

# *My Silk Road Journey Project*

by Sharlyn Scott, Desert Vista High School, Tempe, Arizona

**Level:** Sophomore Regular and/or Honors World History and Geography

**Background:** This is the culminating project for a unit examining the Byzantine Empire, Rise of Islam, and Tang through Ming era China. Instruction should be included on the background and history of the Silk Road within that unit.

## **Applicable Arizona State Standards:**

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. They are intended to be taught in conjunction with appropriate U.S. or World History content, when applicable.

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

Concept 3: World in Transition

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 12<sup>th</sup> to the 16<sup>th</sup> centuries:

- a. Commerce and the Silk Road
- b. impact on culture

**Time Frame:** 5-7 Class Periods

**Objectives:** The student will understand the unique civilizations and cultural identities of different peoples in Medieval Europe and Asia, and their interactions. The student will be able to use research skills in examining secondary sources to extract applicable information for their project and create a narrative that accurately depicts the people and cultures of the Silk Road.

**Procedures:** Number students 1-5 and then based on that number assign them one of the possible characters. \*\*See Student Assignment for either regular or honors level World History and Geography. I have included a grading rubric.

**Materials:** Computer lab time will be necessary. As well, the instructor should have a teacher or school website where you can post the assignment so that students may be able to click on necessary websites in order to perform their research. Also, blank white paper should be made available to students who do not have the ability to procure their own materials to create the travel journal

## **Suggested Modifications for time and/or student ability:**

- This may be done in partners or as a group project.
- The peer review component may be eliminated and replaced with a group presentation of their Silk Road project to the class.

# My Silk Road Journey Project

Ms. Scott – World History & Geography



## Worth 250 Points

- You will be creating a travel diary of your assigned character's journey on the Silk Road/Route. **The more creativity and effort put into this assignment, the better.**
- The writing in the assignment can be neatly hand-written or typed.
- Writing mechanics, i.e. spelling, grammar, organization, sentence fluency, punctuation, word choice, etc. all count.
- HISTORICAL ACCURACY is very important.
- **Part I:** Describe who you are, your culture (including religion), where you are from (city, empire or kingdom), and why you are taking this journey.
  - o This should be a minimum of 2 paragraphs (minimum of 5 sentences in each paragraph).
  - o Speak in first person (I, me, mine, etc.)
  - o Be descriptive and emotive
  - o Should include a minimum of 3 illustrations/images (images in your journal can be printed out from computer, color is better than black and white or hand drawn)
- **Part II:** Include a map marking the route of your journey and cities visited (you may have to hand-create this map, be as accurate as possible for the TIME PERIOD in which you are traveling).
- **Part III:** In each character's story, specific cultures, religions, trade goods, cities, geographic areas, method of travel, etc. have been underlined – this is your guide to what you must include in your travel journal.
- I have included for each character websites for you to use as resources for historical descriptions, information and images for all of the underlined items.
- I will give you a hard copy of your character's story & resource links, but you should go to my website at <http://staff.tuhssd.k12.az.us/sscott/> on the Honors World History page to get an online version of your assigned character so that you can simply "ctrl" right click on the web address to get the websites.
- This will make up the body of your travel journal and in it, you need to:
  - o Describe your method of travel (minimum 1 paragraph = 5 sentences)

- The goods you are trading or purchasing (minimum 1 paragraph = 5 sentences)
- The individual cultures, religions, what goods if any are you purchasing or trading in a location, empires/kingdoms, geography (i.e. desert, grassland, etc.), cities (architecture, prosperity level, history of it) for each area, city, or geographical region your character passes through or stays in.
  - This should be a minimum of 1 paragraph (minimum of 5 sentences in each paragraph) for each area, city, or geographical region your character passes through or stays in.
- Should include a minimum of 2 illustrations/images for each location you stay at or pass through, and 1 image for your method(s) of transportation (i.e. camel caravan, horse, ship, etc.)
- Be descriptive and emotive, and continue to speak in the first person.
- Be as accurate as possible for the TIME PERIOD during which you are traveling for each location, culture, and kingdoms/empires in control.
- **Part IV:** Summarize your thoughts and experiences about the journey you have made as you head home. Include at least 1 illustration/image.
- **Part V:** You will be responsible for evaluating your classmates' whose project was based on the same character as yours, as well as evaluating projects based on characters different than yours. The grading rubrics from your peers will be turned in along with your final project to the teacher.

