

1. Which of the following highlights an effect of the international trade in silk?

- |                         |   |                         |  |
|-------------------------|---|-------------------------|--|
| <input type="radio"/> A | The economic decline of China as competitors produced better-quality silk | <input type="radio"/> B | The widespread use of silk materials among commoners                 |
| <input type="radio"/> C | The declining price of silk by the tenth century as demand diminished.    | <input type="radio"/> D | The association of silk with the sacred in Buddhism and Christianity |

2. How did the Silk Road trade affect peasants in China?

- |                         |   |                         |  |
|-------------------------|---|-------------------------|--|
| <input type="radio"/> A | Peasants converted to Buddhism in large numbers | <input type="radio"/> B | Peasants abandoned farming to go into commerce |
| <input type="radio"/> C | Peasants focused more on producing luxury goods | <input type="radio"/> D | Peasants only cultivated crops for subsistence |

3. In the thirteenth and fourteenth centuries, Eurasia experienced a period of intensified interaction under the rule of the \_\_\_\_\_

- |                         |         |                         |          |
|-------------------------|---------|-------------------------|----------|
| <input type="radio"/> A | Mongols | <input type="radio"/> B | Berbers  |
| <input type="radio"/> C | Chinese | <input type="radio"/> D | Swahilis |

4. How did Buddhism change as it spread along the Silk Roads?

- |                         |   |                         |   |
|-------------------------|---|-------------------------|---|
| <input type="radio"/> A | Buddhist doctrines became more esoteric   | <input type="radio"/> B | The Buddha became more human and less divine                                    |
| <input type="radio"/> C | Buddhist practices increasingly emphasized asceticism and withdrawal from society | <input type="radio"/> D | The gods of many peoples along the Silk Roads were incorporated as bodhisattvas |

5. In contrast to the Silk Roads, the Sea Roads of the Indian Ocean \_\_\_\_\_

- |                         |  |                         |   |
|-------------------------|--|-------------------------|---|
| <input type="radio"/> A | dealt exclusively in the trade of luxury goods | <input type="radio"/> B | were centered on the ports of East Africa |
| <input type="radio"/> C | had much higher transportation costs           | <input type="radio"/> D | carried more products for a mass          |

# World History Chapter 1activity

**Mark A. Forget**



## World History Chapter 1 activity :

Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better. It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching. *Teacher's Guide for World History Societies of the Past* Linda McDowell, Marilyn MacKay, 2005 World History Teacher's Guide is a comprehensive resource filled with fun, captivating and thought provoking hands on activities. In each chapter you will find practical hands on activating and acquiring, applying activities, useful teacher reference notes and organizational techniques, vocabulary building exercises, assessment ideas and activities, review activities, fun puzzles, engaging word games and easy to prepare games, suggested resources for both teachers and students, many useful blackline masters such as activities maps and graphic organizers. *Student Activities in World History* Michael D. Matthews, 2005-06 **Teaching World History: A Resource Book** Heidi Roupp, 2015-03-04 A resource book for teachers of world history at all levels. The text contains individual sections on art, gender, religion, philosophy, literature, trade and technology. Lesson plans, reading and multi media recommendations and suggestions for classroom activities are also provided. *Resources in Education*, 2001 A Primer for Teaching Women, Gender, and Sexuality in World History Merry E. Wiesner-Hanks, Urmi Engineer Willoughby, 2018-09-27 A Primer for Teaching Women, Gender and Sexuality in World History is a guide for college and high school teachers who are teaching women, gender and sexuality in history for the first time, for experienced teachers who want to reinvigorate their courses, for those who are training future teachers to prepare their own syllabi and for teachers who want to incorporate these issues into their world history classes. Merry E. Wiesner Hanks and Urmi Engineer Willoughby present possible course topics, themes, concepts and approaches while offering practical advice on materials and strategies helpful for teaching courses from a global perspective in today's teaching environment for today's students. In their discussions of pedagogy, syllabus organization, fostering students' historical empathy and connecting students with their community, Wiesner Hanks and Willoughby draw readers into the process of strategically designing courses that will enable students to analyze gender and sexuality in history, whether their students are new to this process or hold powerful and personal commitments to the issues it raises. **Teaching History for the Common Good** Keith C. Barton, Linda S. Levstik, 2004-07-13 In *Teaching History for the Common Good*, Barton and Levstik present a clear overview of competing ideas among educators, historians, politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students' historical thinking. In many cases, disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved. A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think.

