

Lesson #35

Topic: Trade Routes

Aim: Why did trade routes foster interdependence and cultural diffusion?

Instructional Objectives: The Students will be able to understand:

1. The vital economic and social role of the Mediterranean as a “lake of civilization”
2. The Roman imperial influence as an extension of the Hellenistic tradition

Materials:

- Handout #1 – *The Spice Route in Greco-Roman Times* (map)
- Handout #2 – *Empire of Alexander the Great c.323 B.C.* (map)

Motivation: Students will answer the following question in their notebooks:

- “How do you think the development of NYC has been affected by its location on the ocean?”

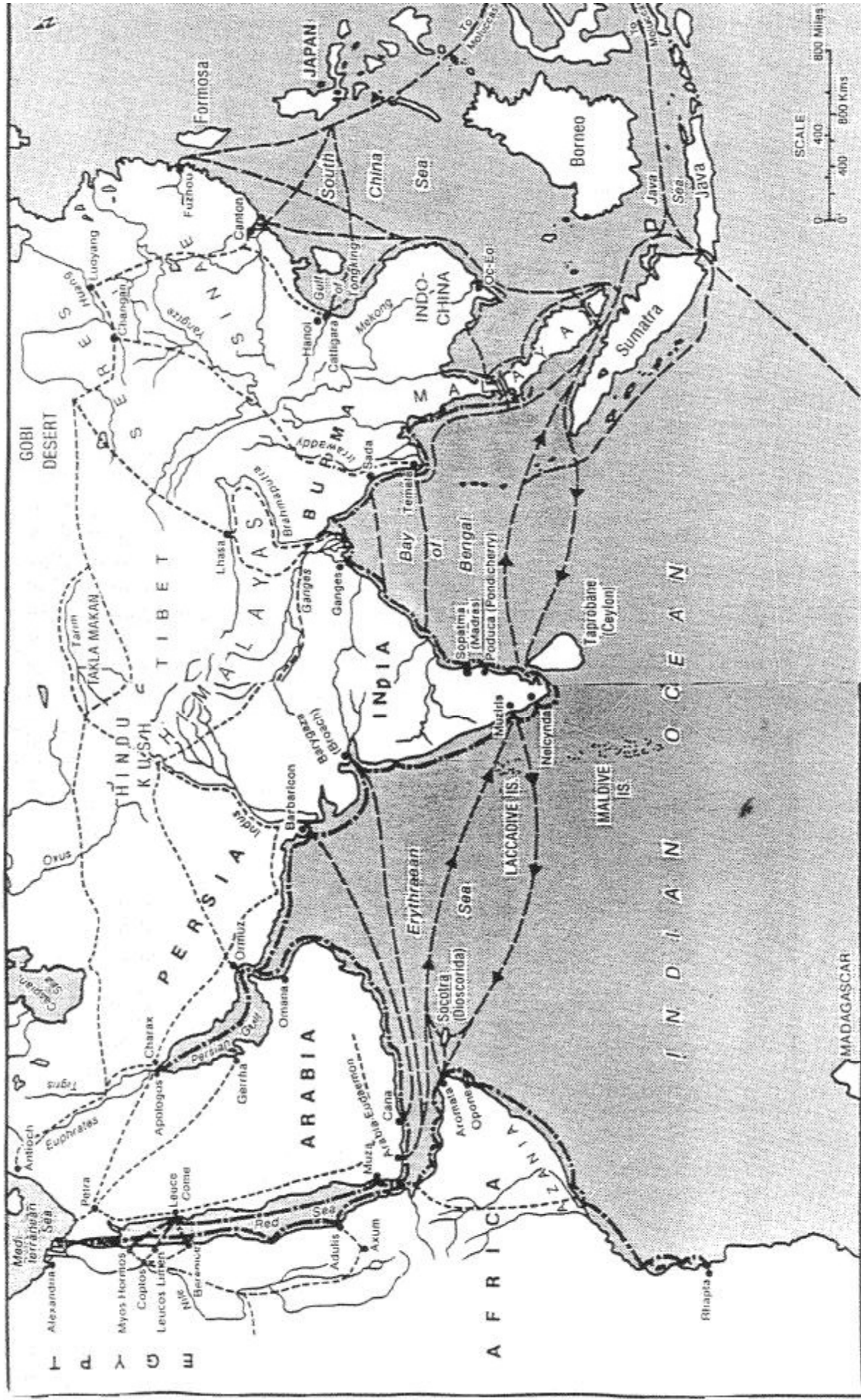
Development:

1. Students will answer the motivation question in their notebooks
2. Teacher will walk around and monitor the students progress
3. Select students to read their written answers to the motivation question
4. Distribute handout #1 – The Spice Route in Greco-Roman Times (map)
5. Students will analyze the map and answer the question on the worksheet
6. Teacher will walk around and monitor the students progress
7. Select students to read their written answers to the “Spice Route” map questions
8. Distribute handout #2 – Empire of Alexander the Great (map)
9. Students will answer the questions on the worksheet for handout #2
10. Select students to read their written answers to the “Alexander the Great” map

Homework: Students will answer the following questions:

1. How are flights between NYC or oil tanker routes between the United States and the Middle East like modern “silk roads”?
2. How do these trade routes affect our dealings with other parts of the world beyond economics (money)?

THE SPICE ROUTE IN GRECO-ROMAN TIMES



— EARLY SEA ROUTES

— SEA ROUTES IN ROMAN TIMES

— MAIN CONNECTING LAND ROUTES

— PORTAGES

Empire of Alexander the Great, c.323 B.C.

