

The Silk Routes



STUDENT WORKBOOK



This cave mural on the Silk Route shows Xuanzang, a Chinese Buddhist monk, returning from India. Image via Wikimedia Commons is in the public domain.

Copyright Notice



All original content in this work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) and © 2025 by DESE. Third party content including, but not limited to, images, illustrations, and photographs, are subject to their own license terms.

Reference in this curriculum to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through links herein. For more information please contact: InvestigatingHistory@mass.gov.

Table of Contents

Cluster 1: Traveling the Silk Routes	2
Lesson 1: Cluster 1 Unit Launch	4
Lesson 3: Geographical Challenges of the Silk Route	11
Lesson 4: Maritime Routes	14
Lesson 5: Cultural Diffusion Along the Silk Routes	17
Lesson 6: Travel on the Silk Routes (Part 1)	19
Lesson 8: Putting It Together and Formative Assessment	23
Cluster 2: In-Depth Inquiry: Exchange at the Oasis	27
Lesson 9: Silk Road Inquiry Cycle (Part 1)	28
Lesson 11: Simulation	33
Cluster 3: The Silk Road Legacy	36
Lesson 12: Cluster 3 Launch	37
Lesson 13: The Silk Road Legacy Today	39
Lesson 14: Responses to the Uyghur Crisis	43
Lesson 15: Formative Assessment	50
Lesson 16: Unit Synthesis	55

Name: _____ Date: _____

Unit 3, Cluster 1 Inquiry Chart

Unit EQ	How does trade affect ideas and culture?
Cluster SQ	What were the most important goods and ideas that moved on the Silk Routes?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 3: An interactive tour tracing travel on the Silk Route from Samarkand to Chang'an.	
Lesson 4: Analyzed a map and watched a video about the Maritime Silk Routes.	
Lesson 5: Jigsaw activity about cultural diffusion through religions.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 6: Source analysis about the goods, ideas, and people that moved on the Silk Road.	
Lesson 7: Finished source analysis about the goods, ideas, and people that moved on the Silk Road. Wrote a paragraph answering an inquiry question using the sources as evidence to support our answer.	

Name: _____

Date: _____

Silk Routes Map & Timeline

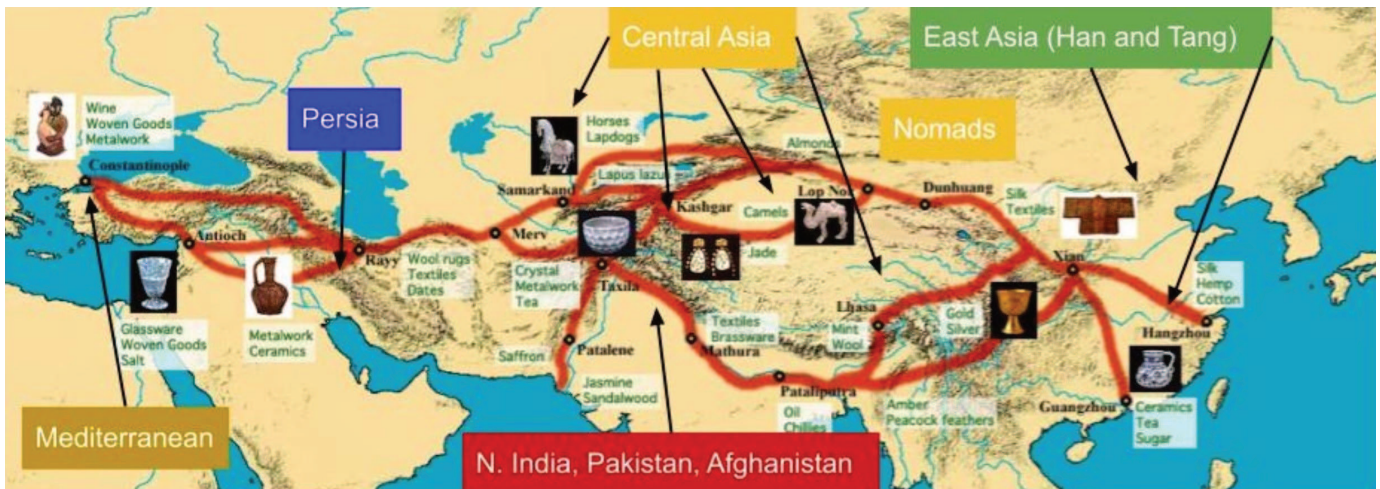
Main Overland and Maritime Trade Routes (1st century)



Main trade routes across Asia. Image courtesy of Smithsonian Institution, used with permission.

