

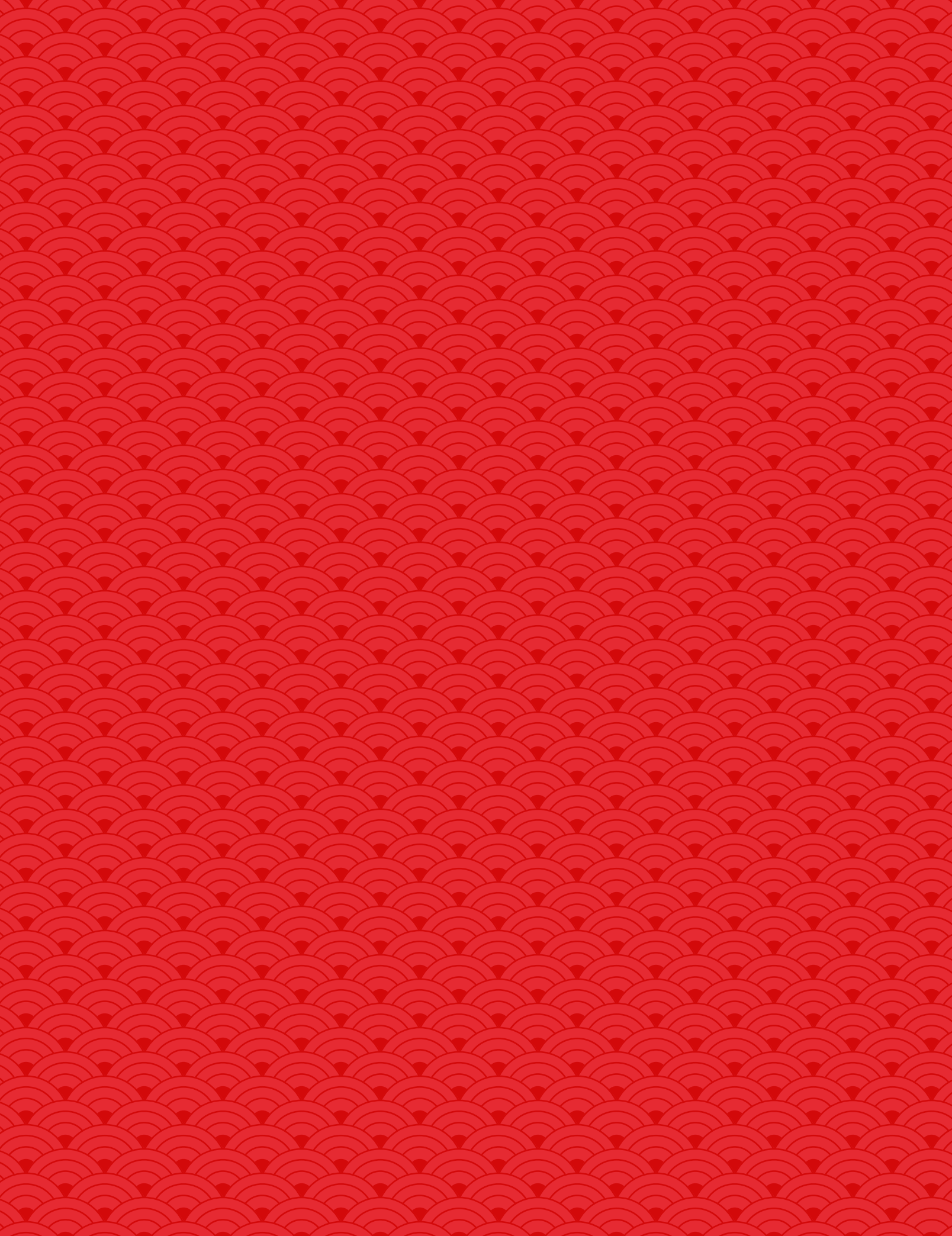
HISTORY MODULE

Western scholars have long misconstrued Korea as a “hermit kingdom” that spent much of its history in isolation from the rest of the world. In fact, nothing could be further from the truth. Korea’s history was one of ongoing cultural syncretism and engagement with foreign peoples.

This module enables students to understand some of Korea’s earliest interactions with other cultures by looking at the history of the Silla Kingdom (57 BCE - 935 CE) and its relation to the Silk Road. Traditionally defined as a network of trade routes that connected China to Europe and other parts of Asia, the Silk Road played a critical role in facilitating economic and cultural exchange between a diverse array of pre-modern states for many centuries. Although Silla has sometimes been left off the most commonly used maps of the Silk Road, a closer examination makes it clear that other societies along the major trading routes had a profound influence on the kingdom’s artistic and cultural development. Buddhism, in particular, reached Silla through India and China via the Silk Road and had a transformative impact on its religion and politics. Moreover, Silla played an important role in the transmission of goods and technologies to neighboring Japan and thereby extended the Silk Road’s global reach.

The module presents an excellent collection of maps, images, and primary source texts that make it easy to understand Silla’s connection to the Silk Road. It enables students to appreciate Silla’s artistic and technical achievements and learn how the kingdom localized and adapted the global cultures of its era. The key lessons presented in this module are doubly important for the current generation of high school students. With the emergence of China as a major global power and the creation of the so called “New Silk Road,” students will benefit from a greater understanding of how China’s neighbors have negotiated its influence in the past. And with the globalization and localization of cultures continuing to shape our world, students have much to gain from exploring an early example of this phenomenon.







HISTORY MODULE

DAY 1:
DID THE SILK ROAD
REALLY "END" IN CHINA?

HISTORY MODULE OVERVIEW

SKILL FOCUS

**Change and Continuity Over Time; Making Claims;
Analyzing Evidence in Sources**

CONTENT

**Expansion of Trade Through Silk Road
Connections; Spread of Buddhism to the Korean
Peninsula**

DAY 1

Did The Silk Road Really “End” in China?

CLASS ACTIVITY

Understanding the Connections of the Silk Road and the Korean Kingdom of Silla

Working collaboratively, students will examine what goods, technologies, and cultural beliefs spread along the Silk Road and how they impacted various cultures, with a specific focus on the Korean peninsula. Students will also learn about the Silla Kingdom in Korea and study its connection to the Silk Road. Finally, working in teams, students will analyze a variety of sources to develop an argument about whether or not the Silk Road actually extended beyond the traditional terminus of Chang'an (Xi'an) in China.

CHECK FOR UNDERSTANDING

Exit Ticket: Students will develop an argument and provide supporting evidence to determine if the Silk Road extended beyond the traditional ending point in China.

DAY 2

What Role Did the Silk Road Play in Bringing Buddhism to South Korea?

CLASS ACTIVITY

Tracing the Spread of Buddhism into Korea and the Role of Syncretism in Korea's Adoption of the Religion

Students will work collaboratively to study the spread of Buddhism out of India and into different areas of East and Southeast Asia by examining how different cultures and regions represented the Buddha. This examination of the way in which regions developed different versions of the Buddha will help students to learn about the concept of syncretism and discover the role it played in the adoption of this religious belief system. Finally, students will compare Buddhism in India with Buddhism in Korea to identify similarities and differences and to identify examples of syncretism.

CHECK FOR UNDERSTANDING

Exit Ticket: Students will compare Buddhist images and temples from India and Korea to determine similarities and differences and to identify examples of syncretism seen in Korean Buddhism.

DAY 3

Assessment

Short Essay Response

Now that students have explored the Silk Road and the spread of Buddhism, students will explain how Korea was a part of the Silk Road that stretched from India to Japan.

