Indian Ocean Trade and the Rise of Port Cities

Description: In this lesson, students will be looking at the Indian Ocean Trade route and the effect it had on the world prior to the Age of Discovery. Students will determine the role that a specific city played throughout Southeast Asia and research the history of their names.

Subject(s): AP World History

Grade Level(s): 10-12

Key Word(s): Monsoon winds, trade routes, spice islands, luxury items, port cities, urbanization

Region(s): Indian Ocean Basin and Southeast Asia

Rationale/Objectives: The rationale for this lesson is for students to determine the role that different city played in the development of the Indian Ocean trade route.

State Standards:

8.4.W.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

7.3.12.A. Analyze the significance of human activity in shaping places and regions by their population characteristics: • Spatial distribution, size, density and demographic characteristics of population at the international level • Demographic trends and their impacts on patterns of population distribution (e.g., carrying capacity, changes in fertility, changes in immigration policy, the mobility transition model) • Impact of movement on human systems

Prerequisite knowledge: Knowledge of trade routes in the time period 1250-1450. This can include the Trans-Saharan trade route, the Silk Road and the Andean region.

Procedures:
Part 1
- There will be an interactive Nearpod with this lesson:
- https://app.nearpod.com/?pin=18524CE47BBEFAF223F681F60B97B4FA-1

- Warm Up: Students will be asked to recall why Southeast Asia became a major source of trade during the time period 1250-1450 and beyond.
- Possible Answers:
  - Desire for spices
  - The development of empires
  - Desire for other luxury goods (Cotton, Porcelain, Silk)

- After answering the question, students will be provided with a reading regarding how Southeast and East Asia became a key player in terms of trade during the time period 1250-1450. Specific ports are mentioned to give the students a greater understanding of major port cities of the time period.

- Students should note key areas of interest and prepare to start answering questions regarding the material. The reading will be available to the students electronically and hard copy for those that want to be able to highlight areas of interest.

https://www.asianstudies.org/publications/eaa/archives/when-the-world-came-to-southeast-asia-malacca-and-the-global-economy/

http://ricci.bc.edu/places/canton-guangzhou.html

The readings gives a nice overview of Malacca and the Global Economy. Students will be provided a few moments after they are done reading to have a small Q&A session.

Part 2
Students will then be asked to review the interactive Indian Ocean map:
https://www.indianoceanhistory.org/LessonPlan/FirstGlobalEra.aspx

- The teacher will take the time to show the students the different time periods that the map focuses on.
- After, the teacher will show the students what each symbol stands for and how to pull up the information on the website.
- Afterwards, students will be encouraged to go through the various time periods for the Indian Ocean Trade Route and determine how it evolved over the years.
- After reviewing the map, students should then determine several port cities that were/are located in Southeast Asia (1250-1750) and do some preliminary research regarding why that town became so important. If needed, students should go online and look for different port cities. Specific examples would be Jakarta, Manila or Malacca, Champa (Vietnam), Siam, Quanzhou or Guangzhou. Students could also take time to review key cities along the Silk Road or the Grand Canal in China.
- Students will also be asked to review a short document that discusses the role of Zheng He and how the voyages he made for China had an impact on the world. Since there were European explorers mentioned on the website, another version is being provided to

students to have a greater understanding of the role that China played during the time period.

- ○ https://asiasociety.org/education/chinese-trade-indian-ocean

Part 3
Students will go onto the World Historical Gazetteer website and search for the city that they chose.
https://whgazetteer.org/search/

- Before the students begin, the teacher will go through the World Historical Gazetteer and demonstrate how to complete a search before having the students do it.
- Students should use the search function and find out what they can regarding their port cities. They should be able to obtain information regarding the location of the city as well as other basic information such as name variants.
- Students should note if the name of the city had changed over the years and think about why it would have changed. The students should be able to see the different variations of the names and hypothesize why they changed over the years.
- Ask students to turn on different map layers, such as rivers, watersheds, and ecoregions, of the city they chose (using the clickable box on the top right of the map). Ask the student how the ecology of their city may have influenced its involvement with the spice trade.

Extended Activities:
Student Handout:

Indian Ocean Map Activity
(https://www.indianoceanhistory.org/LessonPlan/FirstGlobalEra.aspx)

Take a few moments to compare two different time periods and answer the following:

1. What were the different time periods that were represented on the map?

2. Choose two different eras to compare and write a small paragraph showcasing how the different eras were different from one another.

3. During the first Global Era, Indian Ocean trade thrived. What were some of the goods that were being traded throughout Southeast Asia?

4. Determine who the major explorers were during the era. Are there any names that stand out?

5. What was the most interesting thing you learned while reviewing the map?

6. Using the First Global Era and the Industrial and Imperial Era, determine **five** port cities that thrived during the time periods and complete the chart below. Name variants can be found in the World Historical Gazetteer (https://whgazetteer.org) . Or, read the following document and research the port cities mentioned in it.
http://afe.easia.columbia.edu/songdynasty-module/outside-trade.html

Port CIty	Variant (Name)	Cause for the different names	Information you learned initially about the port city: This would be what you may have already known or what you discovered while looking for port cities.

Students could take their research a step further and start to determine the specific reason for the change in the name. This is not mandatory but for the student that needs more differentiation in the classroom, this would be a benefit. (Frayer Model)

Resources:

Asia for Educators, C. U. (n.d.). *China in 1000 CE*. The Song Dynasty in China | Asia for Educators. Retrieved October 28, 2022, from http://afe.easia.columbia.edu/songdynasty-module/outside-trade.html

"Canton/ Guangzhou." Canton/ Guangzhou | Beyond Ricci. Accessed October 16, 2022. http://ricci.bc.edu/places/canton-guangzhou.html

"Chinese Trade in the Indian Ocean." Asia Society. Accessed October 21, 2022. https://asiasociety.org/education/chinese-trade-indian-ocean

DC WEb Designers (410)740-9181, www.dcwebdesigners.com. (n.d.). *Indian Ocean in world history: Welcome*. Indian Ocean in World History | Welcome. Retrieved October 6, 2022, from https://www.indianoceanhistory.org/LessonPlan/FirstGlobalEra.aspx

When the world came to Southeast Asia: Malacca and the global economy. Association for Asian Studies. (2020, November 19). Retrieved October 6, 2022, from https://www.asianstudies.org/publications/eaa/archives/when-the-world-came-to-southeast-asia-malacca-and-the-global-economy/