\*\*Modern Travel Journal Example: <http://www.jodypoesy.com/html/alterredbook.html>

### Work Schedule and Due Dates for Project

- You will have 3 days in the computer lab in the library to complete the research, find images, and plan your travel journal.
  - Part of your grade will be how wisely & effectively you use time given to you by the teacher for your project. Wasting time, disruptive behavior, unnecessary chatting will result in a reduction of points in your overall project grade.
- You will have 1 day in class to put your travel journal together.
- I will provide plain white paper for you to complete your travel journal, though more creative journals will require your own resources.
  - Based on teacher's discretion, extra credit may be awarded for truly creative and/or academically advanced journal projects
- First draft of your travel journal will be due Friday 10/5 and will be checked by me and reviewed by your peers completing a journal for the same character.
- Your second draft will be due Monday 10/8 and you will present it to a group full of individuals representing the four other characters who will complete a review of your travel journal.
- The final travel journal project will be turned into me on Tuesday 10/9.

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Ms. Scott – HONORS World History & Geography



## Worth 250 Points

- You will be creating a travel diary of your assigned character's journey on the Silk Road/Route. **The more creativity and effort put into this assignment, the better.**
- The writing in the assignment can be neatly hand-written or typed.
- Writing mechanics, i.e. spelling, grammar, organization, sentence fluency, punctuation, word choice, etc. all count.
- HISTORICAL ACCURACY is very important.
- **Part I:** Describe who you are, your culture (including religion), where you are from (city, empire or kingdom), and why you are taking this journey.
  - o This should be a minimum of 2 paragraphs (minimum of 7-10 sentences in each paragraph).
  - o Speak in first person (I, me, mine, etc.)
  - o Be descriptive and emotive
  - o Should include a minimum of 3 illustrations/images (images in your journal can be printed out from computer, color is better than black and white or hand drawn)
- **Part II:** Include a map marking the route of your journey and cities visited (you may have to hand-create this map, be as accurate as possible for the TIME PERIOD in which you are traveling).
- **Part III:** In each character's story, specific cultures, religions, trade goods, cities, geographic areas, method of travel, etc. have been underlined – this is your guide to what you must include in your travel journal.
- I have included for each character websites for you to use as resources for historical descriptions, information and images for all of the underlined items.
- I will give you a hard copy of your character's story & resource links, but you should go to my website at <http://staff.tuhsd.k12.az.us/sscott/> on the Honors World History page to get an online version of your assigned character so that you can simply "ctrl" right click on the web address to get the websites.
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  - o Describe your method of travel (minimum 1 paragraph = 7-10 sentences)

- The goods you are trading or purchasing (minimum 1 paragraph = 7-10 sentences)
- The individual cultures, religions, what goods if any are you purchasing or trading in a location, empires/kingdoms, geography (i.e. desert, grassland, etc.), cities (architecture, prosperity level, history of it) for each area, city, or geographical region your character passes through or stays in.
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- Should include a minimum of 2 illustrations/images for each location you stay at or pass through, and 1 image for your method(s) of transportation (i.e. camel caravan, horse, ship, etc.)
- Be descriptive and emotive, and continue to speak in the first person.
- Be as accurate as possible for the TIME PERIOD during which you are traveling for each location, culture, and kingdoms/empires in control.
- **Part IV:** Summarize your thoughts and experiences about the journey you have made as you head home. Include at least 1 illustration/image.
- **Part V:** You will be responsible for evaluating your classmates' whose project was based on the same character as yours, as well as evaluating projects based on characters different than yours. The grading rubrics from your peers will be turned in along with your final project to the teacher.

