

Student Handout #2 – Interaction and Trade in Era 4

Instructions	<p>Read both of the claims below, then study the facts included in the row for historical evidence. Which claim does the evidence support? Circle the claim the evidence supports and then write a “reasoning” paragraph that explains how the evidence supports this claim.</p>	
Claims	<p>1) After Rome and other empires fell, trade between the major regions of Afroeurasia also declined.</p>	<p>2) Despite the fall of Rome and other major empires, trade continued and even intensified.</p>
Evidence	<ul style="list-style-type: none"> • During this era, cotton grown in India was used to make sails for Chinese ships. • Gold from areas as far away from each other as Siberia and Zimbabwe was used to make coins traded along the old Silk Roads. • Indian spices, such as cinnamon and pepper, were traded throughout Afroeurasia. • Indian mathematicians developed the concept of zero which spread to mathematics in China and Europe. • A type of rice grown on the Malaysian peninsula was brought to China and increased the production of rice there, enabling more population growth and development. • Chinese scholars and sailors developed and improved the compass which helped navigation in other societies all the way to Europe. • The Geographical Encyclopedia of Yaqut al-Hamawi (1179-1229) included a section about Baghdad under the Abbasids, c. 1000 CE: “The long wide estrades [platforms] at the different gates of the city were used by the citizens for gossip and recreation or for watching the flow of travelers and country folk into the capital. The different nationalities in the capital had each a head officer to represent their interests with the government, and to whom the stranger could appeal for counsel or help. http://www.fordham.edu/halsall/source/1000baghdad.html • An early fourteenth-century traveler described Cambay, the major port of Gujarat in the Indian subcontinent, as having beautiful houses and mosques. The majority of its inhabitants were foreign merchants. 	
Reasoning		

Student Handout #3: Claim-Evidence-Reasoning Graphic Organizer

Use the following graphic organizer to keep track of your thoughts on the question, “To what extent was the Battle of the Talas River significant?” Based on the accounts you read, you will develop a claim, support it with evidence, and provide reasoning as to how the evidence supports your claim. This is in preparation for today’s short Socratic Seminar (a type of class discussion).

Claim (circle one)	Evidence: As you read the account, list the evidence that supports your claim.	Reasoning: Write HOW the evidence you listed supports your claim.
<p><i>The Battle of the Talas River was...</i></p> <ul style="list-style-type: none"> • <i>Not at all significant</i> • <i>Somewhat significant</i> • <i>Pretty significant</i> • <i>Extremely significant</i> 		

Now, take your ideas from above and write a short paragraph that lays out your claim, evidence and reasoning: