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Lesson Plan: "MEDIEVAL TRAVELS, THE MONGOLS AND THE SILK ROAD ACROSS ASIA."
Kansas/Asia Scholars Program, Center for East Asian Studies
Center for Russian, East European and Eurasian Studies

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Lesson Title

Students share the adventure of travel on the steppes of Central Asia in Medieval Times.

Classes and Grade Levels

This would be for World History but lessons can vary according to subject taught and questions appropriate for grade levels addressed. (Standards would also vary with subject and grade level).

Goals and Objectives - The student will be able to:

Take the information obtained from the various readings of primary and secondary sources and classroom discussions directed by the instructor and relate it to the student's current real life experiences. The purpose is to allow the student to connect the history they are reading with life experiences (e.g., very long walks, camping, hunger, thirst and the fear of being vulnerable among people they do not know) they have sensed! Also, to find connections between these travels and the modern world!

Curriculum Standards Addressed:

Eleventh Grade World History:

Benchmark #3: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments and turning points in the history of the rising new civilizations (500 - 1450).

Indicators:

4. analyzes the impact of interaction with the Islamic world on the culture of medieval Europe (i.e., Crusades, trade, rediscovery of Greek and Roman learning).
5. describes feudalism, manorialism, and Roman Catholicism as the dominant political, economic, religious, and social systems of medieval Europe.
6. explains how and why Russia developed a different culture than Western Europe (e.g., not part of Roman Empire, Byzantine influence, Mongol domination).

Time Required - Class Periods Needed

There should be at least 1 class period allowed for reading material and 1 class period allowed for discussion with the teacher. Then there should be either 1 period for a written response or a homework assignment for the students to respond with their final answers.

Primary Source Bibliography

See Below: I have used the URL listed below as a ready listing of primary and secondary sources. I have added other primary and secondary sources with helpful URLs in some cases (mostly around the core Mongol period) to further help students explore the topic.

Some Books by and about Travelers of Medieval Times

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<http://www.silk-road.com/artl/srtravelmain.shtml>

by Prof. Daniel Waugh (The University of Washington) and Adela Lee (The Silkroad Foundation)

-959 King Mu (Mu Wang

-138-116. Zhang Qian (Chang Ch'ien

40-70. Anonymous author of the Periplus of the Erythraen (=Red) Sea

73-102. Ban Chao (Pan Ch'ao)

97 Gan Ying (Kan Ying)

399-413. Faxian (Fa-hsien)

518-521 Song Yun (Sung Yun)/Huisheng

629-645. Xuan Zang (Hsuan-tsang)

713-741. Hwi Chao

751 - 762 Du Hwai

750-789 Wukong (Wu-K'ung)

