

Inquiry Journal

Name: _____

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: Examining the Global Tapestry Supporting Questions	
LESSON 1	<i>How did intra- and inter-regional trade networks foster the diffusion of goods, ideas, and disease?</i>
	K:
	W:
LESSON 2	<i>How did the Black Death influence societies in Afro-Eurasia?</i>
	K:
	W:



Topic 1: Examining the Global Tapestry

Compelling Question

What impact did long-distance trade networks have on the development and interaction of civilizations?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

[CER Paragraph to be written at conclusion of week.]



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: Early Explorers Supporting Questions	
LESSON 3	<i>How do Marco Polo’s travels reflect the economic interconnectedness of Eurasia in the 13th century?</i>
	K:
	W:
LESSON 4	<i>How did Ibn Battuta’s descriptions of Muslim societies differ across regions?</i>
	K:
	W:
LESSON 5	<i>How did Zheng He’s voyages impact both the regions he visited as well as Ming China?</i>
	K:
	W:



Topic 2: Early Explorers

Compelling Question

How did the journeys of early global explorers contribute to our understanding of different societies and cultures across Afro-Eurasia during the 14th and 15th centuries?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

[CER Paragraph to be written at conclusion of week.]



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: Religion and Order Supporting Questions	
LESSON 6	<i>What factors influenced the development and expansion of the Mali and Songhai Empires?</i>
	K:
	W:
LESSON 7	<i>How did religion influence life in the Ottoman Empire?</i>
	K:
	W:
LESSON 8	<i>What political and cultural role did the Catholic Church play in the lives of Medieval Europeans?</i>
	K:
	W:

Continued on next page



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: Religion and Order Supporting Questions	
LESSON 9	<i>How did Chinese religions and philosophies influence governmental decisions in China?</i>
	K:
	W:
LESSON 10	<i>How did the core beliefs and practices of the major world religions shape the political and social structures of Afro-Eurasia during the period 1300-1500?</i>
	K:
	W:



Topic 3: Religion and Order

Compelling Question

How did the core beliefs and practices of the major world religions shape the political and social structures of Afro-Eurasia during the 14th and 15th century?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

[CER Paragraph to be written at conclusion of week.]



Essential Question

How did cross-cultural interactions through trade, exploration, and religion shape the development and connectivity of societies across Afro-Eurasia during the 14th and 15th centuries?

Directions: Read the essential question. Explain what you LEARNED throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.



Paragraph Template

Claim, Evidence, Reasoning

CLAIM (Your argument)	
EVIDENCE #1 (Facts, examples, sources)	
REASONING #1 (Explanation of how the evidence supports the claim)	
EVIDENCE #2 (Facts, examples, sources)	
REASONING #2 (Explanation of how the evidence supports the claim)	



Unit 1: Global Exchange & Societies

Inquiry Journal (Exemplar)

Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 1: Examining the Global Tapestry Supporting Questions	
LESSON 1	<i>How did intra- and inter-regional trade networks foster the diffusion of goods, ideas, and disease?</i>
	K: Trade is an important part of how societies interact. I've heard of the Silk Road and know that it was used throughout Asia.
	W: What specific goods and ideas were the most significant in this time period?
LESSON 2	<i>How did the Black Death influence societies in Afro-Eurasia?</i>
	K: The Black Death was a massive plague that killed millions of people.
	W: How long did it take for societies to recover after the Black Death?



Topic 1: Examining the Global Tapestry

Compelling Question

What impact did long-distance trade networks have on the development and interaction of civilizations?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the week with a Claim, Evidence, and Reasoning (CER) paragraph.

