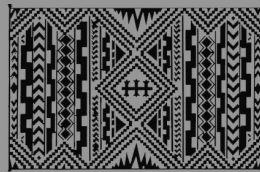


Focus on World History

The Era of Expanding Global Connections

Kathy Sammis



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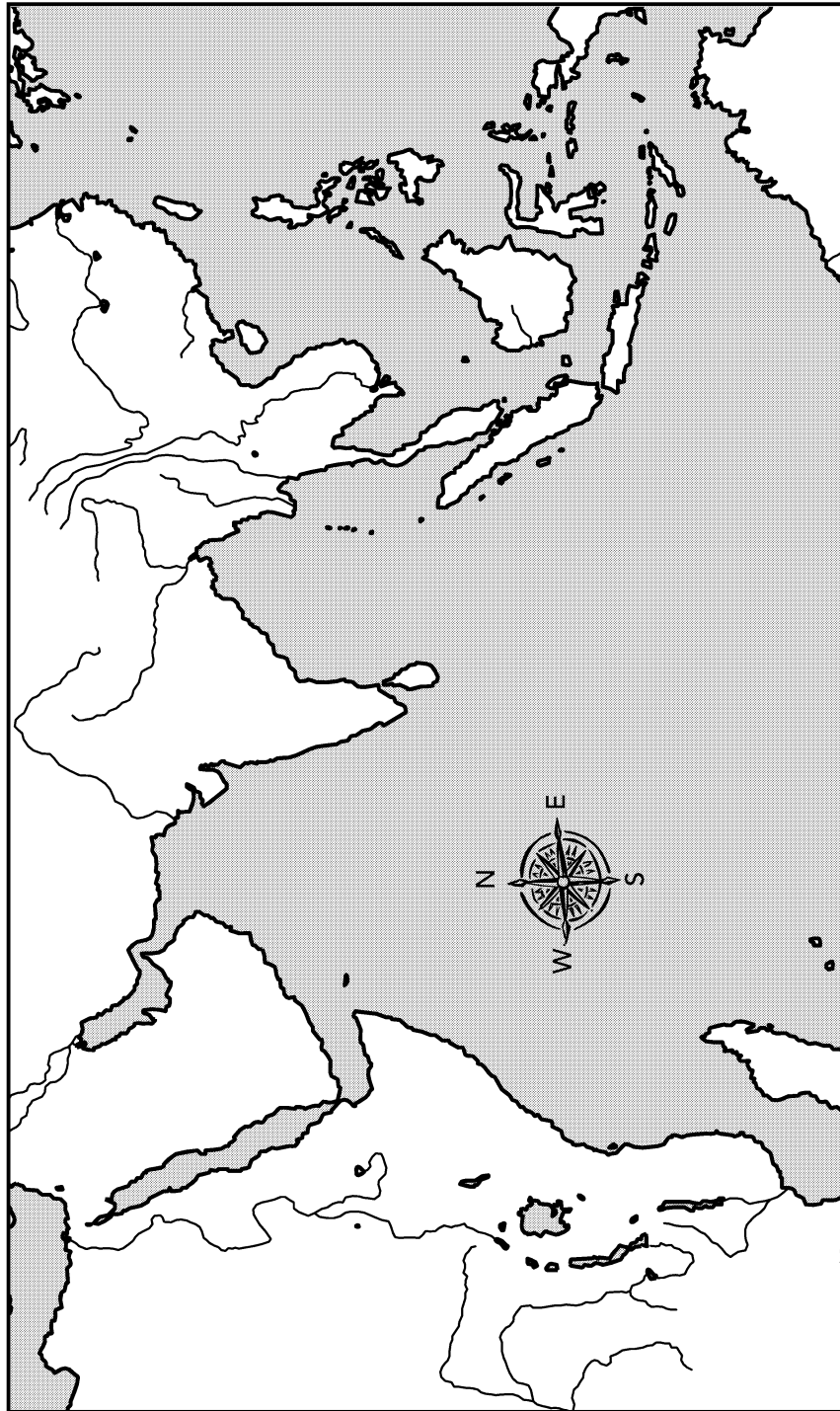
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The Indian Ocean Trade Region

(For use with Unit 1, Worksheet 1, and Unit 6, Worksheet 9)





Expanding Exchanges and Cultures of Asia

The objective of this unit is to help students understand developments across Asia in the tenth through thirteenth centuries: the network of exchanges throughout the Indian Ocean trade region, the development of commerce and technology in China and of a feudal system in Japan, and the impacts of Turkic migrations into Southwest Asia and India. Trade and resulting cultural exchanges intensified and expanded throughout the already well-established Indian trade network, with Arab dhows and Chinese junks plying the waters from Arabia and East Africa across the Indian Ocean to India, and beyond to Southeast Asia and China.