HISTORY MODULE SOURCES

DAY 1	Stimulus Type	Description	Page
	Map	Routes of the Silk Road	17
	Research Packet	Expert Group: Geography Research Packet	22
	Map	Map of East Asia Showing the Korean Peninsula	22
	Map	The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna, Usan	22
	Map	The Korean Peninsula	23
	Research Packet	Expert Group: History Research Packet	24
	Map	The Three Korean Kingdoms	24
	Painting	Tributary envoys from Baekje, Goguryeo, and Silla	25
	Research Packet	Expert Group: Politics Research Packet	26
	Photo	Gilt Bronze Statue of a Seated Maitreya	26
	Research Packet	Expert Group: Culture Research Packet	27
	Photo	Crown of the Silla Kingdom	27
	Photo	The Tripitaka Koreana	28
	Map	The Silk Road (c. First Century)	29
	Map	Main Routes and Caravan Routes of the Silk Road	29
	Article	Gyeongju Certified as a Key Silk Road City	30
	Article	The Silk Road Trading Route	31

DAY 2	Stimulus Type	Description	Page
	Map	The Spread of Buddhism and Division into Theravada and Mahayana Sects	52
	Map	Map of the Expansion of Buddhism	53
	Photo	Statue of Buddha, Belur Caves, India	54
	Photo	Carving of Buddha, Feilai Feng, China	54
	Photo	Bronze Statue of Buddha, Sinheungsa, South Korea	55
	Photo	Golden Gilded Reclining Statue of Buddha, Kratié, Cambodia	55
	Map	Blank Map of East Asia	57
	Article	Buddhism's Introduction to Korea	59

DAY 3	Stimulus Type	Description	Page
	Text Excerpt	Thinking about "Korean Buddhism"	79
	Text Excerpt	Korean Buddhism Has Its Own Unique Characteristics Different From Other Countries	80
	Photo	Maha Bodhi Temple, Bodhgaya, India	83
	Photo	Haeinsa Temple, Gayasan Mountain National Park, South Korea	83
	Photo	Chugu-ji Hondo Buddhist Temple in Ikaruga, Nara, Japan	83
	Photo	Korea's gilt-bronze pensive bodhisattva, National Treasure No. 78 [National Museum of Korea]	84
	Photo	Japan's wooden Maitreya in meditation from Chugu-ji Temple [exhibited at the National Museum of Korea]	84

DAY 1

BASED ON A 60-MINUTE CLASS

Did the Silk Road really “end” in China?

HISTORICAL REASONING SKILLS

Change and Continuity Over Time, Making Claims, and Analyzing Evidence in Sources

OVERVIEW

This lesson will introduce students to the Silk Road trading routes and can be used to help students grasp the wide extent of the diffusion of religions and culture through trade networks. Students will begin by exploring the location of the routes of the Silk Road and determining the regions connected by these trade routes. They will also examine the cultural, religious, and technological exchanges that took place along the Silk Road and the impacts of these cross-cultural exchanges. Next, students will learn background information about the geography and history of Korea and the emergence of the Silla Kingdom. Through a review of maps and other source documents, students will examine Korea’s role as a part of the Silk Road that acted as a “cultural bridge.” Tracing the spread of Buddhism and various trade items into Korea, students will debate the validity of the traditional termination point of the Silk Road in Chang’an (Xi’an), China and attempt to determine if there is a different “end” location for this trade route in East Asia. Finally, students will determine the extent to which they believe the Silk Road trade played a role in the Golden Age of the Silla Kingdom. At the end of the first day, students will be assigned a reading that prepares them for the Day 2 lesson, which focuses on reactions to Buddhism’s arrival in the Korean peninsula.