### **Work Schedule and Due Dates for Project**

- You will have 3 days in the computer lab in the library to complete the research, find images, and plan your travel journal.
- You will have 1 day in class to put your travel journal together.
- I will provide plain white paper for you to complete your travel journal, though more creative journals will require your own resources.
  - There is no specific number of pages you must have, what matters is that you write about all the necessary locations, etc. and have the proper amount of illustrations/images.
- First draft of your travel journal will be due Friday 10/5 and will be checked by me and reviewed by your peers completing a journal for the same character.
- Your second draft will be due Monday 10/8 and you will present it to a group full of individuals representing the four other characters who will complete a review of your travel journal.
- The final travel journal project will be turned into me on **Tuesday 10/9**.

\*\*Modern Travel Journal Example: <http://www.jodypoesy.com/html/alteredbook.html>

# *My Silk Road Journey Project*

## Teacher Scoring Rubric – Regular & Honors World History and Geography

Student Name: \_\_\_\_\_ - Character: \_\_\_\_\_

Class Period: \_\_\_\_\_

	<b>Failing – Below Average</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<p><b>Time Use in Computer Lab and Class</b> *This includes process of peer editing</p> <p style="text-align: right;">_____/25 Points Received</p>	<p>Student is disruptive and/or not using time given to work on assigned project. (0-5 Points)</p>	<p>Student uses most of the time to do assigned work, but may have to be redirected by the teacher to get to work. (6-15 Points)</p>	<p>Student uses almost all of the time given to do assigned work wisely. (16-24 Points)</p>	<p>Student is focused on their work, efficient and effective with the time given in class to complete the project. (25 Points)</p>
<p><b>Writing Component</b></p> <p style="text-align: right;">_____/100 Points Received</p> <p>*See Assignment Guidelines for how many paragraphs and how long each paragraph should be for each item.</p>	<p>Student does not complete writing portion for most of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is weak and ineffectual. Not historically accurate. Little to no effort was put into the writing portion of this assignment was done.  (0-69 Points)</p>	<p>Student does not complete writing portion for some of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is average. Not historically accurate in some areas. Minimal effort was put into the writing portion of this assignment was done.  (69 – 79 Points)</p>	<p>Student completes writing portion for all of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is good. Historically accurate in most areas. Significant effort was put into the writing portion of this assignment was done.  (80-89 Points)</p>	<p>Student completes writing portion for all of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is excellent, emotive, &amp; descriptive. Historically accurate in most if not all areas. Great effort was put into the writing portion of this assignment was done.  (90 – 100 Points)</p>
<p><b>Images/ Illustrations</b></p> <p>*See Assignment</p>	<p>Student does not include images/illustrations for most of the locations,</p>	<p>Student does not include enough images/illustrations for of the locations, cultures,</p>	<p>Student includes most of the images/illustrations for of the locations, cultures,</p>	<p>Student includes all of the images/illustrations for of the locations, cultures,</p>

<p>Guidelines for how many images/illustrations should be included for each aspect.</p> <p>_____/50 Points Received</p>	<p>cultures, geographic areas, etc. for their assigned character. Those that are included are messy or not applicable.</p> <p>(0-34 Points)</p>	<p>geographic areas, etc. for their assigned character. Those that are included are generally applicable and not messy.</p> <p>(35-39 Points)</p>	<p>geographic areas, etc. for their assigned character. Those that are included are applicable, neatly presented, and appealing to see.</p> <p>(40-44 Points)</p>	<p>geographic areas, etc. for their assigned character. Those that are included are applicable, creative, and make the journal interesting and/or exciting to look at.</p> <p>(45-50 Points)</p>
<p><b>Creativity and Neatness</b></p> <p>_____/50 Points Received</p> <p>*For extraordinary projects, teacher may consider awarding extra credit points.</p>	<p>Messily done, disorganized, and little to no effort was put into the project.</p> <p>(0-34 Points)</p>	<p>Most of the minimum requirements met with no great effort put into the project. Some disorganization.</p> <p>(35-39 Points)</p>	<p>All of the minimum requirements met, with some greater effort beyond the minimum made. Creatively and neatly done. Organized.</p> <p>(40-44 Points)</p>	<p>Above and beyond the minimum project requirements. "Wow" factor in the creativity of the journal project. Very neat &amp; organized.</p> <p>(45-50 Points)</p>
<p><b>Writing Mechanics</b></p> <p>_____/25 Points Received</p>	<p>Unclear, disorganized paragraph structure. Run-on sentences or fragments. Many spelling errors. Many punctuation errors. Hard to read.</p> <p>(0-17 Points)</p>	<p>Somewhat disorganized paragraph structure. Some run-on sentences or fragments. Some spelling errors. Some punctuation errors. Somewhat hard to read.</p> <p>(18-19 Points)</p>	<p>Organized paragraph structure. Sentences well-written and varied in length. Few punctuation errors. Neatly written and easy to read.</p> <p>(20-22 Points)</p>	<p>Excellent organization. Sentences well-written and varied in length. Little to no punctuation errors. Neatly written and easy to read.</p> <p>(23-25 Points)</p>