Where was the Silk Road?

Silk Road Trade Routes



Silk Roads trade routes. Image courtesy of Silk Road Seattle (labels added).

Background:

The Silk Routes went from east to west and back again, with branches to the north and south. Their heyday, or most prosperous time, began during China's Han dynasty, around 130 BCE, and ended in the Tang dynasty in 755 CE. In those years, the biggest empires were the Sassanians (Persians) to the west and the Chinese to the east. Between them were important "middlemen," such as the Sogdians of Central Asia, who relayed goods from one end to the other.

At their greatest extent, the Chinese and Persian territories were only a few hundred miles apart. Whether fighting or cooperating, these empires tried to make sure trade continued to flow.

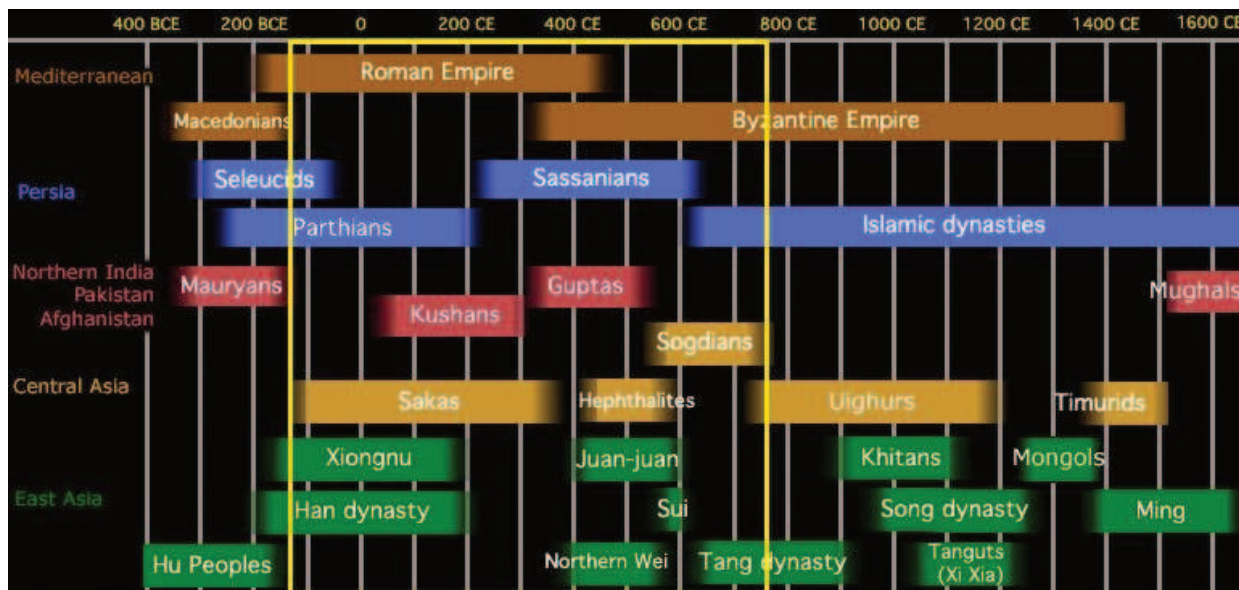
1. Why was this network called the Silk Road?

2. What goods were traded or exchanged on the Silk Routes?

3. What other goods might the Silk Road have been named for?

Silk Road Cultures Timeline

most active period of trade (heyday) in yellow



Silk Roads cultures timeline. Image courtesy of Silk Road Seattle.

1. In 130 BCE, which Chinese dynasty opened up trade with the rest of the Silk Routes?

2. What two Persian empires ruled for the longest during the Silk Routes' heyday?

3. Who were the Central Asian middlemen/women during the height of trade from 581 to 755 CE?

4. Which Chinese dynasty ruled at the end of the Silk Routes' heyday? When was it powerful, approximately?

5. Which two Mediterranean empires ruled during the Silk Routes' heyday?

6. Name one group from each region that would have interacted with each other along the Silk Routes during their heyday.

Inquiry Chart Questions

What more do you want to know about the goods and ideas that moved across the Silk Routes?