Within China, the Song dynasty arose in 960 and oversaw a golden age of technological innovation, expanded commerce, and urban growth, with a wealthy merchant class expanding alongside a gentry class of Confucian scholar-officials.

In Japan, rule of the central government by a shogun—military commander—developed at the same time that warlords and their samurai—warrior knights—fought for control of local areas.

Events in Southwest Asia were driven by Turkic peoples who migrated from Central Asia beginning in the 900s. During the tenth and eleventh centuries, these Turks converted to Islam and took control of the Abbasid Empire, Persia, and then almost all of Anatolia. Knocking on the door of Byzantium's Constantinople and controlling the Holy Land, the Turks alarmed both the Greek Christian Byzantine emperor and the Latin Christian pope, thus setting the stage for the Crusades. This unit's activities are designed to draw students into a better understanding of these varied and interrelated developments.

Student Activities

Worksheet 1, The Indian Ocean Trade Network, uses mapping to familiarize students with key elements of this vast network, including geographic features, sea trade routes, monsoon winds, and trade goods. The Extra Challenge asks students to trace the spread of Islam along these trade routes.

Worksheet 2, Dhow vs. Junk, presents images of these two types of ships; putting themselves into the place of an Arab and a Chinese merchant, students explain the characteristics of each vessel.

Worksheet 3, Trading Cities of Asia, presents contemporary descriptions of three port cities and their bustling foreign trade markets. Students plan their trade exchanges at these markets, using their Indian Ocean trade map as an aid.

Worksheet 4, A Fantastic Traveler's Tale, presents a fanciful piece of very popular medieval travel literature, by an author who probably never left Europe. Students will write their own travel essay about a place they have never seen, choosing either to try for accuracy or to be fanciful, and then follow up with research to compare reality with the essay.

Worksheet 5, Social Classes in China and Japan, presents charts that students complete to identify elements of class structure in these two societies.

Worksheet 6, Song Technology, asks students to identify probable impacts of named Song technological innovations on particular types of people. The Extra Challenge asks students to explain the wider impact any of these innovations had on history.

Worksheet 7, School Life and Learning in China, presents contemporary guidelines for learning according to Neo-Confucian principles. Students imagine themselves as attending a Neo-Confucian school, writing journal entries or role-playing conversations about their experiences.

Worksheet 8, The Samurai Code, names the essential elements of *bushido*, the samurai code of ethics; students explain what each one entails and then give an example of an individual samurai behaving according to that virtue. The Extra Challenge invites students to write a short story about a samurai during which the warrior acts in accordance with or against the rules of *bushido*.

Worksheet 9, Asia's Martial Arts, has students match a series of descriptions of Asian martial arts—based on ancient and premodern fighting skills—with the correct name of each art. The Extra Challenge invites students to explain the origins and history of one of these martial arts.

Worksheet 10, Tibet: A Cultural Nexus, underscores the influence of geography on a country by having students study the location of Tibet on this worksheet's map and then label the major elements of culture that Tibet absorbed from surrounding regions.

Worksheet 11, Sufi Thought, presents poetic and prose expressions of the Muslim mystics known as Sufis. Students explain the readings and the role of Sufis in reforming and spreading Islam.

Worksheet 12, A Turkic Time Line, presents a chronological list of events relating to the Turkic peoples in Southwest Asia and India from the 900s through the 1500s. Students add dates to the list which, when completed, helps to clarify the many impacts the Turkic peoples had on this region during these years.

Worksheet 13, Al-Jahiz on the Turks, presents a lively description of the essential Turkic character as seen by the contemporary observer al-Jahiz. Guided by questions that follow the reading, students analyze the reading and identify the ways in which the Turks were well adapted to their steppe environment and well suited to take control of Southwest Asia. The Extra Challenge invites students to map the area of Turkic control around 1400.