MATERIALS NEEDED:

HOMEWORK

- ▶ Video: “The Silk Road: Connecting the Ancient World through Trade” (5:19 in length)
- ▶ Handout: Day 1 Preparation Homework Activity. These will need to be distributed to students to complete as homework prior to the Day 1 Lesson Plan (1 per student, p. 16)
- ▶ Video (optional): “The Silk Road and Ancient Trade: Crash Course World History #9” (10:30 in length)
- ▶ Activity 1 Handout: How Did THAT Get There?! (1 per student, p. 20)
- ▶ Activity 2 Handout: Research on the Silla Kingdom (668 - 935 CE) (1 per student, p. 21)
- ▶ Activity 2 Expert Group Handouts: Geography; History; Politics; and Culture (1 per team, pp. 22-27)
- ▶ Activity 3 Handout: Was the Korean Silla Kingdom Part of the Silk Road? Source 1; Source 2; Source 3; and Source 4 (1 per team, pp. 29-31)

IN-CLASS ACTIVITIES

- ▶ Activity 1 Cards: How Did THAT Get There?!? (Goods/Technology/Religion; Origin; and Destination) (1 sheet per class; must cut out individual squares, pp. 18-19)
- ▶ Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1-4 (1 per student, pp. 32-33)

- ▶ Activity 4 Exit Ticket: Was the Korean Silla Kingdom Included on the Silk Road? (1 per student, p. 34)
- ▶ Activity 2 Handout: Research on the Silla Kingdom (668–935 CE) (p. 38)
- ▶ Activity 3 Handout: Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1–4, and Activity 4 Exit Ticket: Was the Korean Silla Kingdom Included on the Silk Road? (p. 40)

TEACHER ANSWER KEYS

- ▶ Homework Handout: Day 1 Preparation Homework Activity (p. 35)
- ▶ Activity 1 Handout: How did THAT Get There?! (p. 37)

SEQUENCE OF INSTRUCTION

HOMEWORK OVERVIEW: BACKGROUND INFORMATION ON THE SILK ROAD

HOMEWORK/CLASS PREPARATION (20-30 MINUTES)

VIDEO ANALYSIS

To ensure that students have a basic knowledge and understanding of the Silk Road and to provide background knowledge, students will watch a TED-Ed video discussing the Silk Road. This video is a brief overview of the Silk Road and its impact on the wider world.

ACTIVITY PROCEDURE

- ▶ Prior to watching the video, students will write down three facts that they know about the Silk Road in the left column on the Day 1 Preparation Homework Activity sheet.
- ▶ Students will watch the video “The Silk Road: Connecting the Ancient World through Trade” (5:19 in length). Students will then add at least five new facts they learned in the right column of the Preparation Homework Activity sheet.
- ▶ Students will next examine the map on the back of the Preparation Homework Activity sheet that shows the traditional Silk Road routes. Students will answer three questions related to the regions of the world that the Silk Road connected and some of the exchanges that took place on this trade route.

TEACHER NOTES

While the video provides a great overview of the Silk Road, at times it moves quickly and it is often hard for students to catch all of the important concepts discussed. It is beneficial to slow down the playback on the video by clicking the settings tab and selecting a playback speed of .75 or .5, and to turn on the closed captioning feature when watching the video. Encouraging students to pause the video as they are working through the handout can also be helpful.

An alternative to assigning the video as homework is to have students watch the TED-Ed video in class, where you can pause the video and insert your own questions to focus student understanding.



TEACHING TIP

Some students will benefit from hearing the same information presented in different formats. If you would like to provide your students some additional background information on the Silk Road, a John Green Crash Course video, “The Silk Road and Ancient Trade” at <https://www.youtube.com/watch?v=vfe-eNq-Qyg>, is also excellent in providing an overview. While slightly longer in length (10:30 minutes), students often enjoy the John Green Crash Course videos due to his humor.

CLASS ACTIVITY: OPTIONAL HOMEWORK DEBRIEF

(5 MINUTES)

CLASS DISCUSSION

Teachers may want to debrief the homework activity to ensure that students have a solid understanding of the Silk Road.

ACTIVITY PROCEDURE

- ▶ In teams of four, each team will share with the class something new that they learned from watching the TED-Ed video as noted in the second column of the Day 1 Preparation Homework Activity sheet.
 - ▷ Tell students that a team member will be selected to share their findings, so all team members need to be prepared to share the team's conclusions.
 - ▷ Set a timer for three minutes to complete their group discussion.
 - ▷ For students who may struggle with language or confidence speaking in front of peers, you can provide the following sentence stems to help with structure:
 - One thing that I thought was interesting about the Silk Road was...
 - One thing that I learned about the Silk Road was...
 - What do you still not understand about the Silk Road?
- ▶ Call on randomly selected students to share their responses (2 minutes).

