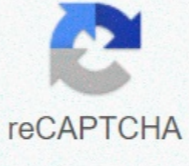




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Silk road map activity answers

Objective: Students will use map resources to label a map of Afghanistan with its current bordering countries, current key cities, and ancient sites/cities: Students will learn the geographical placement of Afghanistan in Asia and its neighboring countries. This knowledge will bring a heightened awareness of the influence and exchange among nearby countries with Afghanistan—culturally, politically, and militarily. They will also become familiar with the names of ancient sites and their location in present-day Afghanistan. Content Standards (California): HSS 6.6.7: Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. Materials and Preparation/Downloads:1.) Afghanistan Map: Teacher Version (with cities, ancient sites, and bordering countries labeled—as a teacher resource/answer sheet); 2.) Afghanistan Map: Student Worksheet (teachers should make copies for the class; 3.) Map resources for the students (e.g. student atlas books); 4.) Colored pencils for students to label maps; 5.) Silk Road Map; 6.) Silk Road Trade List worksheet Procedure: Part A: Afghanistan Map Distribute to the students: Afghanistan Map worksheets student atlas reference books Using atlas references, students label with colored pencils the following in this order: current neighboring countries; Label and color according to the list on the worksheet. mountain and river features: Label those listed on worksheet. key cities of today: Label those listed on the worksheet. ancient sites/cities: Underline or highlight. Extension:Maps can become a resource for other activities. For example, students could: 1.) Map the route of Alexander the Great, including key cities during his stay in Afghanistan and the location of various battles; 2.) Make drawings representing natural resources found in Afghanistan; 3.) Use it to log events currently occurring in Afghanistan, politically and militarily. Part B: Silk Road Map Distribute to the students: student Silk Road Map worksheets student atlas reference books Create an icon for each of the trade items located on the back of the Silk Road Map. Draw and label the icons for the traded items placing them on the map in the country from which they were traded. This lesson was created by Agnes Brennenman, Curriculum Consultant and retired 6th Grade Teacher, Park Day School, Oakland, CA, in conjunction with the exhibition, Afghanistan: Hidden Treasures from the National Museum, Kabul. Objective: Students analyze objects from South Asia, West Asia, and China to connect to the travel experiences of ancient merchants and traders, develop an understanding of the breadth of the land and sea trade, and explore how art and ideas travel and change over time and place. View maps of the Silk Road. Powerpoint: Trade and Exchange in the Ancient World Silk Road Map BCE-100 CE, Silk Road Trade Map Topographical map (s) Procedures 1. Your Experiences with Travel. Do a Quick Write (5-7 minutes), by selecting one of the two prompts. Share in pairs, then as a class. Think about a trip that you have taken that involved difficult terrain or weather conditions. Where did you go and why? What problems did you face? If you had not faced those difficulties, how much shorter would your travel time have been? Think of the longest trip you have taken, either by time or distance. Where did you go and why? How long did it take? What form of transportation did you use to get there? How would have your travel been different if you went by camel or by foot? 2. What do these pictures have in common? Show the slide, “What do these things have in common?” (in Powerpoint: Trade and Exchange in the Ancient World) Discuss. Refer to the list of items that commonly traveled the Silk Road. To draw a connection between then and now, ask students to brainstorm products that get imported and exported into America. This may be done individually, in pairs, or as a class. 3. Land or Sea? Ask students to imagine the pros and cons of traveling by land and sea. Show Powerpoint: Trade and Exchange in the Ancient World to prompt a discussion about topography. Brainstorm the pros and cons of traveling by land or sea. 4. Plot Your Map Provide each student with a map of the Silk Road. Ask students to study a topographic map to identify the physical features they notice. Mark the Tian Shan Mountains, Himalayas, Caucasus, Zagros, and Alborz mountains, and the Dasht-e-Lut and Dasht-e-Kavir, and Gobi deserts. Working in pairs, students should locate Xi’an and Antioch. Students should circle each city. Provide 5 minutes for students to discuss and mark the route they would take from Xi’an to Antioch, marking it with a pencil. Allow time for students to share routes with another pair and/or as a whole class. Show students the regional map, with routes, highlighting that there wasn’t just one single route or road, but rather a series of routes that fed into the main route. Skip to main content SECTIONS Mangystau, Kazakhstan. Image courtesy of National Geographic. Kazakhstan, 2018. Students will be able to... identify how information presented in diverse media changes/expands their understanding of a geographic space integrate diverse media to create a sensorily vivid depiction of a geographic space and their personal perception of it Introducing the Lesson: What do you think of when you hear the word “map”? Today, we are going to explore a map that may be different from any you’ve seen in the past: an interactive story map of the Silk Road path along which National Geographic Fellow Paul Salopek has been traveling. The interactive contains not only traditional maps, but also images, video, audio, and text that give a fuller picture of the geography he has traversed. We will discuss the concept of mental maps and how we construct them, automatically or conscientiously, and the role of subjectivity in that process. Finally, we will explore how maps can be designed to creatively convey information and personal perspectives, resulting in the construction of our own maps inspired by Salopek’s “On Foot in the Path of the Silk Road.” Warm-up: 1. Turn to a classmate and answer: What is a “mental map”? If you haven’t heard the term before, make a guess based on the individual words. 