\*Additional Comments:

# *My Silk Road Journey Project*

## Peer Scoring Rubric – Regular & Honors World History and Geography

Student Name: \_\_\_\_\_ - Character: \_\_\_\_\_

Class Period: \_\_\_\_\_ - Peer Edited by: \_\_\_\_\_

	Failing – Below Average	Average	Good	Excellent
<b>Writing Component</b>  _____/100 Points Received  *See Assignment Guidelines for how many paragraphs and how long each paragraph should be for each item.	Student does not complete writing portion for most of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is weak and ineffectual. Not historically accurate. Little to no effort was put into the writing portion of this assignment was done.  (0-69 Points)	Student does not complete writing portion for some of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is average. Not historically accurate in some areas. Minimal effort was put into the writing portion of this assignment was done.  (69 – 79 Points)	Student completes writing portion for all of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is good. Historically accurate in most areas. Significant effort was put into the writing portion of this assignment was done.  (80-89 Points)	Student completes writing portion for all of the given locations, cultures, geographic areas, etc. for their assigned character. Writing is excellent, emotive, & descriptive. Historically accurate in most if not all areas. Great effort was put into the writing portion of this assignment was done.  (90 – 100 Points)
<b>Images/ Illustrations</b>  *See Assignment Guidelines for how many images/ illustrations should be included for each aspect.	Student does not include images/illustrations for most of the locations, cultures, geographic areas, etc. for their assigned character. Those that are included are messy or not applicable.	Student does not include enough images/illustrations for of the locations, cultures, geographic areas, etc. for their assigned character. Those that are included are generally applicable and not messy.	Student includes most of the images/illustrations for of the locations, cultures, geographic areas, etc. for their assigned character. Those that are included are applicable, neatly presented, and appealing to see.	Student includes all of the images/illustrations for of the locations, cultures, geographic areas, etc. for their assigned character. Those that are included are applicable, creative, and make the journal interesting and/or

<p>____/50 Points Received</p>	<p>(0-34 Points)</p>	<p>(35-39 Points)</p>	<p>(40-44 Points)</p>	<p>exciting to look at.</p> <p>(45-50 Points)</p>
<p><b>Creativity and Neatness</b></p> <p>____/50 Points Received</p> <p>*For extraordinary projects, teacher may consider awarding extra credit points.</p>	<p>Messily done, disorganized, and little to no effort was put into the project.</p> <p>(0-34 Points)</p>	<p>Most of the minimum requirements met with no great effort put into the project. Some disorganization.</p> <p>(35-39 Points)</p>	<p>All of the minimum requirements met, with some greater effort beyond the minimum made. Creatively and neatly done. Organized.</p> <p>(40-44 Points)</p>	<p>Above and beyond the minimum project requirements. “Wow” factor in the creativity of the journal project. Very neat &amp; organized.</p> <p>(45-50 Points)</p>
<p><b>Writing Mechanics</b></p> <p>____/25 Points Received</p>	<p>Unclear, disorganized paragraph structure. Run-on sentences or fragments. Many spelling errors. Many punctuation errors. Hard to read.</p> <p>(0-17 Points)</p>	<p>Somewhat disorganized paragraph structure. Some run-on sentences or fragments. Some spelling errors. Some punctuation errors. Somewhat hard to read.</p> <p>(18-19 Points)</p>	<p>Organized paragraph structure. Sentences well-written and varied in length. Few punctuation errors. Neatly written and easy to read.</p> <p>(20-22 Points)</p>	<p>Excellent organization. Sentences well-written and varied in length. Little to no punctuation errors. Neatly written and easy to read.</p> <p>(23-25 Points)</p>

