Graphic Organizer

Trade networks like the Silk Roads increased contact and sharing

Products like silk lead to increased trade across the region, while technologies like iron changed the way people lived, worked, and fought.

Big Idea Card

Big Ideas of Lesson 7, Unit 4
• Life during the Age of Empires in Afroeurasia (Era 3) was also characterized by increasing contact and connection that spread ideas, belief systems, commercial goods, and technologies between peoples across this vast region. • These exchange networks also connected people across different ecological zones; for example, nomadic peoples of the Asian steppes were in contact with agricultural peoples in river valley areas. • Stable empires needed ever-increasing access to new resources and ideas, so they created the conditions that allowed for trade to expand. • As exchanges increased, so did collective learning across the region. Technologies developed and spread, including iron, which lead to marked changes in human societies.

Word Cards

36
silk

a fine, strong, soft, shiny fiber produced by silkworms in making cocoons and collected to make thread and fabric

Example: Many Roman emperors wanted silk sheets. (SS070407)

37
iron

a strong, hard, magnetic, silvery-gray metal, often used to make tools and weapons

Example: The Celts of northern Europe were known for their iron swords.

(SS070407)

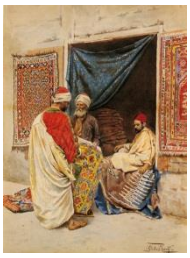
38
diplomacy

managing international relations, or how two countries or empires get along, typically by sending a country's representatives to live with and deal with another place.

Example: The United States uses diplomacy to try to help solve problems with nations in other parts of the world.

(SS070407)

39
merchant



a person involved in selling or trading products; sometimes one who travels bringing products from one place to another

Example: Merchants have played an important role in history by bringing new products from one place to another.

(SS070407)

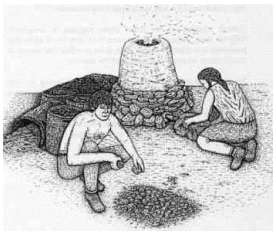
40
cultural diffusion

the spreading of culture (ideas, language, beliefs, etc.) from one people to another

Example: Cultural diffusion happens very quickly today as a result of the internet.

(SS070407)

41
smelting



removing metal from ore (rock with embedded metal) by heating it up, melting it out, and processing it

Example: To get iron from iron ore, humans had to learn how to build furnaces where they could carry out smelting.

(SS070407)

Student Handout #1 – Collective Learning and Technology Today

Read about the following modern inventions and answer the questions that follow. Write down your answers on your own, and then compare your ideas with your Turn and Talk partner.

THE DO-IT-YOURSELF MACHINE KIT

Marcin Jakubowski built a tractor in six days. Then he told the world how to do it. He posted the building plans and a how-to video online. Jakubowski is the founder of Open Source Ecology. He is making more free instruction kits. He picked 50 machines that are important for modern life. His kits will help anyone anywhere build a low-cost version of each machine.

TALK TO THE GLOVE

Four Ukrainian students created ENABLE TALK gloves. The gloves help people with speech or hearing problems communicate with people who do not know sign language. The $75 gloves have sensors that recognize sign language. The gloves translate it into text that can be read out loud on a smartphone.

http://www.timeforkids.com/news/coolest-inventions-2012/62816

Greenshields

Nifty Invention By Teen Could Save School Districts Thousands Of Dollars

By *Meera Dolasia* on September 2, 2012

Illinois tween Jonny Cohen was just twelve years old when he came up with a **revolutionary** idea that would make clunky yellow school buses more energy efficient - Helping not only school districts save money, but also, the **environment**...

It all began in 2008 when Jonny, just fresh off a science summer camp at Northwestern University, was looking for something to apply his newly found knowledge of **aerodynamics** to, and found the perfect *candidate* - His school bus. Known for giving an average of just 7 mpg compared to a private car that can average about 20 mpg, these vehicles were definitely due for a makeover.

Jonny came up with the idea of attaching a **Plexiglas** shield to the front of the vehicle, which would help redirect airflow and thus make the bus more aerodynamic. This in turn, would reduce **drag** and help the bus become more energy efficient - in theory. While his science teachers loved the idea, the young boy still needed to build a **prototype** and test to see if it really worked. Thanks to his older sister Azza, he managed to obtain a $1,000 USD grant from Youth Venture, an organization that helps young social activists make their ideas a reality.

Jonny used the money to build a mini-prototype of the first '*GreenShields*' and put it to test by attaching it to a mini toy school bus and dragging it inside a **makeshift** wind tunnel that he set-up in his garage. Sure enough, the idea had merit and the young boy knew it was time to step it up and create a life-sized version.

In 2010, his sister and he decided to apply for a $25,000 USD Pepsi Refresh Grant, an initiative set up by the soda manufacturer to fund new radical ideas. With support from his community who helped vote Jonny's idea to the top 5 of the 721 hopefuls, the young boy was successful in winning the grant...

