Students compare and contrast the ancient Silk Road with its current revival in Modern Asian Highways.
CLASSES AND GRADE LEVELS
This would be for World History and Geography 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 related to the topic of travels on the ancient Silk Road and then adapt this information to a discussion concerning the new modernized highway system of Asia and how it might continue to improve and enlarge as part of the general Asian transportation infrastructure. Classroom discussion should include the idea around the need of a basic, quality infrastructure to insure a strong economy that would allow for a peaceful development of all cultures involved.

CURRICULUM STANDARDS ADDRESSED:
Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States and in our world.
Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools and technologies to locate, use and present information about people, places and environments.

Benchmark 2: Places and Regions: The student analyses the human and physical features that give places and regions their distinctive character.

Benchmark 4: Human Systems: The student understands how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

FAMOUS CITIES OF THE ANCIENT SILK ROUTES

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 & SECONDARY SOURCE BIBLIOGRAPHY

#### Helpful URLs
- http://www.atimes.com/atimes/Asian_Economy/HF14Dk01.html

#### Some Books by and about Silk Road Travelers of Medieval Times


Atwell, William. "Volcanism and Short-Term Climatic Change in East Asia and World History, c. 1200-1699" Journal of World History 12, no. 1 (Spring, 2001).


Ayalon, D. On one of the works of Jean Sauvaget. Israel Oriental Studies 1(1971).


Beazley, E. and Harverson, M. Living with the Desert (Warminster, 1982).


Bergman, Folke. Archaeological researches in Sinkiang, especially the Lopnor region. Reports from the scientific expedition to the north-western provinces of China under the leadership of Dr. Sven Hedin. The Sino-Swedish expedition. Publication 7. VII. Archaeology. Stockholm: Bokforlags aktiebolaget Thule, 1939.
Beveridge, A. S. (tr.) The Babur-nama in English (London, 1922).
Bezzola, G. A. Die Mongolen in abendlandischer Sicht (1220-1270) (Berne and Munich, 1974).


Fernandez-Gimenez, Maria E. “Sustaining the Steppes.” *Geographic Review* 89, no. 3 (July 1999).


Hildinger, Erik. “Mongol Invasion of Europe.” Military History (June 1997).


Wei, Cuiyi; Luckert, Karl W.; Wei, Tsui I. Uighur Stories from along the Silk Road. Lanham: University Press of America, 1998.
OTHER RESOURCES USED
The instructor should have developed strategies through teaming with peers to provoke students to realize the need to connect quality infrastructure to a strong and peaceful economy. This must be made clear before students begin reading, so that they may make an effort to see the connections between this infrastructure, the economy and a peaceful world – whether it is the world of today or a thousand years ago.

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
Afghanistan, Armenia, Azerbaijan, Bhutan, bocca, Buddhism, China, Christianity, Confucianism, cosmos (Kumiss), crusade, customs, Dominican, ethnicities, European, Flemish, Franciscan, friar, Georgia, Gobi Desert, Golden Horde, highways, Hindu Kush, Holy Land, India, infrastructure, Iran, Iraq, Islam, Israel, Jordan, Karakorum, Kazakhstan, Khan, Kunlun Shan, Kushtan Empire, Kyrgyzstan, Lebanon, Mongolia, Mongols, monk, Muslims, Nepal, Nestorians, Pakistan, Pamirs, Russian Federation, sacred, Saracens, Seljuk, Silk Road, Syria, Tajikistan, Taoism, Tarim Basin (Talimu Pendi, Takla Makan Desert), Tartars, Tien Shan, Turkey, Turkmenistan, Ukraine, Uzbekistan, and perhaps many more that will be of some curiosity including decisive conflicts of the region – i.e. Battle of the Talas River of 751 and the Sino – Soviet Border Conflict of 1969.

PROCEDURE
Lesson Plan on Medieval Travels, the Mongols, the Silk Road across Asia and the New Asian Pacific Highway Network:

The students should be brought into a discussion about how a quality infrastructure leads to a strong economy and that such shared economies across vast regions, if equitable, lead to the peaceful coexistence of multiple cultures. A comparison and contrast can be made using the earlier history of the Silk Road travels with particular attention to Mongol times and the current potential advantages of a New Asian Pacific Highway Network.

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 Road 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 Road traffic. The Mongol period had revived trade safety.
The teacher can then explore the current Asian Pacific Highway Network. Students can explore the network in relation to each country following the various URLs. One class project could be a student plan as to how the current Asian Pacific Highway Network should continue to be expanded. This could be compared to the current Interstate and National Highway system currently in place in the United States. This would also provoke an interesting discussion concerning the potential benefits and conflicts such improvements might bring.

Then students should be given time with computers on the Internet to explore the various readings and maps. 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 issues and problems in order to get the answers for your questions.

**QUESTIONS:**
What are the distances traveled by the people in these regions?
What is required to support such a highway system logistically?
What are the language barriers across this region of the world?
What are the natural resources that each country could bring in terms of trade?
What potential benefits could be the result of easier travel?
What potential conflicts could be the result of easier travel?
Where would you start adding to the current Asian Pacific Highway Network?

**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.