\*Suggestions on how to improve project:

# My Silk Road Journey: Zhu He



It is 1307 C.E. and your name is Zhu He and you are a Hui (“who-ay”) Chinese merchant living in the Muslim Quarter of Xi’an/Chang’an during the Yuan Dynasty under the Mongols. You wish to trade Chinese silk, porcelain and tea at your final destination in Cairo, and will be making a sea voyage on a Chinese ship to get there. Your first stop after you leave Xi’an will be the port city of Guangzhou. You will then stop for a visit to Malacca where you trade some of your goods for cinnamon and nutmeg to sell in the market in Cairo. You then stop in Ahmedaba to trade more of your silk and porcelain for pepper, also for the market. Because you are a devout Muslim you will use the opportunity this trip provides to make the Hajj in Mecca. After your completion of the Hajj, you journey up the Red Sea to Cairo to sell your collection of goods at the Khan el Khalili market, make some purchases of Arabic glass ware and textiles to bring back home, and attend lectures at Al-Azhar University. After spending some time in Cairo, you have sold all of your goods, made a good profit, and so you now make the long voyage back home.

Information on Hui Chinese: <http://www.travelchinaguide.com/intro/nationality/hui/>

Information on Islam on the Silk Road:  
<http://depts.washington.edu/silkroad/exhibit/religion/islam/islam.html>

Information on Yuan (Mongol) Dynasty of China:  
<http://depts.washington.edu/silkroad/exhibit/mongols/mongols.html>

Information on Chinese Silk: <http://depts.washington.edu/silkroad/exhibit/trade/trade.html>

Information on Chinese Porcelain during Yuan Dynasty:  
<http://depts.washington.edu/silkroad/exhibit/mongols/mongols.html>

The Silk Route (Sea Voyage) and city of Guangzhou (scroll down the article) <http://www.the-silk-road.com/journal9.html#a03> and Chinese ships in the 14<sup>th</sup> century (1300s C.E.) <http://www.iro.umontreal.ca/~vaucher/Genealogy/Documents/Asia/asiaShips.html>

Information on Xi'an/Chang'an where you live: <http://depts.washington.edu/silkroad/cities/china/xian/xian.html>

The Silk Route (Sea Voyage) and city of Guangzhou (scroll down the article) <http://www.the-silk-road.com/journal9.html#a03>

Information on Malacca: <http://www.2malaysia.com/malacca/history.htm>

Information on Ahmedaba history: <http://ahmedabadonline.in/Profile/History/> and culture: <http://ahmedabadonline.in/Profile/Culture/> and historical monuments: <http://ahmedabadonline.in/TouristPlaces/Monuments/>

Information on Mecca and the Hajj: [http://www.sacredsites.com/middle\\_east/saudi\\_arabia/mecca.html](http://www.sacredsites.com/middle_east/saudi_arabia/mecca.html)

Information on Cairo: <http://www.city-data.com/world-cities/Cairo-History.html>

Information on the Khan el Khalili market: <http://www.suite101.com/content/the-khan-el-khalili-market-in-islamic-cairo-a120817>

Images and Information for Arabic glassware: [http://www.metmuseum.org/toah/hd/igls/hd\\_igls.htm](http://www.metmuseum.org/toah/hd/igls/hd_igls.htm) and Arabic-Egyptian textiles: <http://www.brooklynmuseum.org/opencollection/objects/49005/community/posse/>

Information on Al-Azhar Mosque and University: <http://www.sacred-destinations.com/egypt/cairo-al-azhar-university>

#### GENERAL RESOURCES ON THE SILK ROAD:

Modern Travel Journal Example: <http://www.jodypoesy.com/html/alteredbook.html>

Silk Road Travelers Maps (go to Silk Road Travelers, hit the arrow tab and scroll down to your traveler for map of where he traveled to): <http://depts.washington.edu/silkroad/maps/maps.html>