2. A mental map is the conception of a space an individual holds in their mind. For example, because of your mental map, you know: how to get from your house to school that California is on the west coast of the United States that the Arctic is cold and characterized by its icy tundra landscape Your mental map contains information about your local, national, and global environment. It is constantly changing and expanding based on new knowledge you acquire. It is also subjective; for example, do you consider your school near to or far from your house? Would you describe the winters in your state as cold? Would you say Taiwan is an independent country or a part of China? The answer of any two people talking about these same geographic spaces might be different based on their personal perspectives and, as a result, their mental maps are different. 3. What does your mental map of the Silk Road look like? Where are the route's start and end points? What words, images, people, ideas come to mind? 4. Read the following excerpt from Paul Salopek's National Geographic article, "On Foot in the Path of the Silk Road": The fabled Silk Road that spanned Central Asia wasn't really a road. It was a complex web of trading routes, both terrestrial and marine, that linked far-flung civilizations—and tens of millions of lives—across Asia, Europe, the Middle East and Africa beginning at least 2,000 years ago. Enriched by a trade in luxury goods, the Silk Road empires that once straddled this region collected, translated, and built upon knowledge from every corner of the Old World. Many Central Asian scholars worked in government-funded libraries and academies, refining algebra and tempered steel. While Europe slumbered through its Dark Age, everything from Greek philosophy to Buddhism and the Arabic language to the mathematical concept of zero spread along the Silk Road's camel trails. In this way Central Asia became an early laboratory of globalization. 5. Geography check: Which countries along the Silk Road has Paul Salopek traveled through so far? 6. Now that you have a brief introduction to the Silk Road and its basic geography, discuss the following as a class: What about your mental map of the Silk Road has changed or expanded? What more do you want to know in order to construct a better, more accurate mental map? What makes a mental map “good”? What makes it “accurate”? What is the value of having a good mental map of another country? Introducing and Discussing the Resource: “On Foot in the Path of the Silk Road” 1. Explore “On Foot in the Path of the Silk Road” individually, in small groups, or as a class, technology permitting. While scrolling through, keep these questions in mind: How does this story change/expand your mental map of the Silk Road? Whose perspectives are included in the story, and how? What kinds of media does the journalist use to create this story, and how does each contribute uniquely to its impact? 2. Scavenger hunt! In the interactive story, find: The start point, end point, and purpose of Paul Salopek’s “Out of Eden Walk” At least three things that were transported along the ancient Silk Road At least three things that made/make it difficult to travel the Silk Road At least one thing that happened as a result of the Silk Road The major thing being transported along the Silk Road today 3. Salopek writes: The Silk Road thrived for roughly two millennia, changing the course of world history through rich cultural and commercial exchange...The trade route's vast profits—and Central Asia's openness to outside ideas—ignited a Muslim Golden Era that saw the creation of universities, astronomical observatories, and libraries. What present-day creations/phenomena perform a similar function? 4. Having explored Salopek's interactive story, discuss the following as a class: How has your mental map of the Silk Road changed and expanded? In what ways can this interactive story make us think differently about maps? How does the use of maps contribute to the interactive as a story? How does the use of photos, text, and video contribute to the interactive as a map? How would you classify this piece? As a story? A map? Something else entirely? Explain. Extension Activities: Option 1. Reread Paul Salopek's description of the Out of Eden Walk: The Out of Eden Walk, as my project is called, is a storytelling journey through the world that follows the pathways of the first human migrations out of Africa during the Stone Age. The idea is to retrace the original discovery of the Earth by our ancestors while writing stories and taking photographs and video and audio recordings along the way. The project uses deep history to examine the current events that are shaping our lives in the early 21st century. By slowing down to the pace of my own footsteps, I hope to immerse myself in the lives of the ordinary people I meet along the way, and extract more meaningful stories from the usual headlines of our day. Salopek's walk is retracing an important journey: that of humans from their origins in Africa to their dispersion across the Earth. Using “On Foot in the Path of the Silk Road” as an inspiration, make a creative map tracing a journey of your own. You can define journey as you wish. Some ideas include: The journey of your ancestors to the United States Your own or your family's move(s) leading to your current home An everyday journey you make (i.e. to the grocery store, your neighborhood park, etc.) You should use at least one traditional, professional map and at least two other forms of media (photo, text, video, painting, computer graphics, etc.) Your map can be digital, on paper, 3-dimensional, or a combination. Consider: what makes up your mental map of this place? How can you include details that display your personal, subjective perspective and, as a result, change/expand the mental maps of others? Option 2. Select one image or video from the interactive story that made an impression on you. Write a one-page response that explores the following questions: How does this image/video change and expand your mental map of the Silk Road, Central Asia, and/or the world? What additional questions does this image/video prompt in you?

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