What other related questions can help us answer this Supporting Question?

Name: _____

Date: _____

Unit Kickoff

Directions: Name what you know about the Unit Essential Question using this handout.

Essential Question: *How does trade affect ideas and culture?*

What do I already know or think I know?

QFT rules for brainstorming questions:

1. Ask as many questions as you can.
2. Do not stop to discuss, judge, or answer any questions.
3. Write down every question exactly as it is stated.
4. Change any statement into a question.

Brainstorm questions: Trade affects ideas and culture.

Generate as many questions as you can about the Question Focus.

Prioritize questions: Explain why you chose each of your top three questions.

Name: _____ Date: _____

Vocabulary Support for Lessons 1–8

Directions: Use this vocabulary sheet to help you understand new words in Cluster 1. When you come to a new word during a lesson, draw a picture to represent the word.

Word/Phrase	Definition	Symbol/Image (Draw a symbol that represents the word or phrase.)
culture	Culture is the knowledge, beliefs, and ways of life shared by a group of people, such as language, food, art, and music.	
Silk Routes/Silk Road	The Silk Routes/Silk Road were a network of routes (regularly traveled pathways) of trade and cultural exchange in Asia.	
oasis	An oasis is a desert area that has water and plants. (A large oasis might be a town.)	
terrain	The terrain is land with a particular kind of natural features.	
globalization	Globalization is the increasing connectedness and interdependence of world cultures and economies, made possible by trade and technology.	

Word/Phrase	Definition	Symbol/Image (Draw a symbol that represents the word or phrase.)
cultural diffusion	“Diffusion” means “spread,” so cultural diffusion means the spreading out and merging of pieces from different cultures.	
tolerance	Tolerance is the willingness to accept feelings, habits, or beliefs that are different from your own.	

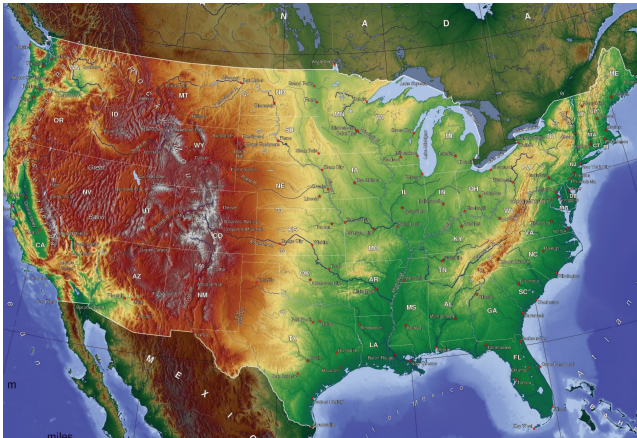
Name: _____ Date: _____

The Terrain and Its Meaning for Travelers

Taking a Trip

Directions: Imagine taking a trip west to California or east to Spain. Answer the questions for your assigned destination.

California



US topographical map. Image via Wikimedia Commons, CC BY-SA 3.0.

Spain



Google Maps screenshot, 2023.

1. For what purpose would you go there?

2. What difficulties would be involved in getting there?

3. What challenges would you face once you arrived?

The Terrain and Its Meaning for Travelers

Let's journey with a historical Sogdian trader on a 3,000-mile route!
At each stop, fill in the chart below.



Interactive Tour: A Common Historical Trade Route. Image courtesy of the National Museum of Asian Art. Edited in Canva by Educurious.

	Observe	Read	Connect
	Which geographical features are present?	Describe the characteristics of the terrain.	What were the challenges or opportunities for travelers?
Stop 1: Afrasiab (Ah- frah -see-ahb)			
Stop 2: Ferghana (Fur- gah -nah) Valley			
Stop 3: Pamir (Pah- meer) Mountains			

	Observe	Read	Connect
	Which geographical features are present?	Describe the characteristics of the terrain.	What were the challenges or opportunities for travelers?
Stop 4: Taklamakan (Tah-kluh-muh- kahn) Desert ("Place of no return")			
Stop 5: Turfan (Tur- fahn)			
Stop 6: Dunhuang (Doon -huahng)			
Stop 7: Hexi (Hex -ee) Corridor			
Stop 8: Chang'an (Chahng -ahn)			

Choose one of the geographic features you encountered as a traveler, and write a claim explaining why it was challenging. Draw on the evidence from the interactive tour.