Information on Cities and Architecture of the Silk Road: <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/education/trc/borrow/Selfguide\\_FINAL\\_new\\_.pdf](http://www.artic.edu/aic/education/trc/borrow/Selfguide_FINAL_new_.pdf)

Cultures of the Silk Road:

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

Religions of the Silk Road:

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

Trade Routes of the Silk Road:

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

Camels and Horses on the Silk Road:

<http://depts.washington.edu/silkroad/exhibit/trade/trade.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> (click on image of goods to the left for information on products)

# *My Silk Road Journey:*

## *Gianni Pavia*



It is 1460 C.E., you are a merchant of Venice interested in benefitting from the money to be made from trade. By ship, you must travel to Bursa, a wealthy city in the new Ottoman Empire and establish trade contacts there. From there you will go to Baghdad to pick up Arabic glassware, though Venetian glassmakers are making progress in developing their craft – the most luxurious glassware is currently found in the areas of southwest Asia. Once you have secured the items for shipment out of Baghdad and back to your home in Venice, you head to Isfahan to pick up samples of goods such as woven Persian rugs that you are interested in importing to Europe. While there, you decide to hire a guide and go on horseback to Samarkand to check out lap dogs that are coming from East Asia that European noblewomen have become very interested in. Once in Samarkand, you pick a breeding pair of Pekinese to take with you. This has been a long but profitable trip, and now you make the journey back home to Venice.

Information on the merchants of Venice: [http://www.tours-italy.com/venice-about-merchants\\_of\\_venice.htm](http://www.tours-italy.com/venice-about-merchants_of_venice.htm)

Information on the history of Venice: [http://www.tours-italy.com/venice-about-history\\_of\\_venice.htm](http://www.tours-italy.com/venice-about-history_of_venice.htm) , the building of Venice [http://www.tours-italy.com/venice-about-building\\_venice.htm](http://www.tours-italy.com/venice-about-building_venice.htm) and sights of Venice <http://touritaly.org/tours/venice/venice01.htm>

Information and images of European ships:  
<http://www.ahrtp.com/EarlyShipsOnLine/>

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 on the history of Baghdad (make sure you read the entire entry for Baghdad which was a fantastic place in the 700s & 800s but was in decay after the Mongol invasions of the 1200s) <http://weekly.ahram.org.eg/2003/634/bo2.htm> and architecture (ignore the more modern buildings)

<http://www.skyscrapercity.com/showthread.php?t=1093703>

Images and Information for Arabic glassware

[http://www.metmuseum.org/toah/hd/igls/hd\\_igls.htm](http://www.metmuseum.org/toah/hd/igls/hd_igls.htm)

Information on Isfahan (during Seljuq/Seljuk Period):

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

Information on Persian rugs: <http://www.oriental-rugs-history.com/persian-rugs.html>  
and image: <http://www.rugs-oriental.net/antique-persian-rug.html>

Horses on the Silk Road:

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

Information on Samarkand: <http://depts.washington.edu/silkroad/cities/cities.html#>

Information on the history of lap dogs: [http://en.wikipedia.org/wiki/Lap\\_dog](http://en.wikipedia.org/wiki/Lap_dog)

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Cultures of the Silk Road:  
<http://depts.washington.edu/silkroad/exhibit/timeline.html>

Religions of the Silk Road:  
<http://depts.washington.edu/silkroad/exhibit/religion/religion.html>

Trade Routes of the Silk Road:  
<http://depts.washington.edu/silkroad/exhibit/trade/trade.html>

Camels and Horses on the Silk Road:  
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<http://depts.washington.edu/silkroad/exhibit/exchange/exchange.html> (click on image of goods to the left for information on products)