While Jonny and his team of **novice** engineers were able to build the initial prototypes, they soon realized that they needed some expert help to really get going. In 2011, the young team began to send out feelers to the local Universities to see if they could interest some experts to help them build and test the product. Not surprisingly, it was Northwestern University's Stacy Benjamin - the same teacher that had inspired him to start thinking about the project - that volunteered. She along with two of her engineering students Tim Healy and Matt Filik worked through the summer to finally help realize the dream Jonny has been harboring, since he was 12-years old.

The fourth generation GreenShields looks radically different from Jonny's original idea. Instead of a streamlined transparent Plexiglas that covers the windshield of the bus, it is a sleek, ski-jump shaped hat that gets **installed** on the roof of the bus. This design provides the same benefits but costs less to manufacture and install.

http://www.dogonews.com/2012/9/2/nifty-invention-by-teen-could-save-school-districts-thousands-of-dollars

1) What problems did each of these inventions solve?

   a) *Do-it-yourself machine kit-*
   b) *Talk to the glove-*
   c) *GreenShields-*

2) What technologies had to come first so that these inventions were even possible?

3) How can these inventions spread to other places in today's world? What are the ways people share information and technology today? List some examples...

4) So what would be different about inventions and new ideas in Era 3?

5) Collective learning, when people share ideas and teach each other to solve new problems and then record, spread, and add to this knowledge, increased during Era 3, the Age of Empires. Why do you think this happened at a faster rate than in the previous era?

Student Handout #1 – Collective Learning and Technology Today –

Teacher Reference Sheet... answers will vary!

Read about the following modern inventions and answer the questions that follow. Write down your answers on your own, and then compare your ideas with your Turn and Talk partner.

1) What problems did each of these inventions solve?

   a) Do-*it-yourself machine kit*- ***the ability to quickly make small numbers of machine to meet different needs... if someone just needs one machine, and they want to control its production, they can use this kit.***

   b) *Talk to the glove*- ***the ability of deaf people who use sign language to communicate with hearing people who do not know sign language***

   c) *GreenShields*- ***the fact that school buses consume a large amount of gas... how to increase fuel efficiency for school buses***

2) What technologies had to come first so that these inventions were even possible?

   Technologies like metallurgy and electricity had to come first for all of these. Without metal, there wouldn't be wires and other materials to build any of these. Electricity is used to produce all of these inventions. More basic forms of each technology would be needed as well... you need the original machine to make the machine kit, gloves to make electronic gloves, and school buses to make green shields.

3) How can these inventions spread to other places in today's world? What are the ways people share information and technology today? List some examples...

   These inventions are spread today through electronic communication, especially over the internet. Someone might read an online story about Greenshields, for example, get interested, learn more from the developers through e-mail exchanges, and then make their own version.

4) So what would be different about inventions and new ideas in Era 3?

   In Era 3, inventions and new ideas had to spread from person to person. They could be recorded in some forms of writing, but it would take longer to spread ideas.

5) Collective learning, when people share ideas and teach each other to solve new problems and then record, spread, and add to this knowledge, increased during Era 3, the Age of Empires. Why do you think this happened at a faster rate than in the previous era?

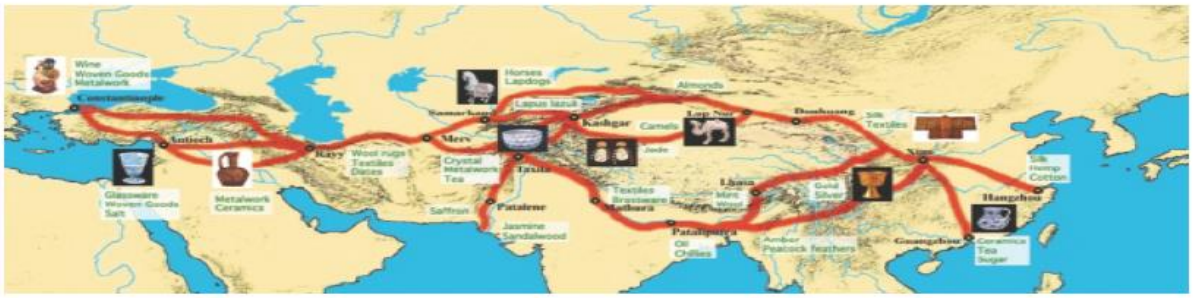
   More people in the world and slowly improving technology probably made it easier to spread ideas. There were more people because there was more food and better technology (including writing)!