how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In Teaching History for the Common Good Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose Teaching History for the Common Good is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject

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exposition and relevant teaching outlines Interpreting Daniel for Preaching and Teaching helps preachers and teachers to unpack Daniel's significance for the church today *World History in the Making* Albert Edward McKinley, Arthur Charles Howland, Matthew Lincoln Dann, 1927 Story Of The World #3 Early Modern Times Activity Book S. Wise Bauer, Susan Wise Bauer, 2004-09-28 Presents a history of the ancient world from 6000 B C to 400 A D *Human Heritage* Miriam Greenblatt, Peter S. Lemmo, 2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions Teaching Critical Religious Studies Jenna Gray-Hildenbrand, Beverley McGuire, Hussein Rashid, 2022-08-11 Are you teaching religious studies in the best way possible Do you inadvertently offer simplistic understandings of religion to undergraduate students only to then unpick them at advanced levels This book presents case studies of teaching methods that integrate student learning classroom experiences and disciplinary critiques It shows how critiques of the scholarship of religious studies including but not limited to the World Religions paradigm Christian normativity Orientalism colonialism race gender sexuality and class can be effectively integrated into all courses especially at an introductory level Integrating advanced critiques from religious studies into actual pedagogical practices this book offers ways for scholars to rethink their courses to be more reflective of the state of the field This is essential reading for all scholars in religious studies **Strategic Reading in World History** Social Studies School Service, 2006 **A History with a Difference** Matthew T. Downey, James R. Giese, Fay D. Metcalf, **Story of the World Activity Book 4 Modern Age** Susan Wise Bauer, 2005-11-29 Presents a history of the ancient world from 6000 B C to 400 A D **MAX Teaching with Reading and Writing** Mark A. Forget, 2007-05-23 Research proven activities that engage students in active processing of new information leading to deeper understanding long term retention of subject matter and acquisition of life long learning skills **Teaching Global History** Alan J. Singer, 2012-04-27 Teaching Global History challenges prospective and beginning social studies teachers to formulate their own views about what is important to know in global history and why It explains how to organize the curriculum around broad social studies concepts and themes and student questions about humanity history and the contemporary world All chapters include lesson ideas a sample lesson plan with activity sheets primary source documents and helpful charts graphs photographs and maps High school students responses are woven in throughout Additional material corresponding to each chapter is posted online at [http://people.hofstra.edu/alan\\_j\\_singer](http://people.hofstra.edu/alan_j_singer) The traditional curriculum tends to highlight the Western heritage and to race through epochs and regions leaving little time for an in depth exploration of concepts and historical themes for the evaluation of primary and secondary sources and for students to draw their own historical conclusions Offering an alternative to such pre packaged textbook outlines and materials this text is a powerful resource for promoting thoughtful reflection and debate about what the global history curriculum should be and how to teach it **Teaching World History Through Wayfinding, Art, and Mindfulness** Amber J. Godwin, 2023-12-15 Teaching World History Through Wayfinding Art and Mindfulness approaches

world history instruction through standards based arts and story telling prompts Each chapter provides contextualization through stories along with unique pieces of art from around the globe along with inquiries for teachers to examine by themselves and or with their students through a mindfulness lens By providing frameworks that support social studies instruction as well as social and emotional skill development This book uses a wayfinding methodology to explore world history stories through art and provides pathways for instruction through reciprocal dialogues and art and mindfulness based experiences

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