

## Essential Activity 7

# Annotated Commerce and Culture Map

*Instructor version*

*Text reference page: 280-a*

*(Student version follows on page 4)*

**Time required:** Ninety minutes.

**Materials required:** Textbook, two-sided map. To prepare a map for students to use, copy a map of Afro-Eurasia, enlarging the map to approximately 123 percent, on one side of a sheet of 11 × 17 paper. On the other side, copy an outline map of the Americas but make it small enough to allow blank space for notes and a key. Another option is to provide students with paper and ask them to draw the maps.

**Teaching notes:** The existing trade networks of the classical era continue to expand during the post-classical era. In this exercise, students create an annotated map showing expansion, trade, and other interactions. Annotated maps allow students to use Historical Thinking Skills to visualize the connections and interactions that took place in the post-classical era. Creating an annotated map of the connections and exchanges described in this chapter will help students visualize and understand the importance of these interactions. This assignment covers the material for Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks.

### Procedure

1. Ask students to title the map “Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks.”
2. Remind students to write their name and period on the front of the map.
3. Students should draw a box for a key to the map on the back, in the blank space.
4. Suggest students bookmark the following maps in Chapter 7, which will be helpful for the project.
  - Map 7.1 on page 285
  - Map 7.2 on page 292
  - Map 7.3 on page 296
  - The map of the Swahili coast on page 300
  - Map 7.4 on page 304
5. Students should identify the following major states.
  - Sui China
  - Tang China
  - Song China
  - Swahili city-States

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- Japan
  - Islamic caliphates
  - Italian city-states
  - Byzantine empire
6. Next, students should identify the following cities with a star and a label. Use a different color for each city. Note why each city is significant with a phrase that describes its cosmopolitan nature and its role in the global economy.
- Hangzhou
  - Melaka (Malacca)
  - Kilwa
  - Venice
  - Timbuktu
  - Malindi
  - Vikings
  - Mongol empire
  - Polynesia
  - Mombasa
  - Mogadishu
  - Calicut
  - Baghdad
  - Kiev
7. Students should draw a box by the city of Melaka (Malacca) and answer the following question in a full sentence.
- Why was Melaka a principal clearinghouse of trade in the eastern Indian Ocean?
8. After finishing the cities, students should identify the following bodies of water.
- Pacific Ocean
  - Atlantic Ocean
  - Indian Ocean
  - Mediterranean Sea
  - Red Sea, Black Sea
  - Caspian Sea
  - Arabian Sea
  - Bay of Bengal
  - South China Sea
  - Yellow Sea
  - East China Sea
  - Sea of Japan
9. Next, ask students to draw color-coded arrows on the map of Afro-Eurasia for the following trade routes and note the colors on the key.
- The Silk Roads
  - The Sand Roads
  - The Sea Roads
10. Turning to the map of the Americas, students should use Map 7.5 on page 308 to fill in the American trade connections, using a different color from those used on the Afro-Eurasia map. Add this item to the key.
11. On the map of the Americas students should identify the following physical features.
- The Atlantic Ocean
  - The Pacific Ocean
  - The Mississippi River
  - The Amazon River
  - Cahokia
  - Casas Grande
  - Chaco Canyon
  - Cuzco
  - The Andes Mountains
12. On the map of the Americas students should identify the following with different colors and list them on the key.

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- The Mississippi Cultural Region
- The Mesoamerican Civilization
- The Andean Civilization

13. Students should then label specific goods that were transported in all directions on all of the trade routes. They should pay particular attention to the Snapshots on pages 286 and 294 but remember to get information from the text.

14. Finally, students should note what moved along these trade routes besides trade goods. This information can go on the map next to the arrows. Answers should be as specific as possible.

## Essential Activity 7

# Annotated Commerce and Culture Map

*Student version*

The existing trade networks of the classical era continue to expand during the post-classical era. In this exercise, you will create an annotated map showing expansion, trade, and other interactions that occur during the post-classical era.

1. Title the map “Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks.”
2. Write your name and period on the front of the map.
3. Draw a box for a key to the map in the blank space on the back.
4. Bookmark the following maps in Chapter 7, which will be helpful for the project.
  - Map 7.1 on page 285
  - Map 7.2 on page 292
  - Map 7.3 on page 296
  - The map of the Swahili coast on page 300
  - Map 7.4 on page 304
5. Identify the following major states.
 

<ul style="list-style-type: none"> <li>• Sui China</li> <li>• Tang China</li> <li>• Song China</li> <li>• Swahili city-States</li> <li>• Japan</li> <li>• Islamic caliphates</li> </ul>	<ul style="list-style-type: none"> <li>• Italian city-states</li> <li>• Byzantine empire</li> <li>• Vikings</li> <li>• Mongol empire</li> <li>• Polynesia</li> </ul>
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6. Next, identify the following cities with a star and a label. Use a different color for each city. Note why each city is significant with a phrase that describes its cosmopolitan nature and its role in the global economy.
 

<ul style="list-style-type: none"> <li>• Hangzhou</li> <li>• Melaka (Malacca)</li> <li>• Kilwa</li> <li>• Venice</li> <li>• Timbuktu</li> <li>• Malindi</li> </ul>	<ul style="list-style-type: none"> <li>• Mombasa</li> <li>• Mogadishu</li> <li>• Calicut</li> <li>• Baghdad</li> <li>• Kiev</li> </ul>
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7. Draw a box by the city of Melaka (Malacca) and answer the following question in a full sentence.
  - Why was Melaka a principal clearinghouse of trade in the eastern Indian Ocean?

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8. After finishing the cities, identify the following bodies of water.
  - Pacific Ocean
  - Atlantic Ocean
  - Indian Ocean
  - Mediterranean Sea
  - Red Sea, Black Sea
  - Caspian Sea
  - Arabian Sea
  - Bay of Bengal
  - South China Sea
  - Yellow Sea
  - East China Sea
  - Sea of Japan
  
9. Next, draw color-coded arrows on the map of Afro-Eurasia for the following trade routes and note the colors on the key.
  - The Silk Roads
  - The Sand Roads
  - The Sea Roads
  
10. Turning to the map of the Americas, use Map 7.5 on page 308 to fill in the American trade connections, using a different color from those used on the Afro-Eurasia map. Add this item to the key.
  
11. On the map of the Americas identify the following physical features.
  - The Atlantic Ocean
  - The Pacific Ocean
  - The Mississippi River
  - The Amazon River
  - Cahokia
  - Casas Grande
  - Chaco Canyon
  - Cuzco
  - The Andes Mountains
  
12. On the map of the Americas, identify the following with different colors and list them on the key.
  - The Mississippi Cultural Region
  - The Mesoamerican Civilization
  - The Andean Civilization
  
13. Label specific goods that were transported in all directions on the trade routes. Pay particular attention to the Snapshots on pages 286 and 294 but remember to get information from the text.
  
14. Finally, note what moved along these trade routes besides trade goods. This information can go on the map next to the arrows. Answers should be as specific as possible.