STUDENT HANDOUT #2:

SILK ROADS

ERA 3:

1000 BCE-500 CE



THE SILK ROADS: CONNECTING AFROEURASIA

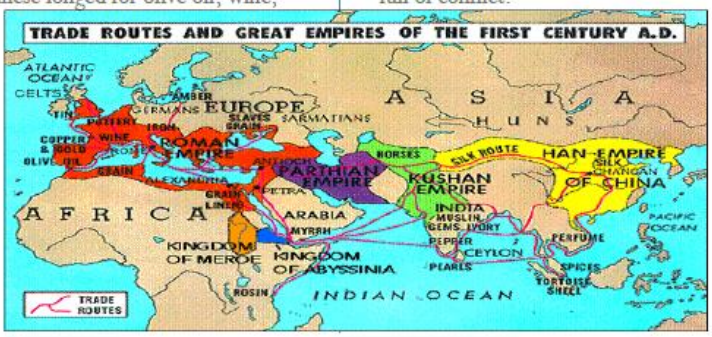
The Silk Roads were an elaborate system of land and water routes that connected all different kinds of people from a variety of cultures, civilizations, and climates. Notice in the map to the right that this trade across central Asia was not only across land, but also across water, like the Indian Ocean.

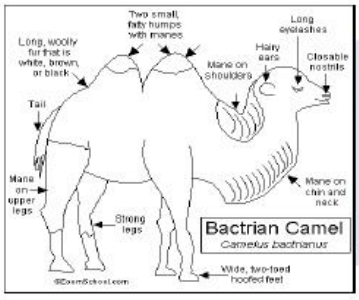
Along the Silk Roads people not only exchanged goods (like silk, for which the network is named), but also ended up trading cultural, religious and technological ideas like languages, Buddhism and iron-working techniques. It is important to remember that during Era 3 the only "instant" communication was one person communicating with another face to face. There were no telephones, of course, and while people could write letters, someone still had to carry the letters in person, and printed books didn't even exist yet.

Even so, because the Silk Roads connected people all across Afroeurasia, it was now possible for ideas to travel faster and farther than ever before in history.

A variety of goods, technologies and ideas traveled from east to west and west to east along the Silk Roads. Some of the most popular goods desired from China included silk, ceramics, furs and ironware while the Chinese longed for olive oil, wine, perfumes and animals from the West.

Exchanges did not just happen between civilizations, they also happened between pastoral nomads and empires. For example, pastoral nomads of the steppes interacted with settled agricultural people in China along these networks. These interactions were not always friendly. Just as in the previous era, sometimes the interactions were cooperative and sometimes they were full of conflict.





The Bactrian Camel: The Animal that Made Trade Along the Silk Roads Possible

The Bactrian camel was critical in moving goods along the Silk Roads. These animals would carry up to 300 pounds of goods on their backs through mountains and desert regions.

Considering the difficult journey, what features of the Bactrian made it well adapted for the long treks across the Silk Roads?

SILK ROADS ERA 3: 1000 BCE-500 CE

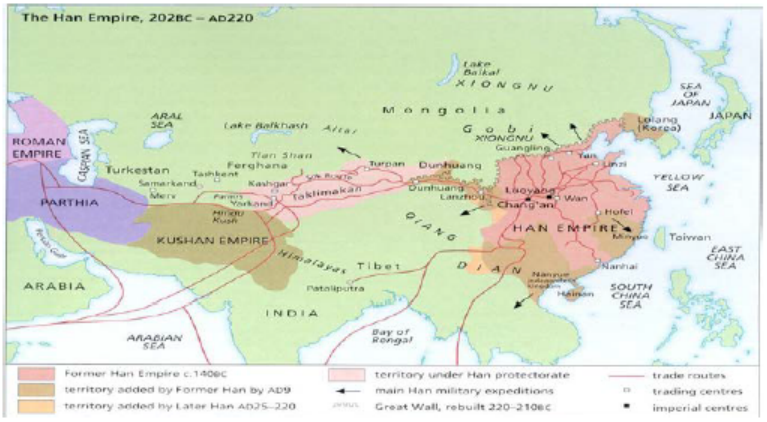
CULTURE, IDEAS AND THE SILK ROADS

Almost more important than the goods that traveled along the Silk Road were the ideas and inventions that it carried from East to West and vice versa. It is believed that the Chinese were first introduced to grapes and wine, products of the Middle East, via the Silk Road.

Music, songs, and stories traveled along the Silk Road, and were shared around the campfires where the camel caravans stopped. So did broad ideas that changed the course of human history. Buddhism first developed in India in the sixth century BCE, and the Silk Road helped carry the faith's teachings to China and elsewhere, until eventually it became the dominant religion of much of Asia.

--PETER STARK, "Hazards and Hospitality on an Ancient Trade

Thinking Like an Historian:
Historians today believe that the ideas exchanged along the Silk Roads were more important to world history than the actual goods that traveled the same network. Why might this be the case? What do you think is the evidence for this claim?



