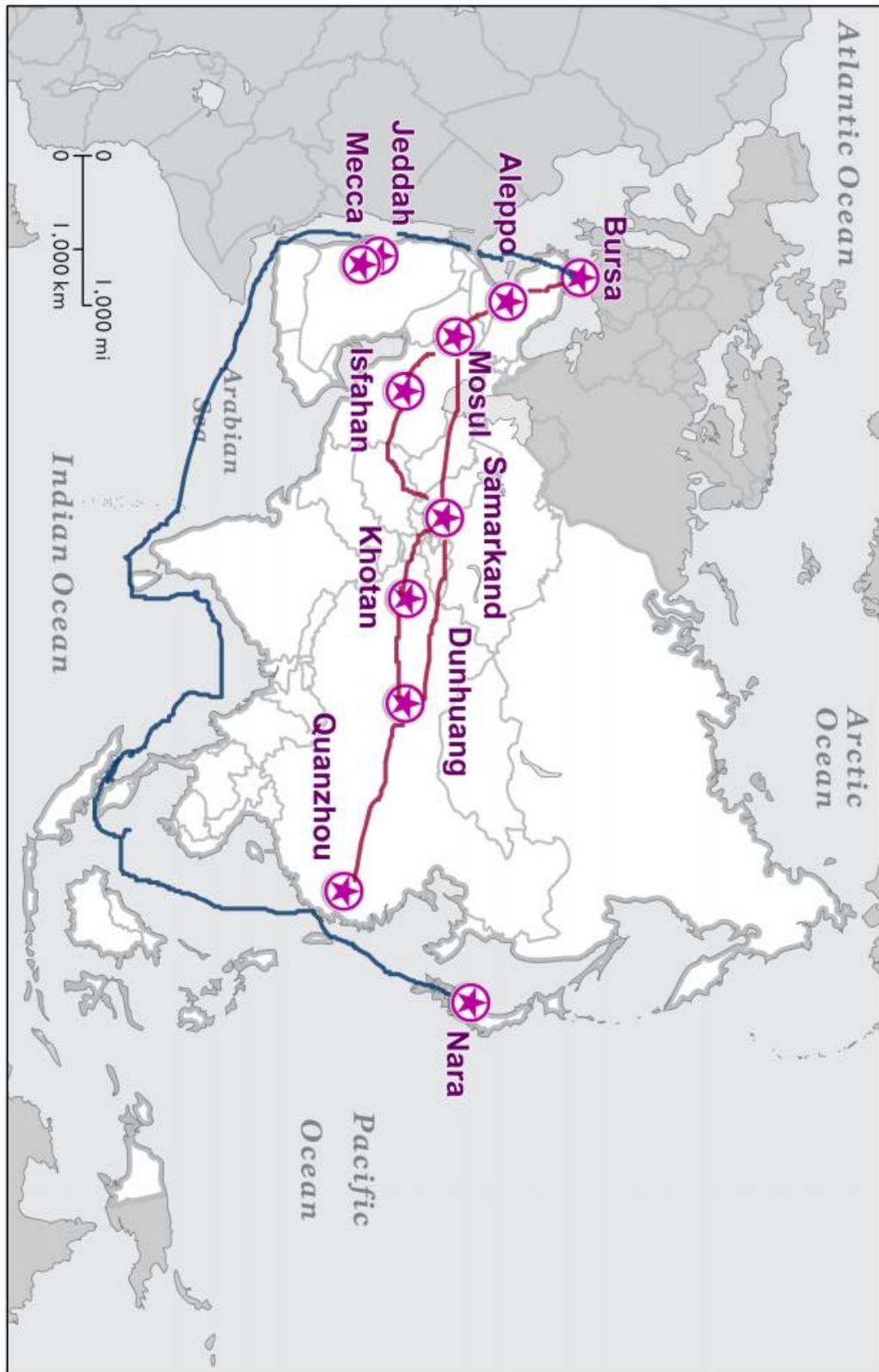
Name:

Along the Silk Road: A Journey of Global Exchange Map

Date:



Teacher Map Key



City Artifacts Index

Bursa



Dish



Leg Armor

Aleppo



Bazar



Citadel



Bottle

Mecca and Jeddah



Drawing of Jeddah



Flasks

Mosul



Tray



Coin

Isfahan



Carpet



Caravanserai

Samarkand



Painting



Camel

Khotan



Sutra



Terracotta Monkey

Dunhuang



Storyteller



Bowl with Vines

Quanzhou



Map of Sea Routes



Marco Polo &
Ibn Battuta



Religious Sites

Nara



Temple

BURSA Sailing-ship Dish



Dish with Sailing-ship Design

Source: From the Metropolitan Museum of Art, Harris Brisbane Dick Fund, 1966. Dish ca. 1600 attributed to Turkey in the Iznik region. Stoneware; polychrome painted under a transparent glaze

This dish was made near Bursa in the city of Iznik, which is known for its production of pottery. The dish has a ship on it, which shows the importance of trade to life in Bursa. The border designs are modeled after Chinese wave patterns. Travelers along the Silk Road shared their styles of art with each other. Chinese patterns were used by people in Bursa, and became common to use on pottery there.

- 1) Describe the dish. What is the main image on it?
- 2) This dish has patterns from what country on it?

BURSA Leg Armor



Leg Armor

Source: The Metropolitan Museum of Art, mid-15th century, Steel, iron, silver, gold, leather, Bequest of George C. Stone, 1935

Both traders and warriors traveled along the Silk Roads. Wars between the Ottoman Empire and Persia in the 16th century sometimes got in the way of Bursa's trade. Wars made travel routes unsafe and silk producers had to look for different trade routes through Turkey. Armies wore protective armor, such as this leg guard, to protect themselves during the wars.

- 1) What kinds of people traveled along the Silk Roads?
- 2) Why would people wear leg guards?

ALEPPO

Bazar



Aleppo Bazar today

Source: MuslimHeritage.com

Aleppo has been part of trade routes across Syria for a long, long time. Aleppo's markets have made new products available to lots of people. The Aleppo Bazar is over 1,000 stalls and is one of the world's largest covered bazars. Each section of the Aleppo's Bazar is named for the products that are sold there such as the Cooper Souq or Wool Souq. Chinese silk, Central Asian cotton, spices from India, Italian crystal, metal products from Persia and Iraq, fragrances from Zanzibar as well as local products such as soap or fabrics were sold at Aleppo's Bazar.

- 1) What is a bazar?
- 2) What are the kinds of things that are sold at the bazar?

ALEPPO

Citadel



The Aleppo Citadel, Syria

Source: MuslimHeritage.com

Aleppo's ancient city is home to amazing monuments, like the citadel. A citadel is a fortress that usually sits on a hill, protecting or ruling a city. The citadel is an important landmark that sits at the top of a big hill in Aleppo. As Aleppo was such an important city for trade, the Citadel was important in protecting it from other conquerors. The Citadel successfully withstood attacks by armies. Aleppo has been one of the world's oldest cities.

- 1) What is a citadel?
- 2) Who did the citadel protect Aleppo from?

ALEPPO

Enameled bottle



Enameled Bottle

Source: Royal Ontario Museum, The George Crofts Collection

This bottle was made in Syria but was found in a mosque in China. The bottle was likely brought to China by Muslim merchants who were selling their products along the Silk Routes. Muslim traders created colonies across China so that they could export silk and other goods to the Middle East. During this time, glass was painted with decorations. Artists painted crushed colored glass (like the gold and blue on this bottle) on glass objects.

- 1) Where was this bottle made?
- 2) Who sold it?
- 3) Where was it found?

