

## PERIOD 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

<p><b>Key Concept 2.3:</b> Emergence of Transregional Networks of Communication and Exchange</p> <p><b>Pacing:</b> 1 Days</p> <p><b>Essential Question:</b> What effect did the many trade routes have in spreading ideas, technology, and culture around the world?</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Continuity and Change over time</li> <li>Comparison</li> <li>Map Interpretation,</li> <li>Use of Evidence</li> <li>Article Analyses</li> </ul> <p style="text-align: center;"><b>Book Chapters</b></p> <p style="text-align: center;"><b>AP Prep Books</b> Fast Track to an A Barons AP World History</p> <p style="text-align: center;"><b>Formative Assessments</b> Chapters 4,5,6, &amp; 7 Homework Quizzes SPRITE CHART Self Assessment using online system Discussion Questions</p> <p style="text-align: center;"><b>Summative Assessments</b> Key Concept 2.2 Quiz</p> <p style="text-align: center;"><b>Primary Terms</b> Eurasian Silk Roads Trans-Saharan Caravan routes Indian Ocean sea lanes Mediterranean sea lanes</p> <p style="text-align: center;"><b>Secondary Terms</b></p>	<p><b>Key Concept Description:</b> With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange. In the Americas and Oceania localized networks developed.</p> <p><b>Key Concept 2.3.1:</b> Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.</p> <p>A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes.</p> <ol style="list-style-type: none"> <li>Eurasian Silk Roads</li> <li>Trans-Saharan Caravan routes</li> <li>Indian Ocean sea lanes</li> <li>Mediterranean sea lanes</li> </ol> <p><b>Key Concept 2.3.2:</b> New technologies facilitated long-distance communication and exchange.</p> <p>A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.</p> <p>B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia</p> <p><b>Key Concept 2.3.3:</b> Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.</p> <p>A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.</p> <p>B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.</p> <p>C. Religious and cultural traditions were transformed as they spread.</p> <ol style="list-style-type: none"> <li>Christianity</li> <li>Hinduism</li> <li>Buddhism</li> </ol>
<p style="text-align: center;"><b>Primary Documents/activities</b> <a href="#">Mandate of Heaven [Excerpts]</a> <a href="#">Spartan Women (Aristotle)</a> <a href="#">Greek Sources on Slavery</a> <a href="#">Spartan War Machine (Xenophon)</a></p> <p style="text-align: center;"><b>Multimedia</b> Crash Course: <a href="#">Buddha and Ashoka</a> Crash Course: <a href="#">The Mandate of Heaven and Confucianism</a> Crash Course: <a href="#">The Persians and the Greeks</a> Crash Course: <a href="#">Alexander the Great</a> Crash Course: <a href="#">The Silk Road</a> Crash Course: <a href="#">The Roman Empire</a> Crash Course: <a href="#">Christianity</a> Crash Course: <a href="#">Fall of Rome</a></p>	<p style="text-align: center;"><b>Secondary Documents/activities</b> <a href="#">Alexander the not so Great: History through Persian Eyes</a> <a href="#">Who were the Celts?</a> <a href="#">Children in Ancient China (GMU)</a> <a href="#">How Ancient Trade Changed the World (Live Science)</a> <a href="#">How Third-Century China Saw Rome: A Land Ruled by Minor Kings (Smithsonian)</a> <a href="#">"Silk Road or Steppe Road" (David Christian)</a> <a href="#">"Southernization" (Lynda Shaffer)</a></p>

## Lesson Plan

### Lesson Activator :

- **(10 minutes)** Watch Crash course's The Silk Road. Discuss the basics of the Silk Road.
  - [URL](#)

### Lesson Body:

- **(35 minutes)** Use the linked presentation to create your own presentations on the topic given to you.
- 1A: <https://docs.google.com/presentation/d/1mJeTe5OZqOfnY31NChaBDiYByieGiWwVkvHvOISXTcxQ/edit?usp=sharing>
- 1B: <https://docs.google.com/presentation/d/1TMTs3V4z1fr9kdnZoll6t1APXu58aU92Vlmu20NrUvk/edit?usp=sharing>
- 2A: <https://docs.google.com/presentation/d/12FT2ih8yTS8HTdSgj4yyWIBGfCLxOlchqas6AnjZDO4/edit?usp=sharing>
- 2B: [https://docs.google.com/presentation/d/1by-soWT3uwWW0tk0NBBE\\_GSfccFAXv7Bp0rm7G0PNEA/edit?usp=sharing](https://docs.google.com/presentation/d/1by-soWT3uwWW0tk0NBBE_GSfccFAXv7Bp0rm7G0PNEA/edit?usp=sharing)
- 3A: <https://docs.google.com/presentation/d/177kXYqktUFVme3QrSb9SWF0fqj7IblyrXs7d9nmlt8g/edit?usp=sharing>
- 3B: <https://docs.google.com/presentation/d/18XZ28C4FSYCYizdJgYDlaTYPATL7TPXj62SUz0Jucqg/edit?usp=sharing>
- **(45 minutes)** Complete as many presentations as we can before the end of class. The rest will be completed on the review day for UNIT 2.

END DAY 1 OF LESSON