821. Tamim ibn Bahr

921-922. Ahmad Ibn Fadlan

1173. Rabbi Benjamin of Tudela.

<http://www.sacred-texts.com/jud/mhl/mhl20.htm>

<http://www.sephardicsages.org/tudela.html>

<http://homepages.uc.edu/~kleinei/btudela1-5.htm>

<http://www.ccel.org/s/schaff/encyc/encyc02/hm/iv.iv.cviii.htm>

1219-1225. Yeh-lü Ch'u-ts'ai

<http://www.bookrags.com/biography-yeh-lu-chu-tsai/>

http://www.swiftpapers.com/biographies/Yehluuml_Chutsai-34923.html

<http://www.wsu.edu/~dee/CHEMPIRE/YUAN.HTM>

1245-1247, 1249-1251. Andrew of Longjumeauhttp://72.191.encyclopedia.org/A/AN/ANDREW_OF_LONGJUMEAU.htm<http://www.silkroadfoundation.org/artl/carrub.shtml><http://www.win.tue.nl/cs/fm/engels/discovery/medieval.html>**1220-1221. Wu-ku-sun Chung tuan**http://depts.washington.edu/uwch/silkroad/texts/pei_shi_ki.html<http://www.talkaboutreligion.com/group/alt.religion.buddhism.theravada/messages/17856.html>**1221-1224. K'iu Ch'ang Ch'un and Li chi ch'ang**<http://depts.washington.edu/uwch/silkroad/texts/changchun.html>http://www.allempires.com/forum/forum_posts.asp?TID=3988&PN=2**1245-1248. Ascelinus and Simon of San Quentin**<http://www.deremilitari.org/resources/articles/sinor1.htm><http://www.spirituality-forum.com/spirits/topic/048-the-silk-road-part-2-of-3-55925.html>**1245-1247. John of Plano Carpini (Pian del Carpine) and Benedict the Pole**<http://depts.washington.edu/uwch/silkroad/texts/carpini.html>http://www.mongolia-travel-expeditions.com/why_this_expedition.shtml<http://ricci.rt.usfca.edu/fran1.html><http://www.9v.com/crystal/kerij-e/docs/cooking.htm><http://home.t-online.de/home/nikolaus.urban/carpini.html>**1253-1255. William (Guillaume/Willem) of Rubruck (Ruysbroeck)**<http://www.gotheborg.com/glossary/data/rubruck.shtml><http://depts.washington.edu/uwch/silkroad/texts/rubruck.html>http://www.mongolia-travel-expeditions.com/william_of_rubruck.shtml<http://campus.northpark.edu/history/Classes/Sources/Rubruck.PS.html><http://campus.northpark.edu/history/Classes/Sources/Rubruck.html><http://www.accd.edu/sac/history/keller/Mongols/states5b.html>**1254-1255. Hayton I (also, Hethum, Haithon) and Kirakos Gandsaketsi**<http://www.ermeland.de/hayton.htm><http://hyeforum.com/index.php?><s=a80a963fbb03fbd72185371552394445&showtopic=7811&pid=82589&st=0&#entry82589><http://www.talkaboutreligion.com/group/alt.religion.buddhism/messages/37220.html>**1259-1260. Ch'ang Te****1260-1263. Yeh-lü Hi Liang****1260-1269, 1271-1295. Niccolò and Maffeo Polo****1271-1295. Marco Polo**<http://www.silk-road.com/artl/marcopolo.shtml><http://www.stemnet.nf.ca/CITE/expolo.htm>http://en.wikipedia.org/wiki/Marco_Polo<http://www.fordham.edu/halsall/source/mpolo44-46.html><http://www.fordham.edu/halsall/source/polo-kinsay.html><http://www.newadvent.org/cathen/12217a.htm><http://www.tk421.net/essays/polo.html><http://www.carmensandiego.com/products/time/marcoc06/marcopolo.html><http://www.nationalgeographic.com/xpeditions/activities/10/><http://www.nationalgeographic.com/ngm/0105/feature1/index.html>**1275-1279. 1287-1288. Rabban Bar Sauma and Markos**<http://chass.colostate-pueblo.edu/history/seminar/sauma.htm><http://www.bookrags.com/sciences/sciencehistory/rabban-bar-sauma-the-reverse-marco--scit-021.html>http://www.nestorian.org/rabban_bar_sawma.htmlhttp://www.people.hofstra.edu/faculty/alan_j_singer/242%20Course%20Pack/2.%20Ninth/124c.%20Rabban%20Sauma.pdf<http://www.ghostofaflea.com/archives/001529.html><http://depts.washington.edu/uwch/silkroad/texts/texts.html>**1279-1328. John of Monte Corvino**

<http://www.fordham.edu/halsall/source/corvino1.html>
<http://www.americancatholic.org/Features/SaintOfDay/default.asp?id=1214>
<http://www.thenagain.info/Classes/Sources/MonteCorvino.html>
<http://www.unf.edu/classes/crusades/crusades-13.htm>
http://www.learner.org/channel/courses/worldhistory/support/activities_9.pdf
<http://www.cardinalkungfoundation.org/articles/pastoral.htm>

ca. 1316-1330. Odoric of Pordenone

http://www.ad2000.com.au/articles/2002/jun2002p18_1047.html
<http://www.romanization.com/books/odoric/>
<http://10.1911encyclopedia.org/O/OD/ODORIC.htm>
<http://www.win.tue.nl/~engels/discovery/odoric.html>

1325-1354. Ibn Battuta

http://www.sfusd.k12.ca.us/schwww/sch618/Ibn_Battuta/Ibn_Battuta_Rihla.html
<http://www.fordham.edu/halsall/source/batuta.html>
<http://www.fordham.edu/halsall/source/1354-ibnbattuta.html>
http://www.ucalgary.ca/applied_history/tutor/oldwrlld/diplomats/battuta.html
http://en.wikipedia.org/wiki/Ibn_Battuta
http://www.ummah.net/history/scholars/ibn_battuta/

1339-1353. John of Marignolli

<http://www.win.tue.nl/cs/fm/engels/discovery/medieval.html>
<http://www.win.tue.nl/~engels/discovery/alpha/m.html>
<http://www.luc.edu/publications/medieval/vol2/2ch13.html>
http://www.orthodox.cn/history/jingjiao/9806avgerinos_en.htm
http://www.nestorian.org/nestorian_timeline.html

1340. Francesco Balducci Pegolotti

<http://depts.washington.edu/uwch/silkroad/texts/pegol.html>
<http://www.ciolek.com/owtrad.html>
http://stantours.com/ca_index_his.html
<http://www.econ.yale.edu/seminars/echist/eh04-05/Trivellato101304.pdf>

1403-1406. Ruy Gonzales de Clavijo and Alfonso Paez

http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=6161736&dopt=Abstract
<http://depts.washington.edu/uwch/silkroad/texts/clavijo/cltxt1.html>
<http://gorp.away.com/gorp/location/asia/uzbekistan/cities2b.htm>
<http://www.deremilitari.org/resources/sources/tamerlane.htm>