Name: _____ Date: _____

Secrets of the Sea

Directions: While watching the Belitung shipwreck video, students should listen for information about how maritime trade differed from land trade and record notes on this handout.

Secrets of the Sea: A Tang Shipwreck and Early Trade in Asia (2017) by the Asia Society

How was maritime trade different from land trade on the Silk Routes?

Observe

What type of video is this?	
What is happening in the video?	
What does this video say about the Silk Routes?	
How is this source useful to our inquiry?	

Read

As you watch the [Secrets of the Sea video](#), listen for three facts about maritime trade that are different from what you have learned about the overland trade so far, and jot them here:

Connect

What is one thing that surprised you about the Belitung wreck or maritime trade at the time?

How is the Belitung wreck an example of early globalization?

One-sentence summary

Write a one-sentence summary explaining the differences between land and sea trade on the Silk Routes.

Name: _____

Date: _____



Lesson 5 Exit Ticket

Write a paragraph answering one of your sub-questions, and explain how you know by citing the available evidence.

Name: _____ Date: _____

Investigation Questions and Source Analysis

Directions: With your group, write three detailed, open-ended questions in each column (meaning they cannot be answered with a “yes,” “no,” or single word).

Example for IDEAS: What were some skills or technologies that spread?

Goods	Ideas	People

Inquiry Focus: Goods
Sub-questions we are investigating:

-
-

Letter & Type of Source	Observe Where is it from? When is it from? What was its purpose?	Read What does it tell us about goods, ideas, or people?	Connect Does this source help us answer any of our questions? How? What evidence from the source connects to a question?

Ideas

Sub-questions we are investigating:

•

•

Letter & Type of Source	Observe Where is it from? When is it from? What was its purpose?	Read What does it tell us about goods, ideas, or people?	Connect Is this source relevant to any of our questions? Why or why not? What evidence from the source is relevant to a question?

People

Sub-questions we are investigating:

-
-

Letter & Type of Source	Observe Where is it from? When is it from? What was its purpose?	Read What does it tell us about goods, ideas, or people?	Connect Is this source relevant to any of our questions? Why or why not? What evidence from the source is relevant to a question?

Name: _____ Date: _____

Putting It Together

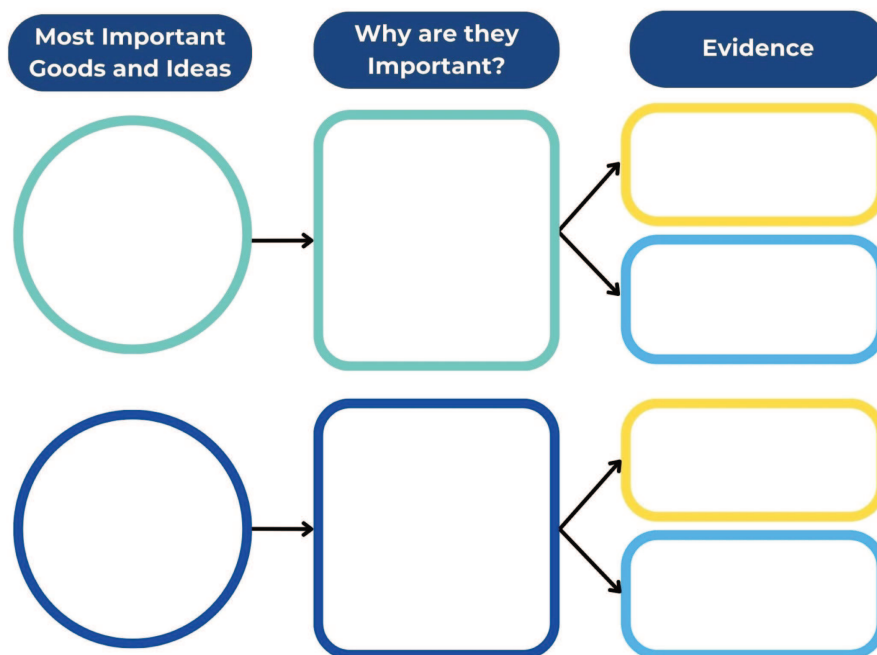
Directions: Respond to the activities below using what you have learned and your prior knowledge of the Silk Routes.

