Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Trade Networks Comparison Project (Before 1450)**

**Project Expectations**



This era presents rich opportunities to compare empires, religions, social systems, art styles, and other aspects of the past, sharpening our understanding and appreciation of the varieties of human experience. This project will be a group project, with a group consisting of no more than four people of your own choosing. Each group must select a **unique set of two trade networks that dominated the eras before 1450** to research and compare. SPICE analysis is to be divided among group members by SPICE theme and the final analysis should be a group effort.

**Trade Networks**

* Silk Road
* Indian Ocean Trade
* Trans-Saharan Trade

**Research and Sources of Information:** The *Ways of the World* textbook should be your primary source for this project however you are allowed to use additional academically focused sources if you like, additional sources must be cited using MLA format on the back of the poster board.

**Project Guidelines**

**The Poster:** The final product must compare (analyze similarities and differences) the two trade networks of your choosing in terms of each SPICE theme. The poster should be organized by SPICE theme and should include at least three direct comparisons per SPICE theme. (See Spice Theme Reference List) For example, when comparing the social aspects of your two trade networks you might choose how these particular trade networks effected gender roles, social classes, and family/kinship to focus on.

**Step 1:** Select your trade networks and conduct in-depth **research** regarding each of your chosen trade networks. Be sure to consult SPICE themes in your search. (*Again, you must include at least three comparisons PER SPICE THEME*). Organize your research on the table on the next page.

You must also answer the following questions in complete sentences on your poster board:

* What is globalization? Make a brief argument (with evidence) about how your trade networks can or cannot be seen as early globalization.
* What is cultural diffusion? How did your trade networks contribute to cultural diffusion in Afro-Eurasia before the period 1450?

**Step 2:** Create a divided **SPICE Analysis Poster Board** comparing your trade networks. Be sure to include features that had long-lasting effects on their development and their effect on the regions they developed in. Responses on your poster should be in complete sentences, neatly typed, and neatly organized/easy to follow. Be sure to complete at **least three SPICE Comparisons**, comparing and/or contrasting each of your civilizations/empires as they relate to each SPICE theme.

At the end, your group must answer the following **evaluation** in complete questions:

* What common features can you identify in the trade networks you have chosen?
* In what ways did they differ from one another?
* What accounts for those differences?
* In comparing these trade networks, which do you find more striking- their similarities or their differences?
* Which trade network do you believe had the greatest impact on world history? Why?

\*\*\*All projects must contain at least four images; either printed or neatly hand drawn\*\*\*

**RESEARCH OUTLINE**

|  |  |  |
| --- | --- | --- |
| What is globalization? Make a brief argument about how your trade networks can or cannot be seen as an early form of globalization. | | What is cultural diffusion? How did your trade networks contribute to cultural diffusion in Afro-Eurasia before the period 1450? |
|  | Trade Network 1: | Trade Network 2: |
| Social |  |  |
|
| Political |  |  |
|
| Interaction with Environment |  |  |
|
| Cultural |  |  |
|
| Economic |  |  |
|
| Evaluation: | | |

Rubric:

|  |  |  |
| --- | --- | --- |
|  | Score | Comments/Names |
| Overview: Globalization/Cultural Diffusion Questions | \_\_\_/5 |  |
| SOCIAL  Three direct comparisons (Responses are specific/detailed, in complete sentences, typed, and organized) | \_\_\_/15 |  |
| POLITICAL  Three direct comparisons (Responses are specific/detailed, in complete sentences, typed, and organized) | \_\_\_/15 |  |
| INTERACTION (environment)  Three direct comparisons (Responses are specific/detailed, in complete sentences, typed, and organized) | \_\_\_/15 |  |
| CULTURE  Three direct comparisons (Responses are specific/detailed, in complete sentences, typed, and organized) | \_\_\_/15 |  |
| ECONOMIC  Three direct comparisons (Responses are specific/detailed, in complete sentences, typed, and organized) | \_\_\_/15 |  |
| Final Analysis/Overall Evaluation  Depth of analysis, plausible historical argument based in evidence, alternatives acknowledged. | \_\_\_/10 |  |
| Poster Layout: Neat, organized, artistic effort  Attention to detail, overall project with obvious plan and layout used, titles clear, drawings or other additions add to the overall appearance. | \_\_\_/10 |  |
| Above and beyond (extra credit) |  |  |

**Extra Credit Opportunity**

Groups can earn extra credit if they add a 3-D element or artifact to their project. For example, Muslim merchants used a boat called the dhow to sail in the Indian Ocean. Groups could construct a small-scale dhow ship out of cardboard of paper and label the components that made in innovative for that particular time period and trade network.

**Project In-Class Timeline**

Monday- Project instructions, groups formed, start

2- Research day (must have at least Overview and 2 SPICE themes complete/typed)

3- Research day (must have all SPICE themes complete/typed)

Friday- Vocab quiz, finish evaluation questions

Monday (September 30th)- Students will be given 30 minutes to make any last minute touches to their projects but all projects are due at the end of class

**\*\*\*ALL PROJECTS ARE DUE MONDAY SEPTEMBER 30th AT THE END OF CLASS\*\*\***

**SPICE Themes Reference Chart:**

**Social** – Development and Transformation of Social Structures

* Gender roles and relations
* Family and kinship
* Social classes or structures
* Norms that govern interactions

**Political** – State-Building, Expansion and Conflict

* Official origin
* Political structures, forms of governance, or systems of rule
* Development and expansion, including empire-building as a result of your trade routes
* Internal and external conflicts
* Organizational and cultural foundations of stability
* Interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international or regional alliances

**Interaction** – Interaction Between Humans and the Environment

* Geographical features
* Environmental factors such as rainfall patterns, climate, and available flora and fauna
* Natural resources
* Food sources
* Demography and disease
* Migration
* Settlement
* **Technology Used**
* Human exploitation of and/or impact on the environment
* Transportation

**Cultural** – Development and Interaction of Cultures (As well as diffusion of cultures)

* Religions Spread
* Belief systems, philosophies, ideologies, and values
* Science and technology
* Art and/or decoration
* Clothing and/or regalia
* Ceremonies
* Architecture
* Exchange of culture with other groups
* Differences/similarities with other cultural groups, including those within the same region

**Economic** – Creation, Expansion and Interaction of Economic Systems

* Agricultural and pastoral production
* Trade and commerce
* Systems of value or currency
* Labor systems
* Economic ideologies, values or systems, such as state sponsored commerce or supply/demand