MECCA & JEDDAH

Drawing of Jeddah



Portuguese attempt a raid on Jeddah, 1517

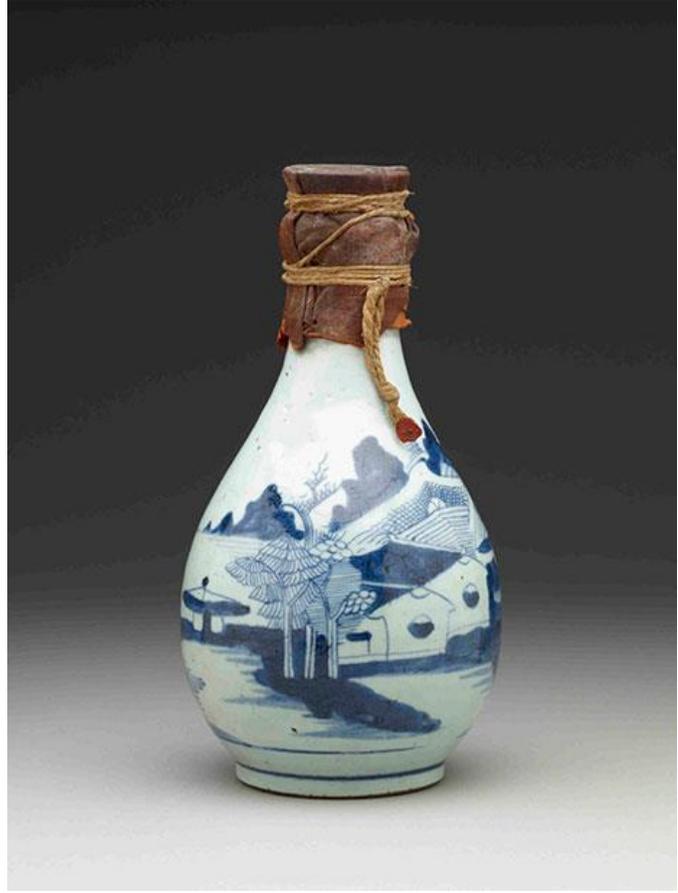
Source: Saudi Aramco World, GASPAR CORREA / LISBON GEOGRAPHICAL SOCIETY

Jeddah operated as a port city to help trade throughout the Silk Road and as an entrance for Muslims to travel to Mecca. Its location made the city a perfect trading port for cargo ships traveling the Red Sea. The city is also one of the closest ports to Mecca and Medina, the two holiest cities in Islam. Jeddah's economy depended on the pilgrimage to Mecca and the trade that came with it. Because of trade and travelers, Jeddah became a place full of diversity and shared ideas. Travelers on pilgrimage brought new cultures and goods with them like rice and spices, cottons and silks, perfumes and precious metals. This image is the earliest known picture of Jeddah's port.

- 1) Why did followers of Islam come to Jeddah?
- 2) What kinds of goods were traded in Jeddah?

MECCA & JEDDAH

Zamzam Water Flasks



Zamzam Water Flasks

Source: *The British Museum*

Mecca has always been important to Islam as the birthplace of both the Prophet Muhammed and the religion itself. Muslims travel from all over the world to make the pilgrimage, or Hajj, at least once in their lives. These flasks were used to bottle water from the holy city, called Zamzam water, to bring back to their homeland. The flask on the right shows a leather Ottoman-style flask and the right image shows a flask made with traditional Chinese Porcelain. These two flasks show that travelers came from far-away places to make their pilgrimage.

- 1) Where did Islam come from?
- 2) Why did people bring flasks to Mecca?

MOSUL

Tray of Yemeni Sultan



Tray of Yemeni Sultan al-Mu'ayyad ibn Yusuf

Source: The Metropolitan Museum of Art, Made in Egypt, Cairo, Edward C. Moore Collection, Bequest of Edward C. Moore, 1891

This brass tray was made sometime between 1296 and 1321. The tray shows the styles of metalworking popular in Mosul, but it was made in Cairo. The calligraphy on the tray tells that it was made for a Sultan of Yemen. All of the different locations (Cairo, Egypt; Mosul, Iraq; and Yemen) symbolized by this one tray illustrate how the Silk Road connected different cities and cultures.

- 1) Who was this tray made for?
- 2) What three locations are connected by this tray?