What goods or ideas traveled along the Silk Routes?	
Goods	Ideas

What criteria could help you decide which goods or ideas were important?

Goods or ideas that traveled far or became widespread	Goods or ideas that affected people's lives in major ways	Goods or ideas whose impact lasted
•	•	•
•	•	•
•	•	•
•	•	•

Silk Road Concept Map



Name: _____ Date: _____

Cluster 1 Formative Assessment Task

Directions: You will use the Cluster 1 sources, concept map, and knowledge of the Silk Routes to write an argument about how trade affects ideas and culture.

Introduction (one paragraph) Restate the question and provide a thesis/claim statement.	
Body Paragraph 1 Use specific evidence from the sources to support your claim. Explain the overall impact of the chosen good or idea. Why is your source helpful to your argument?	
Transition Sentence	

Body Paragraph 2 Use specific evidence from the sources to support your claim. Explain the overall impact of the chosen good or idea. Why is your source helpful to your argument?	
Transition Sentence	
Conclusion (one paragraph) Summarize your main points. Explain why the impact of your goods or ideas is important in history.	

Name: _____ Date: _____

Unit 3, Cluster 2 Inquiry Chart

Unit EQ	How does trade affect ideas and culture?
Cluster SQ	What would a traveler or trader on the Silk Routes experience?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: Read about and researched an assigned historically based character	
Lesson 10: Read about and researched an assigned historically based character.	
Lesson 11: Participated in a Simulation of the Silk Road using a historically based character. Interviewed characters to learn about their experiences	

Name: _____ Date: _____

Character Development Sheet

Profile review: Read your assigned character profile, and use this section to take notes about your character.

What is your character's name, and where are they from?

Describe your character.
What is your character like?

What is your character doing on the Silk Routes (why are they there)?

Profile review: Read your assigned character profile, and use this section to take notes about your character.

What kinds of opportunities and challenges might your character face?

What moves with your character on the Silk Routes (what does your character help to spread)?

Why are the goods or ideas your character spreads valuable or important?

Character research: Use at least two sources to research your character.

Source title and description

What did this source help you learn about your character?

Source title and description

What did this source help you learn about your character? How was it helpful?

Name: _____ Date: _____

Character Interview Preparation

Directions: To act in character during the simulation, prepare responses to questions that will be asked using the guidance below.

Prepare Talking Points

Use what you know about your character's personality, and create responses from the character's point of view.

Key points to remember when writing an introduction conversation script:

- Start with a friendly greeting.
- Introduce yourself.
- Use the interview questions to create your talking points.
- Wrap up the conversation with a closing statement.

Conversation Stages	Response/Talking Points
Greeting and introduction	

Interview Script	
What is your job/role?	
Why have you come to this town? Why are you traveling? What is your destination?	

Interview Script	
What did you bring with you, and where does it come from?	
Why do you think your products/skills/ideas are valuable or needed?	
Write a question for this character. How would your character answer the question?	
Closing statement	

Name: _____ Date: _____

Simulation Interview Sheet

DIRECTIONS: Write information about the characters you meet at each oasis town below.

Character's Name:
Oasis (circle) Chang'an Dunhuang Turfan Samarkand
1. What is your job/role?
2. Why have you come to this town? Why are you traveling? What is your destination?
3. What did you bring with you, and where does it come from?
4. Why do you think your products/skills/ideas are valuable or needed?
5. Write your own question (and response) for this character.

Character's Name:
Oasis (circle) Chang'an Dunhuang Turfan Samarkand
1. What is your job/role?
2. Why have you come to this town? Why are you traveling? What is your destination?
3. What did you bring with you, and where does it come from?
4. Why do you think your products/skills/ideas are valuable or needed?
5. Write your own question (and response) for this character.

Character's Name:
Oasis (circle) Chang'an Dunhuang Turfan Samarkand
1. What is your job/role?
2. Why have you come to this town? Why are you traveling? What is your destination?
3. What did you bring with you, and where does it come from?
4. Why do you think your products/skills/ideas are valuable or needed?
5. Write your own question (and response) for this character.

