

## PERIOD 3: Regional and Transregional Interactions c. 600 C.E. to c. 1450

<p><b>Key Concept 3.1:</b> Expansion and Intensification of Communication and Exchange Networks</p>	<p><b>Key Concept Description:</b> Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchange. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.</p>
<p><b>Pacing:</b></p>	
<p><b>Essential Question:</b> How did the different trade networks around the world facilitate not only trade but the transfer of new technologies, ideas, and even diseases?</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 8,9,10, 11, 12 &amp; 13 Homework Quizzes Guided Reading “Connections” Pre &amp; Post Assessment on 3.1 Lecture</p> <p style="text-align: center;"><b>Summative Assessments</b> Key Concept 3.1 Quiz</p> <p style="text-align: center;"><b>Primary Terms</b></p> <p style="text-align: center;"><b>Secondary Terms</b></p>	<p><b>Key Concept 3.1.1:</b> Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.</p> <ol style="list-style-type: none"> <li>Existing trade routes flourished and promoted the growth of powerful new trading cities.             <ol style="list-style-type: none"> <li>The Silk Roads</li> <li>The Mediterranean Sea</li> <li>The Trans-Saharan</li> <li>The Indian Ocean basins</li> </ol> </li> <li>New trade routes centering on Mesoamerica and the Andes developed.</li> <li>The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated caravan organization; use of the compass, astrolabe, and larger ship designs in sea travel; and new forms of credit and monetization.</li> <li>Commercial growth was also facilitated by state practices, trading organizations, and state-sponsored commercial infrastructures like the Grand Canal in China</li> <li>The expansion of empires facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks.             <ol style="list-style-type: none"> <li>China</li> <li>The Byzantine Empire</li> <li>The Caliphates</li> <li>The Mongols</li> </ol> </li> </ol> <p><b>Key Concept 3.1.2:</b> The movement of peoples caused environmental and linguistic effects.</p> <ol style="list-style-type: none"> <li>The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it.</li> <li>Some migrations had a significant environmental impact.             <ol style="list-style-type: none"> <li>The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa</li> <li>The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands.</li> </ol> </li> <li>Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages.</li> </ol> <p><b>Key Concept 3.1.3:</b> Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.</p> <ol style="list-style-type: none"> <li>Islam, based on the revelations of the prophet Muhammad, developed in the Arabian Peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.</li> <li>In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture.</li> <li>The writings of certain interregional travelers illustrate both the extent and the limitations of intercultural knowledge and understanding.</li> <li>Increased cross cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions.</li> <li>Increased cross-cultural interactions also resulted in the diffusion of scientific and technological traditions.</li> </ol> <p><b>Key Concept 3.1.4:</b> There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.</p> <ol style="list-style-type: none"> <li>New foods and agricultural techniques were adopted in populated areas.</li> <li>The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.</li> </ol>
<p style="text-align: center;"><b>Primary Documents/activities</b></p> <p style="text-align: center;"><b>Multimedia</b> Crash Course: <a href="#">The Silk Road</a></p>	<p style="text-align: center;"><b>Secondary Documents/activities</b></p>

## Lesson Plan

### **Lesson Activator :**

- **(20 minutes)** Watch Crash Courses: [The Silk Road](#). Discuss why trade was important to past societies and why it is still important today.

### **Lesson Body:**

- **(70 minutes)** Guided reading on the Connections article. Students will complete all the questions that go along with the article.
  - Article: [http://www.learner.org/courses/worldhistory/support/reading\\_9\\_2.pdf](http://www.learner.org/courses/worldhistory/support/reading_9_2.pdf)

### **Mini Summarizer:**

- **(5 minutes)** With any time left the teacher will go over the answers of the guided reading with the students.

## END DAY 1 OF LESSON

### **Mini Activator:**

- **(10 minutes)** Take the Pre-Assessment quiz to see what the class knows about the topic at hand.

### **Lesson Body:**

- **(10 minutes)** Watch Crash courses *The Silk Road to get the students thinking about connection around the world during the time period.*
- **(60 minutes)** Complete the Key Concept 3.1 lecture
  - <https://docs.google.com/presentation/d/18Gr1Zaek-eXMG4N79ifQch4IrS4-ujXxvNUXkEep4HQ/edit?usp=sharing>

### **Lesson Summarizer:**

- **(10 minutes)** Take the Post-Assessment quiz to see if the student learned the required material.

## END DAY 2 OF LESSON