EMPIRES AND THE SILK ROADS

The trip from Rome to China is over 4000 miles, and during Era 3 it would have taken over a year for one person to travel that distance. It should be no surprise then that traders along the Silk Roads did not travel the entire distance. Instead, trade happened in segments like a relay, which allowed any one trader to only have to go a short distance, make a trade, and then return home. The next trader would then move the goods along the next segment and so on until the goods reached their destination. So while wealthy Romans wore Chinese silk and the elite Chinese ate exotic Mediterranean foods, the Romans and Chinese did not typically meet in this era.

Trade along the Silk Roads was dangerous---merchants faced mountains, deserts, brutal winds, poisonous snakes, bandits and pirates. Merchants needed all the help they could get to make trade successful, and empires did just that.

While trade certainly happened before empires emerged, large-scale exchanges became possible only after the small early agrarian civilizations of Afroeurasia became huge and powerful empires. By Era 3, just four ruling groups — those of the Roman, Parthian, Kushan, and Han empires — controlled much of the Afroeurasian landmass, from the China Sea to the Atlantic Ocean. These empires were able to establish some order and stability over Afroeurasia, which was home to a great diversity of people, cultures and civilizations. The empires were able to reduce the costs of long-distance trade to merchants, which encouraged even more trade and exchange.

One major way that empires facilitated long-distance trade was by constructing massive road networks, something that individuals or small villages could not do by themselves. Empires also invested in technology surrounding metallurgy, agriculture and transportation. Another way that empires contributed to making trade easier was by issuing standardized coinage (money) so that people would not have to rely on bartering for products.

While empires could not remove all the obstacles that made trade dangerous, they did what they could. For instance, to help protect merchants from bandits coming from the north, the Chinese constructed sections of a large wall, now known as the Great Wall of China.

Student Handout #3: Sogdians & The Silk Roads

Partner 1

Left: Sogdian merchants

Below: Map of the Silk Roads, the Sogdians were from the region near Samarkand

Partner 2

Sogdians: Silk Road Middlemen

"Sogdian Letter # 2

The Sogdian people played an important role on the Silk Road. These ancient Iranians who were part of the Achaemenid Empire traveled across Eurasia and acted as middle-men (or go-betweens) on the Silk Roads. Basically, they set up a system in which they were the link between the Chinese traders and traders of Central Asia. Remember, most merchants did not travel the entire length of the Silk Roads, so it was necessary to have a reliable system of middle men. The fact that the Sogdian language became the dominant language of the Silk Roads is evidence of their central role in Silk Roads trading.

more on 2

Partner 1

Sogdian Ancient Letter No. 2 – Edited excerpts:

To the noble lord Varzakk: 1,000 and 10,000 times blessing... May you be happy and free from illness; and, sirs, news of your good health has been heard by me, I consider myself immortal!

...sirs, the last emperor, so they say, fled from Luoyang because of the famine, and fire was set to his palace and to the city, and the palace was burnt and the city destroyed. Luoyang is no more...

...

And, sirs, if I were to write to you everything about how China has fared, it would be beyond grief: there is no profit for you to gain therefrom. And, sirs, it is eight years since I sent Saghrak and Farn-aghat "inside" and it is three years since I received a reply from there. They were well . . ., but now, since the last evil occurred, I do not receive a reply from there about how they have fared. Moreover, four years ago I sent another man named Artikhu-vandak. When the caravan departed from Guzang, Wakhush was there, and when they reached Luoyang, both the Indians and the Sogdians there had all died of starvation.

Partner 2

Sogdian Ancient Letter #4

Letter to her husband: "I obeyed your command and came to Dunhuang and did not observe my mother's bidding nor that of my brothers. Surely the gods were angry with me on the day when I did your bidding! I would rather be a dog's or a pig's wife than yours!"

Letter to her mother: "I am very anxious to see you, but I have no luck. I petitioned the consular Sagharak, but the consular says: Here there is no other relative closer to Nanaidhat than Artivan. And I petitioned Artivan, but he says Farnkhund ... And Farnkhund says: If your husband's relative does not consent that you should go back to your mother, how should I take you? Wait until ... comes; perhaps Nanaidhat will come. I live wretchedly, without clothing, without money. I ask for a loan, but no-one consents to give me one."

Fragment of a 4th century letter written by an abandoned Sogdian wife.

Stop and Jot:

Based on the letters, what were some of the problems faced by merchants and their family members along the Silk Roads? Provide evidence for your answer!

2

Student Handout # 4 – The Iron Age

Directions for Talking to the Text*:*

- *When you read about something that helps explain how and why iron was developed and spread, put a "C" for cause at the beginning of the sentence.*
- *When you read about something that happened as a result of iron technology, something that changed because of iron, put an "E" for effect by the sentence.*

How the Iron Age Changed the World

Heather Whipps

Date: 02 March 2008 Time: 07:00 PM ET, http://www.livescience.com/2339-iron-age-changed-world.html

A thousand years before the age of empires in Rome and Greece, the Iron Age was ushered into the world with the clank and clatter of the blacksmith's anvil. The transition from the Bronze Age occurred at different times in different spots on the globe, but when and where it did, the distinctive dark metal brought with it significant changes to daily life in ancient society, from the way people grew crops to the way they fought wars.