Character's Name:
Oasis (circle) Chang'an Dunhuang Turfan Samarkand
1. What is your job/role?
2. Why have you come to this town? Why are you traveling? What is your destination?
3. What did you bring with you, and where does it come from?
4. Why do you think your products/skills/ideas are valuable or needed?
5. Write your own question (and response) for this character.

Character's Name:
Oasis (circle) Chang'an Dunhuang Turfan Samarkand
1. What is your job/role?
2. Why have you come to this town? Why are you traveling? What is your destination?
3. What did you bring with you, and where does it come from?
4. Why do you think your products/skills/ideas are valuable or needed?
5. Write your own question (and response) for this character.

Character's Name:
Oasis (circle) Chang'an Dunhuang Turfan Samarkand
1. What is your job/role?
2. Why have you come to this town? Why are you traveling? What is your destination?
3. What did you bring with you, and where does it come from?
4. Why do you think your products/skills/ideas are valuable or needed?
5. Write your own question (and response) for this character.

Name: _____ Date: _____

Unit 3, Cluster 3 Inquiry Chart

Unit EQ	How does trade affect ideas and culture?
Cluster SQ	What happened over time to the Silk Road legacy of tolerance?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 12: Analyzed a map of Chang'an and read the Imperial Edict of the Eighth Month by Tang Emperor Wuzong.	
Lesson 13: Jigsaw to investigate tolerance in China based on the experiences of Uyghur people in Xinjiang Province.	
Lesson 14: Reviewed UN Global Goal 16 and analyzed the global responses to the Uyghur Crisis	

Name: _____ Date: _____

Vocabulary Support for Lessons 12–14

Word/Phrase	Definition	Symbol/Image (Draw a symbol that represents the word or phrase)
imperial	having to do with an empire, emperor, or empress.	
persecution	when someone or a group is treated unfairly or cruelly because of their beliefs, race, or political views	
ethnic minority group	a group of people sharing a common and distinctive culture, religion, and/or language who are not in the cultural majority	
separatism	a policy or wish to leave an existing state	

Name: _____ Date: _____

Vocabulary Support for Lessons 12-14 (Graphic Organizer)

Directions: Use this vocabulary sheet to help you understand new words in Cluster 1. When you come to a new word during a lesson, translate it to your first language and then draw a picture to represent the word.

Word/Phrase	Translation	Definition	Picture (Draw a symbol that represents the word or phrase)
persecution		When someone or a group is treated unfairly or cruelly because of their beliefs, race, or political views.	
imperial		Having to do with an empire, emperor, or empress.	
ethnic minority group		A group of people sharing a common and distinctive culture, religion, and/or language who are not in the cultural majority.	
separatism		A policy or wish to leave an existing state.	

Name: _____ Date: _____

Uyghur Investigation Jigsaw

Jigsaw Investigation Question

What does the Uyghur situation today reveal about what happened to the legacy of tolerance in an old Silk Road region (Xinjiang)?

Directions: Use this Graphic Organizer to capture your analysis of two sources of evidence to answer your group's question.

Observe	
Expert Group Investigation Question:	
Source 1 Title and Letter:	Source 2 Title and Letter:
Type of source:	Type of source:
What is this source about? What is it trying to explain?	What is this source about? What is it trying to explain?
What do you notice about the perspective or purpose of the source?	What do you notice about the perspective or purpose of the source?
How useful is this source for learning about the Uyghur situation? Explain your answer.	How useful is this source for learning about the Uyghur situation? Explain your answer.

Read

What does the source tell us about the Uyghur situation today?

What does the source tell us about the Uyghur situation today?

Connect

Based on your sources, what does the Uyghur situation today reveal about what happened to the legacy of tolerance in an old Silk Road region?

Home Group Summary Graphic Organizer

Expert topic question	Two most useful sources for your topic (A, B, C, D, E, or F)	The most important/useful information from the sources
Expert Topic #1: Find out how the Chinese government is treating Uyghur people in Xinjiang.		
Expert Topic #2: Find out how Uyghur people are responding to their treatment.		
Expert Topic #3: Find out how the Chinese government is treating the practice of Islam in Xinjiang.		
Expert Topic #4: Find reasons behind the Chinese government's actions toward Uyghur people (stated and/or hidden reasons).		