MOSUL

Coin



Coin

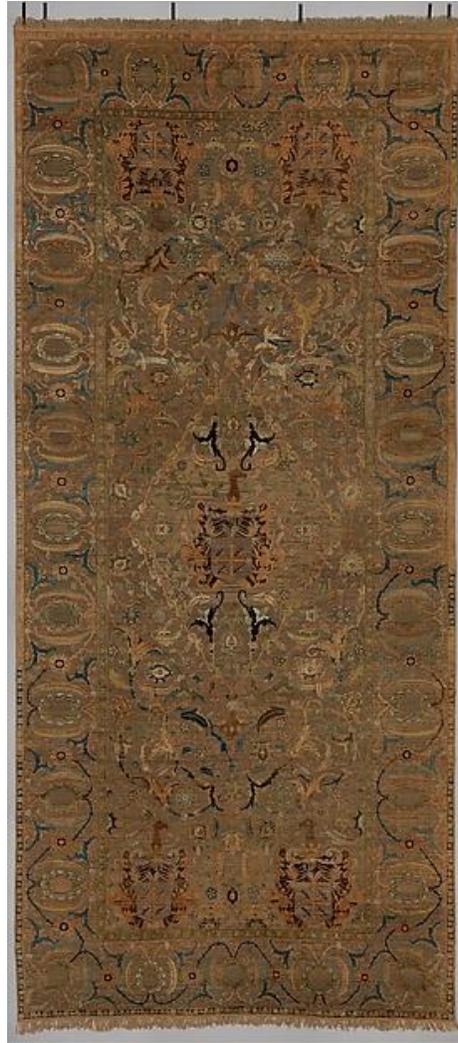
Source: The Metropolitan Museum of Art, Made in Iraq, Mosul, Copper, Bequest of Joseph H. Durkee, 1898

This coin is dated 1223 and was made in Mosul, Iraq. The writing on the coin is the name of the Arab ruler of Mosul at the time, Nasir-ad-Din Mahmud. Mosul was northern Iraq's major center for trade, industry and communications on the Silk trading routes. As a major economic city, coins like these were likely used in trading and selling goods from all over the region.

- 1) Whose name is on the coin?
- 2) What do people use money for?

ISFAHAN

The Czartoryski Carpet



The Czartoryski Carpet

Source: The Metropolitan Museum of Art, 17th Century, Iran, Rug: H. 191 1/2 in. (486.4 cm) W. 85 5/8 in. (217.5 cm), Gift of John D. Rockefeller Jr., and Harris Brisbane Dick Fund, by exchange, 1945

The vines, flowers, and leaves on this carpet are typical of Persian design. Rugs like these are made of silk and metal-wrapped silk thread. The dull colors are due to the fact that silk does not hold color very well. This explains why the designs have a more faded look. Carpets like this one were popular in local Iranian markets, and also made for sale to Europeans.

- 1) Who were Persian rugs made for?
- 2) Why does this rug have a faded look?

ISFAHAN Caravanserai



Abbasi Hotel in 2010



The Abbasi Hotel in 1840, built as a Caravanserai in the 17th century to provide lodging for travelers. The structure was renovated in the 1950s and has become a hotel.

Source: Wikipedia, Abbasi Hotel

Isfahan became an important stop on the Silk Road in 1590 when the king of the Safavid Empire, Shah Abbas I, named Isfahan the new capital. He rerouted the Silk Road to travel through Isfahan because the city was safely inside the Empire's borders. During his rule, he ordered bridges, roads and caravanserais to be built in Isfahan to encourage and help trade. A caravanserai was a place to house merchants travelling along the Silk Road. Caravanserais were not only a rest stop, but also a place to exchange goods, languages, cultures and ideas. The Abbasi Caravanserai was renovated in the 1950s and is now a hotel in Iran.

- 1) How did Isfahan become an important stop on the Silk Road?
- 2) What is a caravanserai?

SAMARKAND Painting



A delegation from the Chinese court bringing gifts of silk to the King of Samarkand

Source: The International Dunhuang Project: The Silk Road Online; Detail from the Ambassadors' Painting, Afrasiab Courtesy of MAFOUZ

Samarkand was a center for cultural exchange, and royalty often visited the King. This painting shows King Varkhuman and a procession of foreign delegates (or visitors) at Samarkand. On the left, the Chinese are bringing silk cocoons (where silk comes from) and rolls of cloth. To the right, the Turks are drawn with their long plaits, or braids.

- 1) Who came to see King Varkhuman?
- 2) What did they bring?

