

Trade Routes

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| **Introduction**  |
| Throughout history, trade has played an important role in connecting cultures and sharing ideas. The country of Somalia is home to several cities (Mogadishu, Mosyllon, Mundu, and Opone) that were important in famous trade routes, such as The Silk Road and The Incense Trade Route. On these trade routes, Somalia was both able to connect Europe and Asia to the rest of Africa and provide traders with valuable resources from their country, like frankincense, myrrh, and ivory. In addition to connecting Europe to the rest of Africa, Somalia played an important role in bringing Indian cinnamon to the European continent. This connection was so strong that the Greek and Romans believed cinnamon to be of Somali origin. Ancient trade routes in Somalia include both land and maritime routes. This necklace is representative of Somalia’s connection to trade routes through both its design and the materials used in its creation. The design of the necklace suggests that it originates from the Arabian Peninsula. However, the necklace holds meaning in Somali culture, despite originating from another region. In Somali culture, necklaces are worn to showcase the wealth and prestige of a family. Additionally, the materials of this necklace hold meaning, with both amber and agate believed to hold healing and protective powers amongst the peoples of the region Somalia is located in, the Horn of Africa.In this lesson, students will learn about the importance of trade now and throughout history and complete a project to display how trade has influenced a product in their everyday lives. |
| **Indiana Standards Connections:** K.3.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents. 1.4.6 Explain that people exchange goods and services to get the things they want.2.4.8 Explain why people trade for goods\* and services\* and explain how money makes trade easier.3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.4.4.4 Explain that prices change as a result of changes in supply and demand for specific products.5.4.7 Predict the effect of changes in supply and demand on price.6.1.6 Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.WH.3.1 Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network. | **Compelling Question(s):** How has trade changed from the time of the silk road to the present?What inventions help facilitate trade?How does trade benefit the different trading parties? |
| **Lesson Objectives:**Students will: * Learn about ancient trade routes.
* Compare modern and historical trade.
* Observe the role trade plays in their everyday life.
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| **Materials**  |
| * Class Projection Device
* Access to Indiana University Digital Toolbox
* Materials for making a presentation (poster board, paper, or computers)
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| **Learning Plan** |
| **Activities** 1. To begin this lesson, project the image of this necklace and ask students where they might think it is from and when it was made.

 1. Explain the significance of the necklace to Somali culture, ask students what items in American culture represent status or what materials are associated with different capabilities (i.e., Steel known for its strength)
2. Show the map detailing the trade route of the silk road. Have students watch the John Green video on the silk road.
3. Watch the short video on [Somali Trade](https://www.youtube.com/watch?v=clMAwcoJaU0).
4. Have students form groups and compare modern trade with trade on the silk road. This can be done visually using a Venn diagram. Students should discuss key points such as methods of transport, speed, connected countries, and what travels through trade.
5. Students should select one object as a group that can represent trade and trace the possible origins of that object. The goal should be to find as many connections to different countries as possible.

 1. Students should present the item they choose and explain the different countries involved that make that item possible.
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| **Assessment Suggestions**  Have students compose an essay on the importance of trade to the global economy, giving at least 3 reasons trade is good and one challenge or potential issue that can be caused by trade. |
| **Extensions** Compile a list of cities that were important to ancient trade and cities that are important to modern day trade. Have students select one of each a make a PowerPoint presentation on the two cities, comparing their roles in global trade historically and presently. |

Somali Necklace Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curriculum.**

Links to consider.

[Somali Trade Youtube](https://www.youtube.com/watch?v=clMAwcoJaU0)

**The Silk Road: Trade Route of the Ancient World: https://www.youtube.com/watch?v=PAu5SLSLXxU**

For older students, read article that links the ancient Silk Road to China’s contemporary Belt and Road Initiative: https://www.prnewswire.com/news-releases/the-ancient-silk-roads-historical-significance-and-its-role-in-inspiring-joint-development-of-the-belt-and-road-initiative-301202677.html