Long-distance trade networks were instrumental in shaping the development and interaction of civilizations by facilitating the exchange of goods, ideas, and technologies. The Silk Road, a major trade route connecting East Asia with Europe, led to the spread of various goods such as silk, paper, and porcelain from China which stimulated economic growth and cultural exchange. The demand for these luxury goods boosted the development of regions along the Silk Road, and major cities like Timbuktu and Quanzhou. Additionally, the movement of goods facilitated the spread of ideas, including religions like Buddhism and Islam, which further influenced the beliefs and practices of many of the societies which were along it. Technology created in one region would quickly spread to others. Military technology, like gunpowder from China would revolutionize warfare bringing the world closer together through conquest. Ocean-based trade networks, such as in the Indian Ocean also connected civilizations in Africa, Asia, and Europe. Moreover, the interaction between different cultures led to the blending of traditions, languages, and religions, creating a more interconnected and diverse world. Taken together, the aforementioned information illustrates the impact that long-distance trade networks had on the development and interactions of these early civilizations.



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 2: Early Explorers Supporting Questions	
LESSON 3	How do Marco Polo’s travels reflect the economic interconnectedness of Eurasia in the 13th century?
	K: Marco Polo was a famous explorer that traveled to China.
	W: Were people more isolated or connected during the 13th century?
LESSON 4	How did Ibn Battuta’s descriptions of Muslim societies differ across regions?
	K: Islam is a religion that is most dominant in the Middle East.
	W: Where did Ibn Battuta travel?
LESSON 5	How did Zheng He’s voyages impact both the regions he visited as well as Ming China?
	K: The Ming Dynasty was a very powerful empire in Chinese history.
	W: Who was Zheng He and what was he trying to achieve with his expeditions?



Topic 2: Early Explorers

Compelling Question

How did the journeys of early global explorers contribute to our understanding of different societies and cultures across Afro-Eurasia during the 14th and 15th centuries?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the week with a Claim, Evidence, and Reasoning (CER) paragraph.

The journeys of early global explorers significantly expanded European understanding of diverse societies and cultures across Afro-Eurasia during the 14th and 15th centuries. Marco Polo, from Europe, traveled extensively through Asia, providing detailed accounts of Chinese, Indian, and Persian civilizations. His writings offered Europeans new insights into the customs, technologies, and economic systems of these distant lands, which inspired Europe to adopt some of the practices he discussed into their own lands and challenged Eurocentric worldviews. Additionally, his detailed descriptions of the resources of Asia led to the inspiration for more European travel to the region. Ibn Battuta, an Islamic explorer, journeyed across Africa, the Middle East, and Asia, and focused on documenting Islamic cultures and societies. His observations on trade, law, and religious practices offered valuable firsthand information about these regions. Battuta's travels highlighted the diversity of Islamic civilization, and by comparing Islamic societies to each other, he contributed to a more nuanced understanding of cultural differences and similarities across vast geographical areas. Both of these explorers laid the foundation for our understanding of these societies today.



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: Religion and Order Supporting Questions	
LESSON 6	<i>What factors influenced the development and expansion of the Mali and Songhai Empires?</i>
	K: Often empires are built with access to natural resources and transportation routes.
	W: Was trade an important part of the development of these empires?
LESSON 7	<i>How did religion influence life in the Ottoman Empire?</i>
	K: The main religions near this region were Christianity, Islam, and Judaism.
	W: Were the people in the Ottoman Empire part of many religions or just one?
LESSON 8	<i>What political and cultural role did the Catholic Church play in the lives of Medieval Europeans?</i>
	K: The Pope was seen as more than just a religious leader. He had significant political authority as well.
	W: How did the Catholic Church impact economic decisions?

Continued on next page



Directions: Read each of the supporting questions. For each “K,” write what you already **KNOW** about the topic. For each “W,” write what you **WONDER** about the topic.

Topic 3: Religion and Order Supporting Questions	
LESSON 9	<i>How did Chinese religions and philosophies influence governmental decisions in China?</i>
	K: Some of the main religions in China include Confucianism, Daoism, and Buddhism.
	W: Which one of these religions had the most widespread and long-lasting impact?
LESSON 10	<i>How did the core beliefs and practices of the major world religions shape the political and social structures of Afro-Eurasia during the period 1300-1500?</i>
	K: Conflict over religion has often led to violence and war between nations.
	W: Did the increase in trade increase or decrease religious conflicts?