Worksheet 14, India: Hindu and Muslim, provides a grid for students to fill in that records the very opposite elements of Hinduism and Islam, two religions that began to coexist uneasily in India after the Turks established their Delhi sultanate there in the early 1200s.

Worksheet 15, The Technology of Warfare, asks students to imagine themselves as a Chinese or Turkic soldier/warrior and explain how named skills and technologies promote their effectiveness in the warfare that was so much a feature of these times.



Expanding Exchanges and Cultures of Asia

The Indian Ocean Trade Network

Diverse **cultures** and societies spanned Asia in the years from the tenth through the thirteenth centuries. They expanded and developed in a variety of ways during these years. As they did, exchanges between them increased and intensified.

The key point of contact was the Indian Ocean. Trade routes across this vast body of water linked diverse peoples. Ships sailed from the seas of China across the Indian Ocean to the waters of Arabia and East Africa. Camel caravans picked up goods at Red Sea and Persian Gulf ports. They headed north and brought the Mediterranean and Black seas into this trade network.

Travel writer Sir John Mandeville cited sailors' observations of the stars as proof that the world was round—in the 1350s.

Arab **dhow**s and Chinese **junks** carried these trade goods. As larger ships were built, their cargoes too were ever larger and ever more varied. Merchants carried their cultures as well as trade items to their trading partners. Many **Muslim** merchants from Southwest Asia settled in East African and Indian ports. They married local women, creating a mingling of cultures.

A resident of the port city of Malacca in Southeast Asia counted 84 different languages being spoken by merchants there in 1500.

China

The Tang **dynasty** in China collapsed in 907. An able general soon reunited the kingdom. As Song Taizu, he founded the Song dynasty in 960. It endured until 1279.

The Song years were a golden age for China. Large harvests of rice in the south supported more people. Surpluses fed expanding numbers of **urban** (city) dwellers. **Artisans**, scholars, and merchants multiplied.

Technology made important advances in the Song era:

- *Movable type* made it much easier and quicker for a printer to set up a page for printing.
- The *magnetic compass* with its floating needle was adapted for sailing ships.
- *Gunpowder* was adapted for use in weapons.
- *Paper money* came into use.

Foreign trade also flourished during the Song years. Merchants grew wealthy from the thriving sea trade. Ports bustled with activity and cultural exchanges.

The upper class of Song society was made up of the **gentry**. They were powerful and wealthy. Many became scholar-officials who ran the government. This gentry class promoted Confucian values of order, duty, and learning. Most Chinese, however, were still **peasants** who worked land owned by rich landlords.

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Focus on World History:
The Era of Expanding Global Connections

Expanding Exchanges and Cultures of Asia *(continued)*

The status of upper-class women declined during Song times. Most damaging was the practice of foot-binding, which began late in the Song era. Young girls' feet were bound to severely restrict growth. The resulting tiny "lotus foot" was terribly painful and impossible to walk on freely.

Japan

The Japanese emperor was the head of state. But the supreme general of the army was the real ruler. Called **shogun**, he ran the government like a military dictator. Yoritomo Minamoto became the first shogun in 1192. His dynasty was known as the Kamakura shogunate.

Three succeeding military shogunates ruled Japan, from the 1190s until the 1860s.

At the same time, local warlords fought each other for control of local areas. A **feudal** system developed. Small landowners became **vassals** of the warlords. Warrior **knights** called **samurai** served the warlords. They held themselves to a strict code of conduct, much as feudal knights did in Europe.

The samurai adopted a new form of Buddhism known as **Zen**. It focused on meditation and self-discipline as paths to a spiritual state.

Women in samurai times at first enjoyed high status. They managed estates and even fought as warriors. Later, though, laws changed to bar women from inheriting family lands.



The Turks

During the 900s, Turkic **nomads** began to migrate into Southwest Asia. They came from the **steppes** of Central Asia. The Turks were highly skilled horsemen and archers. These talents helped them overcome the people whose lands they moved into. The Turks became converts to Islam.

Islamic **caliphs** had ruled the Abbasid **Empire** since 750. During the 800s, they formed armies of Turkish slaves called *mamluks*. By the 900s these mamluks controlled the empire. They allowed the caliphs to rule from Baghdad as figureheads.