# MY SILK ROAD JOURNEY: ASHIDE LUSHAN



It is 695 C.E., you are a Sogdian noblewoman, Sogdiana was a territory of the Persian Achaemenid Dynasty, you believe in Zoroastrianism, and are a renowned horseback archer living in the Ferghana Valley. You will be going to Chang'an (X'ian) the capital city of the Tang Dynasty in China with your father. The purpose of the visit is that your father, Yu Lushan has been invited by the Tang imperial court to discuss the purchase of some horses from the Ferghana Valley, which are prized by the Tang military. Your father has invited you so that you might show your skill to the envoys of the Tang and demonstrate the strength of your horses. Your group will be taking a common route on the Silk Road headed east to China. First you will travel by horseback to Samarkand to visit with family you have there. Your group will then travel to Kashgar for supplies and to join a camel caravan in an effort to not exhaust your horses with riders and supplies as you cross the Taklamakan Desert. Your caravan stops in Dunhuang in the Gobi Desert to resupply and rest, while there you visit the Mogao Caves. While in Dunhuang, you visit with a colony of fellow Sogdians living there, which was one of your group's purposes in taking this route - your group spends a few days socializing with them and learning about their experiences in this area. Finally you depart for your final destination of Chang'an (X'ian) to meet with envoys of the Tang Imperial Court, show your skills, and hopefully make a profitable trade on your horses.

Information about the Persian Achaemenid Dynasty: <http://www.caisssoas.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> and customs of the people there <http://www.orexca.com/customs.shtml>

Information about Zoroastrianism:

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

Information about the Silk Road to China:

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

Information and images of Samarkand (only pay attention to history prior to Arab invasion in the early 700s C.E./early 8<sup>th</sup> century) <http://depts.washington.edu/silkroad/cities/uz/samarkand/samarkand.html>

Information on Kashgar (only pay attention to history prior to Arab invasion in the early 700s C.E./early 8<sup>th</sup> century): <http://iranicaonline.org/articles/kashgar-kasgar-town-in-xinjiang>

Information on Camels of the Silk Road: <http://depts.washington.edu/silkroad/exhibit/trade/trade.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> and <http://depts.washington.edu/silkroad/cities/china/dh/dhhist.html> Dunhuang Cave Art (Magao Caves): <http://www.silk-road.com/dunhuang/dhintro.html> and interactive guide to art of the Magao Caves <http://ngm.nationalgeographic.com/2010/06/dunhuang-caves/caves-interactive>

Images of travel in the Gobi Desert [http://www.pbase.com/andrew\\_s\\_cheung/dunhuang\\_of\\_gobi\\_desert](http://www.pbase.com/andrew_s_cheung/dunhuang_of_gobi_desert)

Information on the Sogdian colony in Dunhuang (scroll down the page to find relevant information):

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

Information on the Tang Dynasty and Chang'an [http://www.aboutxinjiang.com/topic/content/2008-01/18/content\\_2402380.htm](http://www.aboutxinjiang.com/topic/content/2008-01/18/content_2402380.htm) and images <http://www.pitt.edu/~asian/week-10/week-10.html>

#### GENERAL RESOURCES ON THE SILK ROAD:

Modern Travel Journal Example: <http://www.jodypoesy.com/html/alterredbook.html>

Silk Road Travelers Maps (go to Silk Road Travelers, hit the arrow tab and scroll down to your traveler for map of where he traveled to): <http://depts.washington.edu/silkroad/maps/maps.html>

Information on Cities and Architecture of the Silk Road:

<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/education/trc/borrow/Selfguide\\_FINAL\\_new\\_.pdf](http://www.artic.edu/aic/education/trc/borrow/Selfguide_FINAL_new_.pdf)

Cultures of the Silk Road:

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

Religions of the Silk Road:

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

Trade Routes of the Silk Road:

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

Camels and Horses on the Silk Road:

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

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Cross-Cultural Exchange on art/goods produced:

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# My Silk Road Journey:

## Huang Jian



It is 1460 C.E., you are a devout Buddhist merchant from Beijing during the Ming Dynasty. You desire to journey west along the Silk Road for two reasons: first, to sell highly valuable porcelain to Arab merchants and second, to investigate the changes brought about in China and central Asia as a result of the success of Islamic empires. You join a camel caravan, and travel through the Gobi Desert to Dunhuang. During the travel you notice how much more difficult trading on this land route has become due to the Ming imperial court's fear of foreign intrusion and invasion, there has become greater military presence and an unwillingness to allow much exit/entrance in regards to the world outside Ming China. Still you finally arrive in Dunhuang, you take the opportunity to see the Mogao Cave paintings. After resting and resupplying, your group crosses the Taklamakan Desert and arrive exhausted in Kashgar. You spend some time exploring Kashgar, and speaking with the people about their religion of Islam. You then head on horseback through the Ferghana Valley to your next stop of Samarkand. After selling some porcelain goods there, you head south to Bamiyan to visit sites in what had been a center of Buddhism in Central Asia. You then head west by caravan to the city of Damascus in Syria, now occupied by the Muslim Ottoman Turks. You spend time there selling your porcelain to Arab merchants and speaking with Islamic scholars. Having accomplished both of your goals, you begin the journey back home.