SAMARKAND

Camel



Camel loaded for travel

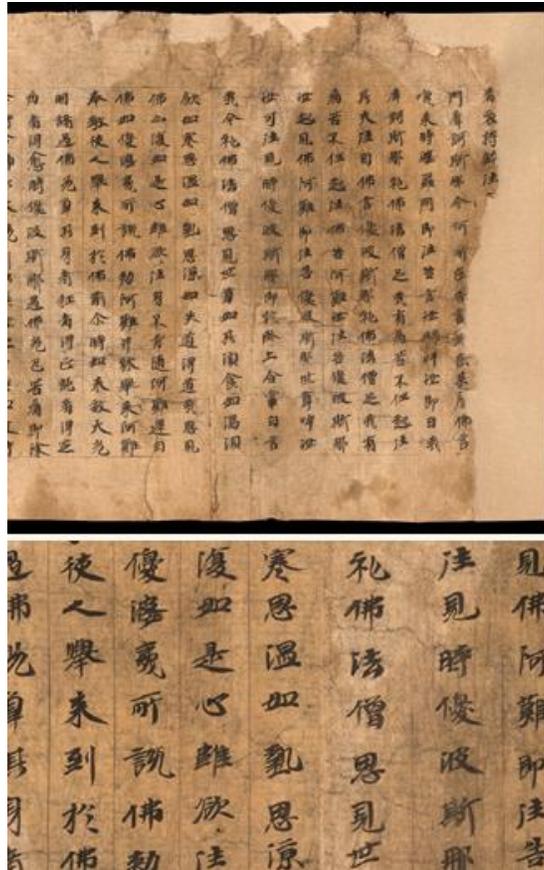
Source: The International Dunhuang Project: The Silk Road Online; Pottery with pigments, Shaanxi Provincial History Museum, 96.36

This model of a camel was found in a tomb during the Tang Dynasty (618-907 CE). It shows how camels were loaded up for travel. A saddlecloth, or blanket, was first fitted around the two humps. Then the panels of the tent, which were slatted panels of wood, were hung from either side. Next, large round saddlebags filled with goods were put on top along with rolls of silk and pots. Silk was a common Silk Road currency. In this model, the camel also has a ladle, a pheasant (bird) and a rabbit on one side and, on the other, a knife, sword and case for arrows. It is important to note the small monkey at the back. You will learn more about the importance of monkey figurines later on your Silk Road Journey.

- 1) What are some of the things a camel is loaded up with?
- 2) What objects are on the camel that could have been traded on the Silk Road?

KHOTAN

Sutra of the Wise and the Foolish



Sutra of the Wise and the Foolish

Source: *The International Dunhuang Project: The Silk Road Online; Ink on paper; The British Library Or.8210/S.3693*

Buddhism began in India sometime between the 6th and 4th centuries BCE, and then spread throughout Asia. The spread of Buddhism across the Silk Road became a common thread that united people. This figure tells stories of Buddha's life. These stories, according to legend, were first told to Chinese monks in Khotan. This dates from about A.D. 500. The story tells the growth of Buddhism from India to places like Khotan. Buddhism then moved to China, Korea and Japan. This story was later translated into Tibetan and then into Mongolian.

- 1) Where did Buddhism come from?
- 2) What story is written on this object?
- 3) How do you think people spread religious ideas like Buddhism?

KHOTAN

Terracotta Monkey



Terracotta monkey from Yotkan, Khotan

Source: The International Dunhuang Project: The Silk Road Online; Terracotta The British Museum, 1907,1111.30 (Y.0011.k)

The third to sixth centuries produced hundreds of tiny clay figures that have been found in the ancient capital of the kingdom of Khotan. Terracotta or “baked earth” is a type of clay-based ceramic. People puzzled over these Khotanese terra-cottas since their discovery. Monkeys are not found in Khotan, so knowledge about monkeys must have come from India with the spread of Buddhism. Similar terracotta monkeys have been found in north India.

- 1) Are monkeys found in Khotan?
- 2) Why did people of Khotan create tiny monkey figurines? Where was their influence from?