1413-1415, 1421-1422, 1431-1433. Ma Huan

<http://www.dragonvoyage.com/history/>
<http://www.dragonvoyage.com/news/>
http://www.esh.ed.ac.uk/Courses_IB/Golden_Khersonese/Golden_Khersonese-3.htm
http://www.islam.org.hk/eng/malaysia/ChineseMuslim_in_Malaysia.asp
<http://www.1421.tv/pages/evidence/content.asp?EvidenceID=16>
<http://www.saudiaramcoworld.com/issue/200504/the.admiral.zheng.he.htm>

1414-1415, 1416-1417, 1420-1421(?). Ch'en Ch'eng

1419-1422. Ghiyathuddin Naqqash

<http://www.talkaboutreligion.com/group/alt.religion.buddhism.nichiren/messages/283111.html>

1435-1439. Pero Tafur

<http://chass.colostate-pueblo.edu/history/seminar/tafur/tafur1.htm>
<http://chass.colostate-pueblo.edu/history/seminar/tafur.htm>
http://www.brown.edu/Departments/Medieval_Studies/Conference/abstracts/legassie.htm

1450-1524. Pero da Covilha

<http://www.win.tue.nl/~engels/discovery/covilha.html>
http://www.vidaslusofonas.pt/pero_da_covilha_2.htm

1436-1452, 1473-1479. Giosofat Barbaro

1466-1472. Afanasii Nikitin
1474-1477. Ambrogio Contarini
1490s-1530. Babur
1557-1560, 1561-1564, 1566-1567, 1571-1572. Anthony Jenkinson
1579, 1580-1582, 1583-1584. John Newbery
1583-1591. Ralph Fitch
1602-1607. Benedict Goës
1615-1616. Richard Steele and John Crowther
1629-1675. Jean Baptiste Tavernier
1633-35, 1635-39, 1643. Adam Olearius
1664-1667, 1671-1677. John Chardin
1682-1693. Hovhannes Joughayetsi

Other Resources Used

The instructor should have developed strategies through teaming with peers to provoke students to realize their need to connect their life experiences with the various reading materials. This must be made clear before students begin reading, so that they may make an effort to connect the real life experiences as they are reading about the travels.

Required Materials

The instructor must have enough Internet enabled computers to allow reading of materials online, or make enough copies of such materials for student reading.

Vocabulary

bocca, Buddhism, Christianity, Confucianism, cosmos (Kumiss), crusade, customs, Dominican, ethnicities, European, Flemish, Franciscan, friar, Gobi, Golden Horde, Holy Land, Islam, Karakorum, Khan, Mongols, monk, Muslims, Nestorians, Pamirs, Russia, sacred, Saracens, Seljuk, Silk Road, Taoism, Tartars, Ukraine and perhaps many more that will be of some curiosity.

Procedure

Lesson Plan on Medieval Travels, the Mongols and the Silk Road across Asia:

The students should be approached in terms of going on an adventure of a special kind. The people they are about to encounter were not rare, in that there were many who tried, but are of a rare type in that they survived and wrote accounts of their significant adventures. The students are to have the privilege to share in these adventures.

The teacher should make sure with previous lessons and particular use of maps that students are made aware of the period of history from the rise of Judaism, Buddhism, Christianity, Islam, the Crusades and the Mongol connection of the Sino-European civilizations. For it is because of the brief period of Mongol control that a number of people were able to make safe passage and write about their adventures. Traders had been using the Silk Route for millennia, but this had been more limited to moving from one nation to another along the route and not usually traveling the entire route from one end to the other. Plus, there had been more secure periods under the Chinese Han and T'ang rule, but that the last few centuries since the fall of the T'ang had seen a decline in Silk Route traffic. The Mongol period had revived trade safety.

Then students should be given time with computers on the Internet to explore the various readings. They should know that they need to answer various questions that you have provided and that their answers will be shared in class discussion. They need not read the entire passages provided, but may read enough parts to get a feel for the adventure and answers for your questions.

Questions:

- What was the distance traveled by the people in these stories?
- Have you ever had to walk, or slowly ride, a long distance in your experience?
- What would it be like to do so every day for months?
- Have you ever been camping?
- If you have been camping, did you ever have to provide for your own food from the wild?
- What would it be like to do so every day for months?
- What would you be drinking in such a situation?
- The stories mention, cosmos (Kumiss), and what would you be drinking today in our society if there was such a need?
- Based on the information in the reading, who in your class would survive the ordeal of such difficult travel?
- How does one endure such travels when you will constantly find yourself among people who are different from yourself?
- What effect do you think resulted from the publication of the travels in this assignment?
- How is it that such travels, at least of this nature, ended after just about 100 years?

Assessment/Evaluation

Students will be required to write their answers to the assigned questions. The answers must contain information and ideas obtained from both primary and secondary sources as well as their own original ideas related to the assignment and their own experiences, which may vary widely. The teacher will then provide a short quiz of about 10 questions derived from the questions covered in the assignment. The difficulty of the questions should vary depending on the abilities of the class. Students should pass the quiz based on the usual teacher grading method.

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