Iron has remained an essential element for more than 3,000 years, through the Industrial Revolution – helping Britain become the foremost industrial power – and into today in its more sophisticated form, steel.

Accidental metal

People in parts of western Africa and southwestern Asia were the first to realize that the dark-silvery rocks poking out of the earth could be worked into tools and weapons, sometime around 1500 B.C., evidence shows. The metal was probably discovered there by accident when some ore was dropped into a fire and cooled into wrought iron, historians think.

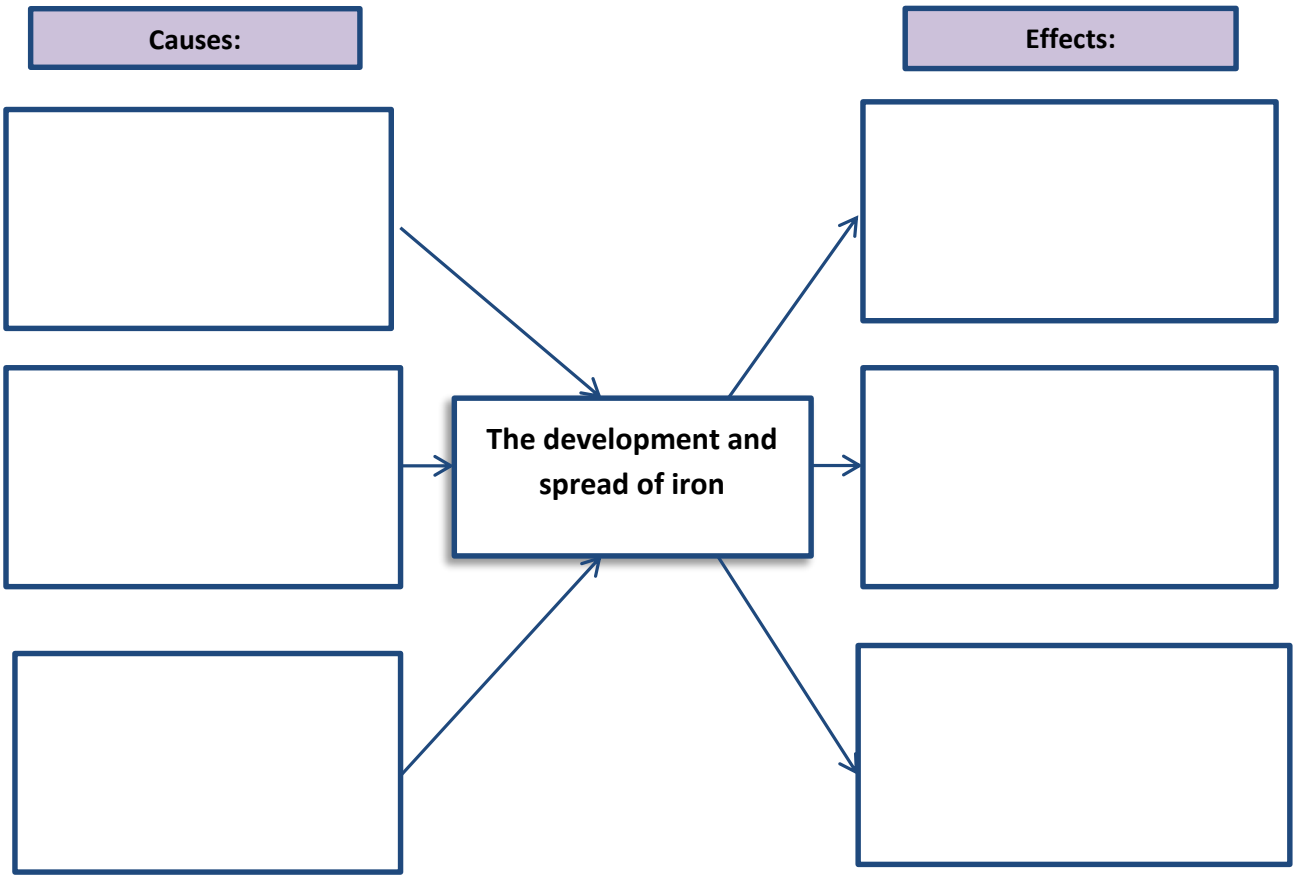
The eureka moment didn't reach Europe for another 500 years, traveling slowly north and west through Greece, Italy, central Europe and finally to the British Isles with the spread of the famous Celtic tribes. The Celts diffused iron technology over much of the continent through warfare, where their victory was assured due to the strength of iron weapons.Perhaps not the most peaceful of cultural exchanges, but where the technology did travel, it caught on fast.