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Expanding Exchanges and Cultures of Asia *(continued)*

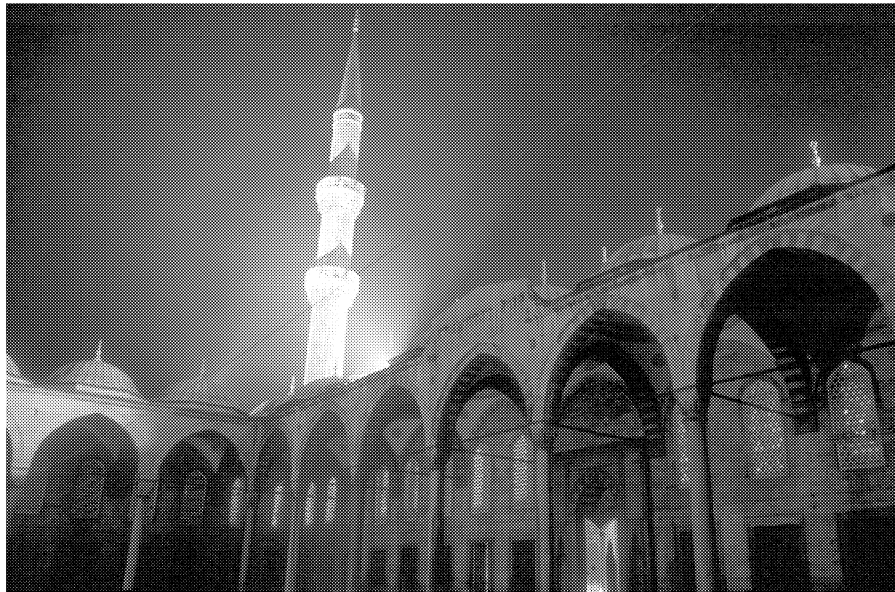
The Seljuk Turks established a state in Persia and Afghanistan in the 1030s. Here, they adopted the Persian language and culture. Seljuk rulers were patrons of Persian writers and Sufi mystics.

The Seljuk Turks seized Baghdad in 1055. In 1071 they crushed the Byzantine army at the Battle of Manzikert. The Seljuks then spread their control over most of Anatolia. They were a powerful threat at the door of the shrinking Byzantine Empire. They also controlled the Holy Land of Palestine. This, as you will read about in Unit 2, led to the Crusades.

Around 1000, Turkic people moved into India. At first, they conducted raids. By the late 1100s, they had taken control of northern India. They ruled from their capital at Delhi. The new Turkic rulers were Muslim, and many of their subjects were Hindu. Elements of their cultures mixed, but many differences remained.



Timurid king Ulugh Beg,
Uzbekistan



Mosque, Istanbul



The Indian Ocean Trade Network

Directions 1: The Indian Ocean region was the center of a thriving international trade network in the years from 1000 to 1500. Record the elements noted below on your map of the Indian Ocean Trade Region. For the trade goods, you may either label them on the map or indicate their places of origin with icons.

Bodies of Water	Continents	Countries/Regions	Islands
Indian Ocean	Asia	China	Java
Arabian Sea	Africa	India	Sumatra
Bay of Bengal		Malay Peninsula	Malaccas (Spice Islands)
South China Sea		Southeast Asia	Sri Lanka
Strait of Malacca		Arabia	Madagascar
Persian Gulf		Iran	
Red Sea		Swahili Coast	
Pacific Ocean			
Major Ports		Trade Goods	
Mogadishu (Swahili Coast)		Swahili Coast: gold, ebony, ivory, slaves	
Kilwa (Swahili Coast)		Arabian Peninsula: grain, horses, pearls, slaves, swords	
Mombasa (Swahili Coast)		Malabar Coast: textiles, beads, indigo, grains, spices	
Aden (Arabian Peninsula)		Gujurat: leather, textiles, gemstones, beads, indigo	
Guangzhou (Canton, China)		Malaccas: spices	
Cambay (state of Gujurat, India)		China: porcelain, silk, lacquerware	
Calicut (Malabar Coast)			
Chittagong (Bay of Bengal)			
Malacca (Melaka, Malay Peninsula)			

Directions 2: Indicate the directions and seasons of the **monsoon** winds on your map. Then draw in the major sea trade routes linking these ports and regions.

Challenge Question: What series of events during the fourteenth century promoted the use of Indian Ocean sea trade routes?

Extra Challenge: Trace the spread of Islam along these trade routes. In what ways did Muslim merchants spread their faith to new regions?