Information about Buddhism:

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

Information about Beijing: <http://www.beijingtrip.com/facts/history.htm> and images of Beijing <http://depts.washington.edu/silkroad/cities/china/beijing/beijing.html>

Information about the Ming Dynasty:

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

Information about the Silk Road to China:

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

Information on Camels of the Silk Road:

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

Information on the history of Dunhuang:

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

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

(Magao Caves): <http://www.silk-road.com/dunhuang/dhintro.html> and interactive guide to

art of the Magao Caves <http://ngm.nationalgeographic.com/2010/06/dunhuang-caves/caves-interactive>

Images of travel in the Gobi Desert

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

Information about the history and pictures for the Ferghana Valley:

<http://www.orexca.com/fergana-valley.shtml> and 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 and images of Bamiyan:

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

Information on Islam on the Silk Road:

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

Information about Syria and Damascus:

<http://www.syriagate.com/Syria/about/cities/Damascus/history.htm> Information and images of the historical sites of Damascus:

<http://www.syriagate.com/Syria/about/cities/Damascus/index.htm>

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Information on Cities and Architecture of the Silk Road:

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

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Cultures of the Silk Road:

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Religions of the Silk Road:

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Trade Routes of the Silk Road:

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

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# MY SILK ROAD JOURNEY: ALEXANDER GREGORUS



It is 780 C.E., and your name is Alexander Gregorus, and you are an Eastern Orthodox Christian merchant living in Constantinople under the Byzantine Empire. Although Islamic empires have successfully taken much of the territory of the Byzantine Empire, trade and prosperity remain strong in Constantinople and you have established successful business relationships with Arab traders. The primary goods that you sell is Byzantine made silk and bronze ware to Arab merchants. On your journey, you first go to Cairo to sell some of your goods where new, powerful Islamic Empire has taken control in the Middle East called the Abbasids. After spending time there, you cross the Red Sea to Damascus to meet with trading contacts and sell more of your goods. From there you join a camel caravan to head to the capital of the Abbasids, Baghdad. It is a truly remarkable place, full of wealth, learning, and beautiful architecture. You end up spending weeks there, which was far longer than you had planned. While in Baghdad, you strike a deal wherein you will cross the Ferghana Valley into Sogdiana to purchase some of their prized horses to bring back to Baghdad for new trading partners. Although recently conquered by Muslims, you make contact with Zoroaster merchants and find a unique civilization there. Once this mission is completed and a good profit has been made, you head home for Constantinople.

Information on the Byzantine Empire and Orthodox Christianity: <http://www.crusades-history.com/byzantine-empire.aspx> and <http://wsu.edu/~dee/MA/BYZ.HTM>

Goods manufactured for trade in Byzantine Empire:

<http://plaza.ufl.edu/hwinger/byz/products.html> and Byzantine Silk Making:  
<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>

Information about the Silk Road to China:

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

Information on Islam on the Silk Road:

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

Information on Abbasid Period for Cairo, Egypt: <http://www.touregypt.net/habbasid.htm> and information/images of early Islamic architecture (scroll down to find buildings in Egypt): <http://www.bw.edu/academics/his/faculty/igesink/gallery/islamic/>

Information about Syria and Damascus:

<http://www.syriagate.com/Syria/about/cities/Damascus/history.htm> Information and images of the historical sites of Damascus:

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Information on Camels of the Silk Road:

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Information on Baghdad: <http://islam.about.com/cs/history/a/aa040703a.htm> and Images of Abbasid Castle <http://architecture.about.com/od/themiddleeast/ig/Iraq-Photos/Abbasid-Castle.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:

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