Iron made life a lot easier in those days, when just living to the age of 45 was a feat. By that time, much of Europe had settled into small village life, toiling the soil with bronze and stone tools. Iron farming tools, such as sickles and plough tips, made the process more efficient and allowed farmers to exploit tougher soils, try new crops and have more time for other activities.

Some families spent their new free time making salt, sewing clothes and crafting luxuries such as jewelry, many of which were traded over long distances.

Student Handout 4 continued:

Using your Talking to the Text notes from the article above, write down in your own words some of the factors that lead to the development and spread of iron (Causes), as well some of the ways that iron changed people's lives (Effects).



Chapter 3 - The Military Revolution

Introduction

This Iron Age was marked by **almost constant war,** a time in which states of all sizes came into existence only to be extinguished by the rise of still larger empires, which, in their turn, were destroyed by military force....

The Iron Age also saw the practice of war firmly rooted in man's societies and experience and, perhaps more importantly, in his psychology. War, warriors, and weapons were now a normal part of human existence. **Also at this time armies produced the prototype of every weapon that was developed for the next three thousand years.** Only with the introduction of gunpowder would a new age of weaponry and warfare begin. A military revolution that eventually produced the age of modern warfare had begun.

One of the most important stimuli for this military revolution was the discovery and use of iron. Iron was first employed as a technology of war about 1300 B.C. by the Hittites. Within a hundred years the secret of iron making and cold forging had spread at least to Palestine and Egypt and, perhaps, to Mesopotamia as well. Iron weapons were heated and hammered into shape rather than cast, making them **stronger, less brittle, and more reliable that bronze** weapons.

... The importance of iron in the development of ancient warfare lay *not* in its strength or ability to hold a sharp edge. **Iron's importance rested in the fact that unlike bronze, which required the use of relatively rare tin to manufacture, iron was commonly and widely available almost everywhere.** It was also somewhat easier to extract from its carrier ore, and the plentiful supply of this new strategic material made it possible for states to produce enormous quantities of reliable weapons cheaply. This fact made the weapons explosion possible. No longer was it only the major powers that could afford enough weapons to equip a large military force. Now almost any state could do it. The result was a **dramatic increase in the frequency of war.**

http://www.au.af.mil/au/awc/awcgate/gabrmetz/gabr0008.htm

Finish the sentences below in your own words using ideas from the reading on the Iron Age:

1. **Large, permanent armies emerged during this time period in part because**

_____

_____.

2. **Iron was better than bronze for weapons because**

_____

_____.

3. **More weapons began to be produced in this era because**

_____

_____.

4. **With larger armies and more weapons, there was also more**

_____

_____.

Student Handout #4 – The Iron Age – Teacher Reference Sheet

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Iron made life a lot easier in those days, when just living to the age of 45 was a feat. By that time, much of Europe had settled into small village life, toiling the soil with bronze and stone tools. Iron farming tools, such as sickles and plough tips, made the process more efficient and allowed farmers to exploit tougher soils, try new crops and have more time for other activities.
Some families spent their new free time making salt, sewing clothes and crafting luxuries such as jewelry, many of which were traded over long distances.

Student Handout 4 continued:

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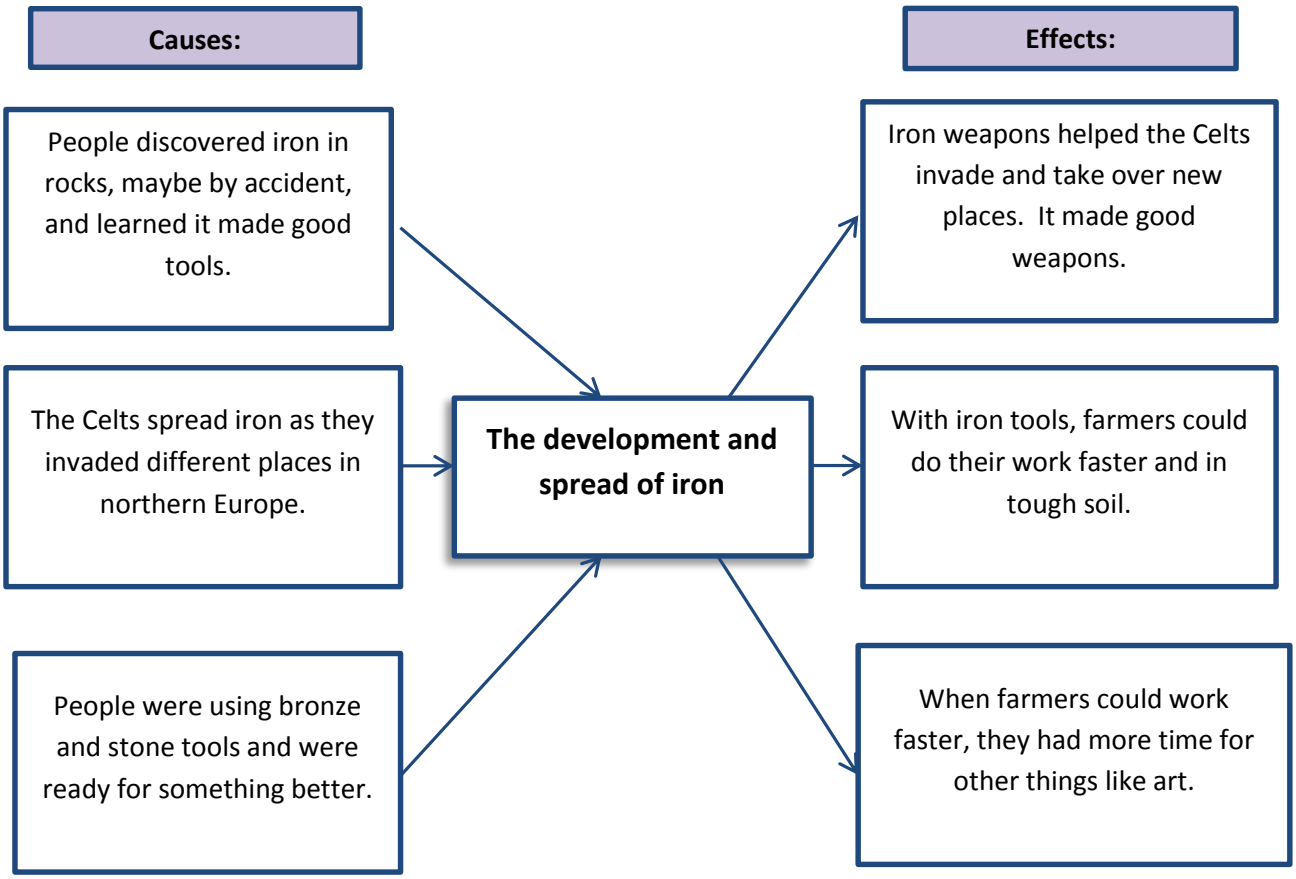

Chapter 3 - The Military Revolution

Introduction

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One of the most important stimuli for this military revolution was the discovery and use of iron. Iron was first employed as a technology of war about 1300 B.C. by the Hittites. Within a hundred years the secret of iron making and cold forging had spread at least to Palestine and Egypt and, perhaps, to Mesopotamia as well. Iron weapons were heated and hammered into shape rather than cast, making them **stronger, less brittle, and more reliable that bronze** weapons.

... The importance of iron in the development of ancient warfare lay *not* in its strength or ability to hold a sharp edge. **Iron's importance rested in the fact that unlike bronze, which required the use of relatively rare tin to manufacture, iron was commonly and widely available almost everywhere.** It was also somewhat easier to extract from its carrier ore, and the plentiful supply of this new strategic material made it possible for states to produce enormous quantities of reliable weapons cheaply. This fact made the weapons explosion possible. No longer was it only the major powers that could afford enough weapons to equip a large military force. Now almost any state could do it. The result was a **dramatic increase in the frequency of war.**

http://www.au.af.mil/au/awc/awcgate/gabrmetz/gabr0008.htm

Finish the sentences below in your own words using ideas from the reading on the Iron Age:

1. Large, permanent armies emerged during this time period in part because

the development of iron made it easier to produce enough weapons to have a large army, and once one army formed in one empire, other places formed their own armies in defense.

2. Iron was better than bronze for weapons because

it was easy to find and easy to work with, but could still produce a strong metal.

3. More weapons began to be produced in this era because

they started using iron and iron was easier to find than bronze, which had been used before.

4. With larger armies and more weapons, there was also more

warfare and conflict on larger scales.

Student Handout #5 – Comparing Iron and Silk

	Was it easy to spread the knowledge about how to make this product? Why or why not?	Was it easy to carry this product itself to trade it? Why or why not?	Was this product available to all kinds of people? Who had access to it?	Was this product useful to all kinds of people? Why or why not? How was it used?	Why was it important?
Silk					
Iron					

Argument Formation Note-Tracker... find it and use the questions below to guide your notes for this lesson. How were trade and technology necessary for empire formation?

1) Why did empires need to trade, and how did trade networks like the Silk Road help empires grow?
2) How did new technologies like iron help empires develop?