Combining information from all experts on your team, please respond to this question (two to three sentences):

What does the Uyghur situation today reveal about what happened to the legacy of tolerance in an old Silk Road region?

You can use space on the back of this paper for your answer or respond on a digital document.

Activity Reflection

Head	Heart	Conscience
What information did you learn from these sources? What questions do you still have?	What emotions does this topic raise for you? Do particular moments, images, or stories stand out to you? If so, why?	What questions about fairness, equity, or justice does this event raise for you?

Name: _____ Date: _____

SDG 16 and Global Response

Investigating Sources–UN Development Goal 16

Observe	
What do you see?	
Is there a caption? What does it tell you?	
Who created this source?	
Is this source helpful to our investigation? Why or why not?	

Read	
What do the visual symbols mean? How do they relate to the goal?	

Connect	
Explain the three targets in your own words.	

Global Responses to the Uyghur Situation

Directions: Read the items in the chart. These are true examples of actions that have been taken.

Actions Taken by Nations	Actions Taken by Groups	Actions Taken by Individuals
The United Nations human rights chief and other UN officials have demanded access to the Xinjiang internment camps and the freedom to speak with detainees. The US passed a law that American businesses working in Xinjiang must guarantee their activities do not contribute to any human rights violations in Xinjiang.	Human rights groups have called on nations to give safety (asylum) to Uyghurs who flee Xinjiang. In 2022, activists called for a boycott of the Winter Olympics in Beijing, China. They demanded that NBC cancel plans to broadcast the Olympics.	Uyghur individuals inside Xinjiang have smuggled out videos and photographs of Chinese mistreatment and passed them to outside newspapers and human rights groups. Uyghur people who have fled the country tell their stories on websites and social media.

Observe	
What does this chart show?	
What is the purpose of this chart?	

Observe

Is this chart helpful to our investigation? Why or why not?

Read

Describe the types of actions that have been taken in response to the Uyghur situation.

Connect

Which of these actions will have the biggest effect in protecting Uyghur safety and rights? Why?

What are some actions you and other students can take to help?

Comparison of Religious Tolerance

Directions: Work together to complete the chart by summarizing what you learned about each topic for both periods. Discuss how religious tolerance has changed over time, and add that to the last column. Use specific sources from your cluster to support your answers.

Aspect	Silk Road	Uyghur crisis	How religious tolerance has changed over time
Religious Diversity • What religions were commonly practiced along the Silk Road? • How did different religious groups interact with each other? • What religions are practiced by the Uyghurs today? • How is religious diversity viewed in China today?			
Freedom of Worship • How freely could people practice their religion on the Silk Road? • Were there any major restrictions on religious practices? • What restrictions do Uyghur Muslims face today?			

Aspect	Silk Road	Uyghur crisis	How religious tolerance has changed over time
Role of the Government • How did different Silk Road empires treat religion? • Did rulers allow religious freedom, or did they enforce one dominant religion? • How does the Chinese government view and regulate religion today?			
Religious Education • How did people learn about religion along the Silk Road? • Were religious schools, temples, or monasteries important for spreading beliefs? • What opportunities do Uyghur Muslims have to learn about their religion today? • How has religious education changed over time?			

Aspect	Silk Road	Uyghur crisis	How religious tolerance has changed over time
Cultural Exchange • How did trade and travel along the Silk Road encourage religious exchange? • Were religious ideas shared through art, stories, or traditions? • What is happening to Uyghur religious and cultural traditions today? • Are Uyghur people allowed to express their religious identity freely? Why or why not?			

Name: _____

Date: _____

Cluster 3 Formative Assessment Task

Silk Road Legacy: Religious Tolerance One-Pager

You will create a one-pager that helps others understand the contrast between religious tolerance along the Silk Road and the modern-day Uyghur crisis. This will allow you to showcase key takeaways from your research and help raise awareness about this human rights issue.

Directions:
Step 1: Gather Key Takeaways (5 min.)

- Review your notes and the class discussion on religious tolerance along the Silk Road and the modern-day Uyghur crisis.
- Identify three to four major contrasts between these periods you want to highlight. Explain which sources support the existence of the contrasts. What is the main point you want to communicate?

Major Contrasts Between Silk Road and Modern-Day and Key Sources			
Main Idea			

Step 2: Plan Your One-Pager (10 min.)