For suggested answers, see the Teacher Key to the Day 1 Preparation Homework Activity (p. 35).

CLASS ACTIVITY 1 OF 4: THE SPREAD OF GOODS, TECHNOLOGIES, AND RELIGIONS ON THE SILK ROAD

WARM UP/INTRODUCTION (10 MINUTES)

INTERACTIVE CARD SORT

Students will examine how cultural, technological, and religious ideas are spread by connecting their learning from the homework activity to this lesson on Korea and its place on the Silk Road. Students will learn that many goods, technologies, and religions traveled along the Silk Road and that these ideas and items went to a variety of different locales.

ACTIVITY PROCEDURE

- ▶ Start the activity by distributing the How Did THAT Get There?! Cards (pp. 18-19) and the How Did THAT Get There?! Handout (p. 20). Each student should receive only one card.
 - ▷ The card sheets have a total of 11 different triad matches, so this activity will work with class sizes up to 33 students. If you have a smaller class size, reduce the number of triad matches to fit the size of the class.
- ▶ Explain that students will need to get up and move around the room to create a group of three that shows the Origin and Destination for each Good/Technology/Religion. (5 minutes)
 - ▷ Provide the students with the following hints:

- Here is an example using a Samsung Smartphone: Good/Technology/Religion: Samsung Smartphone; Origin: South Korea; Destination: United States.
- “There is only ONE match for each Good/Technology/Religion. It might be useful to try and identify the Good/Technology/Religion and Origin first, before trying to find the Destination. You have five minutes to complete this activity.”
 - ▷ When trios believe they have accurately matched the cards, students will check their answers with the teacher. If the trio of students has accurately matched the cards, instruct them to add this information to their “How Did THAT Get There?!?” Handout and then attempt to help their other classmates in finding their matches.
- ▶ After five minutes, lead a debrief of group matches and correct the answers.
- ▶ Conclude this activity by explaining that you will now look at a specific location that was impacted by Silk Road trading: the Silla Kingdom in Korea.

Provide support as needed using the Teacher Key for the “How Did THAT Get There?!?” Handout (p. 37).

TEACHER NOTES

Some students will likely complain that Silk Road items went to “all” of the locations listed in this activity. While mostly accurate, this is a great opportunity for teachers to clarify that while many of these goods, technologies, and religions went to locations all across the Silk Road, there were some locations where goods were more valued or religions gained more adherents. You can also explain that some of the technologies took great lengths of time to travel across the Silk Road, thus arriving at some locations much later than others.



TEACHING TIP

Consider using a timer or a stopwatch so that each activity does not run too long. Offer time cues to keep students focused and working to complete the task.

CLASS ACTIVITY 2 OF 4: BACKGROUND ON THE KOREAN KINGDOM OF SILLA

CLASS ACTIVITY (25-30 MINUTES)

EXPERT GROUP SOURCE ANALYSIS

Students will learn about the Korean kingdom of Silla by researching its geography, history, politics, or culture. After becoming an “expert” in one of those aspects, students will share their findings with their fellow teammates to ensure that each student has a strong understanding of all of these topics.

ACTIVITY PROCEDURE

- ▶ Begin this activity by dividing your class into teams of four students. Assign each team to the same Expert Group. Provide each Expert Group with the Research Packet for its topic (see Research Packets: Geography; History; Politics; and Culture, pp. 22-27) and the Research on the Silla Kingdom (668–935 CE) Handout (p. 21). Working together, each Research Team should review the provided materials and complete its portion of the Research on the Silla Kingdom (668–935 CE) Handout. (10 minutes)

- ▶ After each Expert Group has completed the Research on the Silla Kingdom (668–935 CE) Handout, create new groups of four (Jigsaw Groups), with one Expert from each category. Have students share their findings so that each member of the team will have a completed chart. (15 minutes)
- ▶ Wrap up the activity by calling on students from different groups, asking them to summarize what the group learned about one of the research topics (Geography, History, Politics, or Culture). (5 minutes)

For suggested answers, see the Teacher Key to the Research on the Silla Kingdom Handout (p. 38).