Teacher Reference Guide for Student Handout #5 – Comparing Iron and Silk

	Was it easy to spread the knowledge about how to make this product? Why or why not?	Was it easy to carry this product itself to trade it? Why or why not?	Was this product available to all kinds of people? Who had access to it?	Was this product useful to all kinds of people? Why or why not? How was it used?	Why was it important?
Silk	No it was not. The Chinese government guarded the knowledge of how to produce silk for a long time because they wanted to control the trade. Silk worms were necessary too, and they didn't exist everywhere.	Silk was pretty easy to carry and trade because it was light weight. It also had a high value and was only produced in one place, so it was a good product to trade.	No, silk was not available to all kinds of people. It was very expensive, and usually only rich people could get silk. In Rome, the wealthy and powerful elites liked to wear and use Chinese silk.	Silk was not useful for large groups of people, although lots of people were involved in its trade in one way or another. Silk itself was used for clothing, sheets, and other types of cloth, and mainly rich people used it.	Silk was important because China had it and Rome wanted it, so the exchange of silk increased the trade in other products and increased contact and trade across the whole region. Silk was a luxury item, and was a more comfortable and more durable form of clothing.
Iron	The knowledge of how to make iron could be spread by traveling miners, smiths, or other people who knew how to make it. Nobody really seemed to try to keep it a secret.	Iron itself was heavy and hard to carry. Also, there was not much need to carry iron ore from one region to another because you could find it lots of places. Iron weapons or tools were carried to be used, not traded, because it was hard to carry a lot of them.	Over time, lots of people got access to iron. It wasn't too expensive because there was a lot of it. Everyone from farmers to soldiers to emperors could use it.	Everyone could and did use iron tools and weapons after a while. It was easy to get and very useful. Iron tools made things like farming easier, and iron weapons were easier to make and worked well in battle.	Iron was important for many reasons. Iron weapons were easy to make and enabled empires to create large armies with enough weapons. Iron tools made farming easier and faster. It increased the amount of land that could be farmed, and lessened the amount of time people had to work to accomplish tasks.

Argument Formation Note-Tracker... find it and use the questions below to guide your notes for this lesson. How were trade and technology necessary for empire formation? **Answers will vary, but include some of the following ideas:**

1) Why did empires need to trade, and how did trade networks like the Silk Road help empires grow? *Empires needed to trade to gain new technologies and ideas, and also to get products they could not or did not know how to produce. They also needed to make money to fund their governments and armies and get food and materials to build their armies. Trade networks put empires into contact with other regions and made it easier to travel to, and even to control, new regions. They also allowed for the spread of technologies like iron which helped empires develop large armies with more weapons. Trade and contact with other empires helped emperors and military leaders learn new tactics and systems of organization that they could use to control their own people. Cultural ideas also spread, like the religion of Zoroastrianism, that helped some empires develop common cultures among their peoples.*

2) How did new technologies like iron help empires develop? *New technologies provided new solutions to growing problems. Empires needed to control large expanses of territory with lots of people, and they needed armies to do this. They also needed to compete with other empires or groups of people and be able to defend themselves. Iron was cheaper and faster to produce, and so empires could make more weapons and then arm more soldiers. With bigger armies, empires could try to conquer new lands and also try to hold onto what they already had.*

Student Handout #6: Silk Roads and Iron Age Project

Choose one and have fun with it!

Make a commercial or advertisement for a Silk Roads product or new invention from this time. You can create a full page, color ad for a magazine or website, a videotaped commercial, or perform a commercial as a live skit. Your commercial must have a written script, and must provide information about a real product that spread during this time (what it is, how it was used, where it came from, why people needed it, and how it was solving new problems).	Create a Fakebook page for a traveler on the Silk Roads. (can be a poster, or online http://www.classtools.net/fb/home/page) The page should provide historically accurate information about this person's fictional life... where they are from, what work they do, where they live, etc. Include several posts (7-10) that reflect what life must have been life. Touch on: new experiences, people, and places; new ideas; problems and challenges; daily activities.
Create an "exhibit in a box" about the Silk Road. Create four to five distinct "artifacts" that might be in a museum exhibit. These can include a letter, objects that might have been traded or carried on the Silk Roads; a detailed map; drawings or paintings of life on the Silk Road; or other objects you might find in a museum exhibit. Check online exhibits for ideas! Prepare a caption and written description for each item.	Make a PowerPoint presentation with at least 15 slides that answer a particular question about the Silk Road, technology, or iron in Era 3. The slides need to include images, but they should also have accurate information (not too much though). The information on the slides should focus on big picture ideas, patterns, or important changes in this era. You must cite sources for all information and images. The title of your presentation should present your driving question. End the presentation with several questions that your classmates can discuss.

Silk Roads and Iron Age Project Rubric *(adapt to meet your needs)*

	3	2	1	0
Information	Sufficient, accurate historical information			Information made up or not there.
Sources	Sources correctly and clearly cited, and work is original (not copied)			No sources.
Creativity and effort	Project is creative and shows real effort (not slapped together at the last minute!)			Copied and/or showing little effort.
Organization and structure	Work is organized, neat, and free of major problems or errors.			Work difficult to follow and/or with several major errors.