DUNHUANG The Storyteller



The Storyteller

Source: The International Dunhuang Project: The Silk Road Online; SRE Cat. No. 15, Late 9th century, Found in Dunhuang, Cave 17, Ink and pigments on paper, The British Museum 1919,0101,0.168 (Ch.

Dunhuang is a very old city with a rich history. It was first created as a Chinese military fort in the 2nd century BC. Dunhuang is in the middle of the split where the Silk Road turns into the northern and the southern roads around a desert. This late 9th century painting was found in one of the many caves in Dunhuang. People think that this figure represents a traveling storyteller using his scrolls as illustrations for performances. This traveling storyteller would have traveled along the Silk Road performing popular Buddhist tales. Buddhism and folk culture would be spread along the Silk Road by such traveling storytellers.

- 1) Where was this painting found in Dunhuang?
- 2) What religion does the painting show?

DUNHUANG Bowl with Vine Relief



Bowl with Vine Relief

Source: The International Dunhuang Project: The Silk Road Online; Glazed earthenware from Victoria and Albert Museum (Bequest of J.G.Maxwell Brownjohn: China), C.25–1946

Grapes are known to come from the ancient Middle East and Egypt. One traveler from Central Asia in the second century BC, Zhang Qian, took some of these grape seeds back home. During the Tang dynasty (618-907 CE), Central Asia became known for its grapes, wine, and even a local wine-making industry because of Zhang Qian. This drinking cup shows the mixture of grapes from the Middle East with Chinese culture.

- 1) Where did the grapes come from?
- 2) How did the grapes get all the way in Central Asia?

QUANZHOU

Ancient Map of Maritime Silk Roads



An Ancient Map of the Maritime Silk Roads
Source: UNESCO- Silk Road, Municipality of Quanzhou

Quanzhou was one of the most important Chinese ports along the Silk Road. Goods are often moved to other places on boats. A port is a place on a beach where ships can land and move people or goods to or from land. This port was one of the four major Chinese ports in the Tang Dynasty and the largest port during other dynasties. It connected to other ports in India and in Iran. This is an ancient map of the Silk Roads in the sea found in Quanzhou.

- 1) What is a port?
- 2) This port connected China to what other countries by sea?

QUANZHOU

Statues in Quanzhou



Picture of Statues in Quanzhou

Source: UNESCO- Silk Road, Municipality of Quanzhou

In this picture of Quanzhou, there are two statues that represent the famous explorers Marco Polo and Ibn Battuta. Marco Polo and Ibn Battuta visited this port. They wrote books about the port and called it one of the biggest harbors in the world, with ships of all sizes and a big market. It is said that Marco Polo set sail from Quanzhou to bring a Mongol Princess to her marriage ceremony in Persia (Modern Iran).

- 1) Whose statues are in Quanzhou?
- 2) What did Marco Polo and Ibn Battuta do?

QUANZHOU

Religious Sites in Quanzhou



Hinduism Stone Column Relics in the Ancient Menhir Site Dedicated to the Hinduism in Quanzhou

Source: UNESCO- Silk Road, Municipality of Quanzhou



Quanzhou Mosque

Source: UNESCO- Silk Road, Municipality of Quanzhou

People from all across the world came to visit the Quanzhou port. There was peace between the many different groups in the city, and people treated each other with kindness. These pictures show a Hindu temple and the Qingjing Mosque (China's oldest mosque). Buddhists, Hindus, Jews, Catholics and Muslims lived in Quanzhou. Quanzhou is now known for its old religious sites.

- 1) What religions did the different types of travelers follow in Quanzhou?
- 2) How did the different religious groups in Quanzhou act towards each other?

NARA

Temple in Horyu-ji Area



One of the Temples in the Horyu-ji Area

Source: UNESCO- Silk Road

Heijo-kyo was the ancient capital of Japan in the Nara period, from 710-784 CE. This picture shows one of the temples in Heijo-kyo. The Buddhist monuments in Nara are the earliest Buddhist monuments in Japan. These temples date from shortly after the introduction of Buddhism to the country, and you can see the influence of Buddhism in the architecture. The Silk Road brought many things to Nara, but one of the most influential ideas it brought was Buddhism.

- 1) What was the ancient capital of Japan called?
- 2) What religion is this temple from?