Topic 3: Religion and Order

Compelling Question

How did the core beliefs and practices of the major world religions shape the political and social structures of Afro-Eurasia during the 14th and 15th century?

Directions: Read the compelling question. Explain what you **LEARNED** throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

In West Africa, Islam became a tool for rulers, like Mansa Musa of Mali, to legitimize their authority by aligning themselves with the broader Islamic world, establishing ties with North African and Middle Eastern states. Islamic law influenced governance, particularly in trade and legal matters, creating a standardized system that connected diverse regions. In Europe, the Catholic Church held immense political power, with the Pope able to influence kings and queens, and monasteries acting as centers of education and knowledge preservation. The Church's moral authority dictated the social structure, as Christian teachings defined roles within the feudal hierarchy. Meanwhile, in China, Buddhism and Confucianism played a significant role in shaping social hierarchies. The Confucian civil service exam system, rooted in Confucian beliefs about duty and governance, determined government officials' status and access to power. Religious beliefs provided rulers with both political legitimacy and a moral framework for governance, often linking divine authority with their right to rule. This helped stabilize societies by reinforcing rulers' power while also guiding the development of laws, social roles, and daily practices. By embedding religious principles into governance and law, societies across Afro-Eurasia were able to create unified, stable political structures that maintained order across culturally and ethnically diverse regions.



Essential Question

How did cross-cultural interactions through trade, exploration, and religion shape the development and connectedness of societies across Afro-Eurasia during the 14th and 15th centuries?

Directions: Read the essential question. Explain what you LEARNED throughout the unit with a Claim, Evidence, and Reasoning (CER) paragraph.

Cross-cultural interactions through trade, exploration, and religion profoundly shaped the development and connectivity of societies across Afro-Eurasia during the 14th and 15th centuries.

The Silk Road, Indian Ocean trade network, and the Trans-Saharan trade network connected societies across Afro-Eurasia, enabling the exchange of valuable goods such as silk, spices, and precious metals. For example, West African empires like Mali grew wealthy through the Trans-Saharan trade, exporting gold and salt. Cities, like Timbuktu, became hubs of learning, where religious and philosophical texts, scientific knowledge, and technological innovations from different parts of Afro-Eurasia were studied and exchanged. Additionally, the Silk Road connected China to the rest of Afro-Eurasia. The route also served as a conduit for cultural and religious exchanges, with Buddhism spreading from India to Central Asia and China, and Islam expanding through Central Asia into regions like the Middle East and North Africa. Trade networks acted as conduits for not only goods but also ideas, technologies, and religious beliefs, creating a web of interdependence between societies.

Explorers such as Ibn Battuta, Marco Polo, and Zheng He expanded cross-cultural understanding by documenting and connecting distant regions, bringing back knowledge of different customs and technologies. Ibn Battuta, a Moroccan Muslim scholar, traveled extensively across North Africa, the Middle East, Central Asia, and India in the 14th century. His accounts provided insights into Islamic culture and practices, helping to unify and promote Islamic values across different regions. His travels contributed to the establishment of trade networks that connected Islamic empires and cultures, fostering economic ties and cultural exchanges. Marco Polo, a Venetian merchant, journeyed through Asia in the late 13th century and documented his experiences in "The Travels of Marco Polo." His narratives introduced Europeans to the wealth and sophistication of the Mongol Empire and other Asian societies, encouraging increased trade between Europe and Asia. Zheng He, a Chinese explorer during the early 15th century, led seven major maritime expeditions across the Indian Ocean, reaching as far as the East African coast. His voyages established China's presence in maritime trade and diplomacy, fostering relationships with various cultures, including those in the Maldives, Arabia, and East Africa. The explorations of Ibn Battuta, Marco Polo, and Zheng He not only enhanced the understanding of different cultures but also established vital trade routes that contributed to the economic prosperity of their respective societies. By documenting their journeys, they encouraged further exploration and intercultural interactions, which facilitated the spread of ideas, technologies, and religions.