- Decide on a layout for your one-pager. It should include:

One-Pager Section	Planning Notes
Title Write your title idea.	
Summary Write a two to three sentence comparison of religious tolerance on the Silk Road and today's Uyghur crisis.	
Key Facts and Information What are the most important takeaways?	
Quotations Find a quote from your sources that highlights the contrast in religious tolerance.	
Call to Action What should people know or do after reading?	

Create Your One-Pager (20–25 min.)

- Write your name in the top-left corner of your paper.
- Design a border around your page that reflects the artifacts or themes from Cluster 3.
- Use both text and visuals to communicate your ideas.
- Make it engaging and easy for students and teachers to understand.
- Use color, bold fonts, and organization to highlight important points.
- Make sure your key message stands out.
- Ensure all work is done on one side of the paper.

Name: _____ Date: _____

Cluster 3 Formative Assessment Task (Graphic Organizer)

Silk Road Legacy: Religious Tolerance One-Pager

You will create a one-pager that helps others understand the contrast between religious tolerance along the Silk Road and the modern-day Uyghur crisis. This will allow you to showcase key takeaways from your research and help raise awareness about this human rights issue.

Directions:**Step 1: Gather Key Takeaways (5 min.)**

Review your notes and the class discussion on religious tolerance along the Silk Road and the modern-day Uyghur crisis.

- Identify two major differences between these periods you want to highlight.
- Pick two sources that help explain the differences.
- What is the main point you want to communicate?

Major Contrasts Between Silk Road and Modern-Day and Key Sources

- **Religious Diversity:** What religions were present then versus now?
- **Freedom of Worship:** Were people free to practice their faith?
- **Role of the Government:** How did the government affect religious freedom?
- **International Response:** How did or do other countries react?
- **Other:** Write your own.

Source 1

- Imperial Edict
- Uyghur Investigation Video or Reading
- Global Responses
- Other:

Source 2

- Imperial Edict
- Uyghur Investigation Video or Reading
- Global Responses
- Other:

Main Idea

- The Silk Road was a time of religious tolerance, but today, the Uyghur crisis threatens religious freedom.
- Religious freedom has changed over time, and history helps us understand today's challenges.
- Other (Write your own message.):

Step 2: Plan Your One-Pager (10 min.)

- Decide on a layout for your one-pager. It should include:

One-Pager Section	Planning Notes	Sketch or Idea
Title What is the main idea?	Write your title idea here:	
Summary Write a two to three sentence comparison of religious tolerance on the Silk Road and today's Uyghur crisis.	Draft your summary: <i>In the past, during the Silk Road era, people practiced religious tolerance by... However, today the Uyghur people in China face... This is important to understand because...</i>	
Key Facts and Information What are the most important takeaways?	List two key facts from your sources: <i>One important fact is... Another key detail is... This shows that religious tolerance has (changed/remained the same) because...</i>	
Quotations Find a quote from your sources that highlights the contrast in religious tolerance.	<i>The quote I will use is... This quote is important because it shows... The source of this quote is...</i>	
Call to Action What should people know or do after reading?	<i>After reading my one-pager, I want people to (learn, take action, think about, share)... One way they can do this is by...</i>	

Create Your One-Pager (20–25 min.)

- Write your name in the top-left corner of your paper.
- Design a border around your page that reflects the artifacts or themes from Cluster 3.
- Use both text and visuals to communicate your ideas.
- Make it engaging and easy for students and teachers to understand.
- Use color, bold fonts, and organization to highlight important points.
- Make sure your key message stands out.
- Ensure all work is done on one side of the paper.

Name: _____ Date: _____

Unit Synthesis

Directions: Work in small groups to reflect on your learning across our Unit 3. Use your inquiry charts, class notes, and critical thinking to explore the questions at each station. Be ready to share takeaways as a class.

Cluster 1

List one major takeaway from this cluster.

Identify one artifact that was helpful to your understanding of the cluster, and explain why.

What questions do you still have?

Cluster 2

List one major takeaway from this cluster.

Identify one artifact that was helpful to your understanding of the cluster and explain why.

What questions do you still have?

Cluster 3

List one major takeaway from this cluster.

Identify one artifact that was helpful to your understanding of the cluster and explain why.

What questions do you still have?
