



# Lesson Activity: Indian Ocean Trade Routes

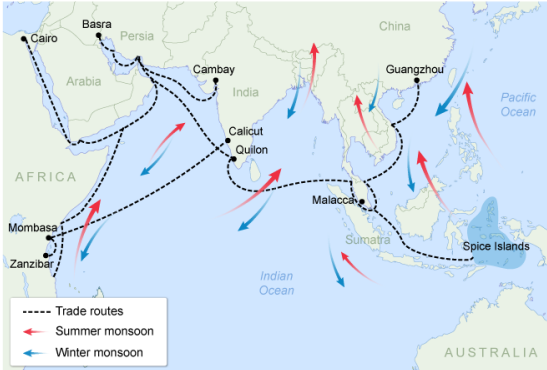
AP® World History

**Duration** Approximately 40 minutes

## Materials Needed

- UWorld “Indian Ocean Trade Routes” Page:

**Indian Ocean Trade Routes**



The map illustrates the Indian Ocean trade routes. Dashed lines represent trade routes connecting major ports and regions. Red arrows indicate the summer monsoon, blowing from the southwest (Africa/Arabia) towards the east (India/Southeast Asia). Blue arrows indicate the winter monsoon, blowing from the northeast (China/Southeast Asia) towards the west (Africa/Arabia). Key locations marked include Cairo, Basra, Persia, Arabia, India (Cambay, Calicut, Quilon), China (Guangzhou), Sumatra, Malacca, Spice Islands, Mombasa, Zanzibar, and Australia. The map also shows the Pacific Ocean to the east and the Indian Ocean to the south.

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**World History**

1. In what ways did Indian Ocean trade facilitate cultural interactions?
2. How did merchants adapt to the changing monsoon winds in the Indian Ocean?
3. How did Indian Ocean trade impact state-building from 1200 to 1450?

*(full-size included at the end of the lesson activity)*

- Notebook paper and pencils
- Optional: presentation software—Google Slides, PowerPoint, etc.

## College Board® Standards

- **Unit 2, Learning Objective F:** Explain the effects of the growth of networks of exchange after 1200.
- **Historical developments, KC-3.1.III.B:** In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.



## Lesson Activity: Indian Ocean Trade Routes

### Activity Objectives

**Skill 5.A: Identify** patterns among or connections between historical developments.

### Activity Instructions

1. For the following activity, **place** all students into small groups and assign each of those groups one of the three included questions from the UWorld “Indian Ocean Trade Routes” page. Ask them to discuss their question, recording their group’s ideas and conclusions on a piece of notebook paper or in a slide presentation:
  - In what ways did Indian Ocean trade facilitate cultural interactions?
  - How did merchants adapt to the changing monsoon winds in the Indian Ocean?
  - How did Indian Ocean trade impact state-building from 1200 to 1450?
2. **Ask** each group to present the information on their assigned question to the class. This will create “jigsaw puzzle pieces” of information that will come together to form a complete picture of the topic.
3. Students should take notes while each group presents. When all small groups have finished, ask students to submit any presentation slides so they can be shared with the whole class (if applicable).

### Possible Variations

- Ask students to create a slide presentation of their small group’s conclusions regarding their assigned question. Have them use this to **present** their findings to their classmates at the end of the jigsaw activity.
- Ask students to create their own visual representation of cultural interactions as a result of trade, and how it pertains to their small group’s assigned question. Have them use this to **present** their findings to their classmates at the end of the jigsaw activity.

### Lesson Extension

The following UWorld’s Learning Tools for AP Courses questions can be used for additional practice, a quick formative assessment, homework, or small group interventions: UWorld Question IDs 700833, 700834, 700515, 700475.

### Guiding Questions

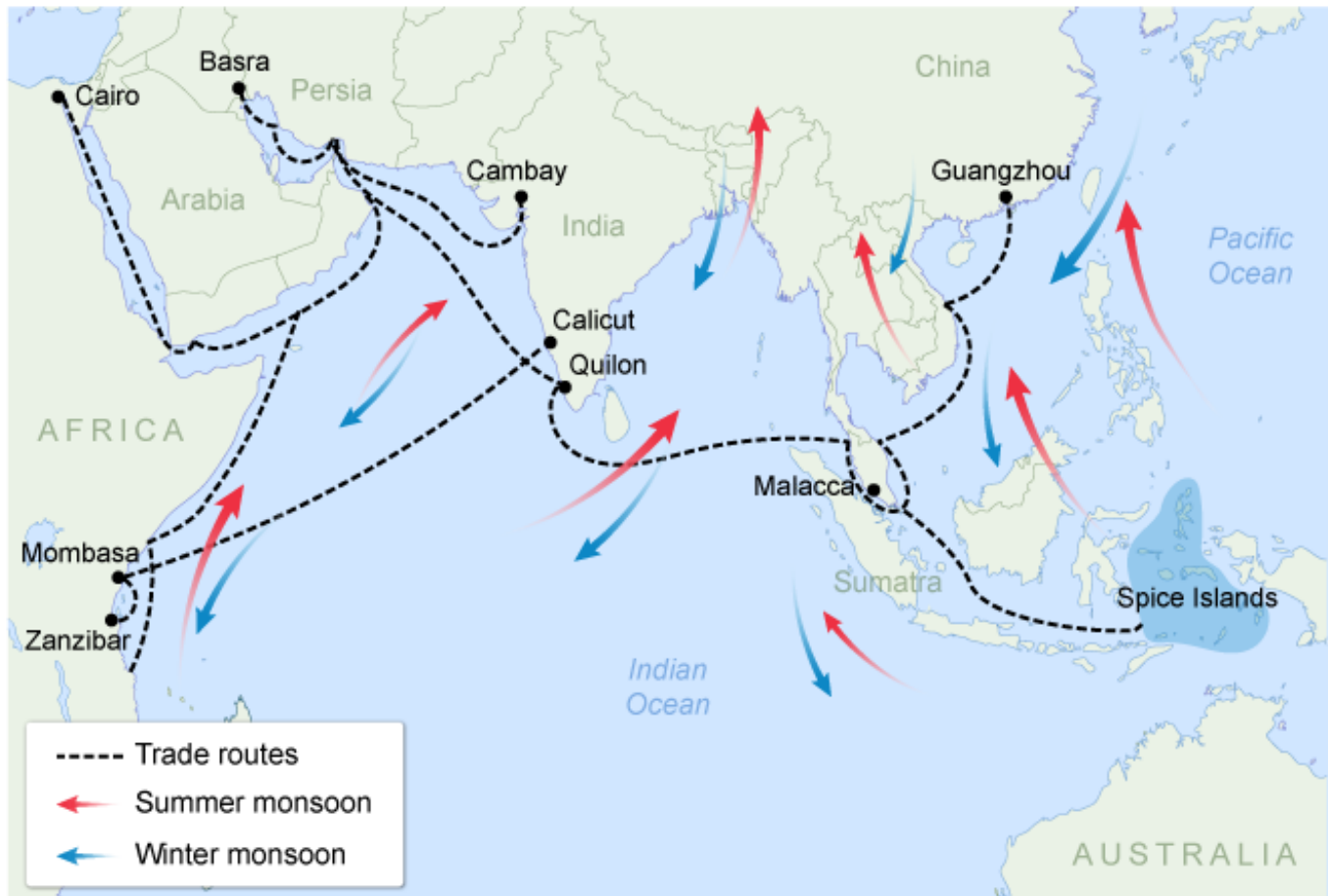
**How** did societies develop?

**How** did these societies affect other societies through trade?

**How** did interactions between societies affect the development of culture?



## Indian Ocean Trade Routes



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