TEACHER NOTES

To keep students on task and encourage them to discuss the information instead of simply copying from one another's sheets when sharing their "expert" information, tell students they may only share information verbally. Having students verbalize what they have learned will help them to internalize the information and have stronger retention of the content they researched. Walk around the room "checking in" on student teams to ensure that no copying is taking place.



TEACHING TIP

One strategy for greater student engagement is having students stand up and move around the classroom during activities. This movement keeps students active and more alert, as they do not become too comfortable in any one location.

To make students more accountable for learning the information researched by other group members, you can call upon students to share information they have about a topic that they did not personally research.

CLASS ACTIVITY 3 OF 4: WAS THE KOREAN SILLA KINGDOM PART OF THE SILK ROAD?

CLASS ACTIVITY (10-15 MINUTES)

GROUP SOURCE ANALYSIS

Students will examine whether or not the Silla Kingdom should be included as part of the Silk Road by working as a team to analyze source materials.

ACTIVITY PROCEDURE

- ▶ Students will continue to work in the same four person teams as in the previous activity.
- ▶ Teams should work together to analyze all four sources (Source 1; Source 2; Source 3; and Source 4, pp. 29–31), recording their notes for each source on the Handout "Was the Korean Silla Kingdom Included on the Silk Road? Notes and Observations on Sources 1–4" (p. 32). A section has been provided to help students determine if the source supports the inclusion of Korea on the Silk Road. Teams can work on all of the sources together or divide up the sources among teammates. (10 minutes)
- ▶ After giving the students 10 minutes to review and analyze the sources, have teams work on building an argument to the question by completing the "Brainstorming Space" chart on their Exit Ticket, "Was the Korean Silla Kingdom Included on the Silk Road?" (p. 34), combining the information they learned from all four of the sources. While teams can work together to create ideas, stress that individual team members can, and should, make arguments that are distinct from those of their other team members. (5 minutes)

For suggested answers, see the Teacher Key to the Handout “Was the Korean Silla Kingdom Part of the Silk Road?” (p. 40).

TEACHER NOTES

While students will likely want to “divide” the four sources up and have one student review each one individually, teams will have more success if they work through the sources together, helping each other to analyze and understand what they are reading/studying.

The four source documents are purposely designed to provide conflicting information to require students to make a judgment in answering the question based on which sources seem to provide the most compelling arguments. For example, while one map shows the Silk Road ending in Xi’an, the other has the Silk Road extending through Korea to Japan.

CLASS ACTIVITY 4 OF 4: CHECK FOR UNDERSTANDING

CLASS ACTIVITY (5 MINUTES)

EXIT TICKET

Citing specific information from the sources that each group reviewed as part of Class Activity 3, students will be asked to argue either for or against the inclusion of the Silla Kingdom of Korea in what is termed the Silk Road.

ACTIVITY PROCEDURE

- ▶ Using the information that the groups gathered from the sources in the previous activity, have students individually answer the following question:
 - ▷ Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied in the previous activity.
- ▶ Students can write their answers in the “Conclusion” space provided on the Exit Ticket, “Was the Korean Silla Kingdom Included on the Silk Road?” (p. 34) or on a separate sheet of paper. Collect the student responses as students leave the class.
- ▶ If students do not complete the Check for Understanding during class, they can finish it as homework.

For suggested answers, see the Teacher Key to the Exit Ticket “Was the Korean Silla Kingdom Part of the Silk Road?” (p. 40).

TEACHER NOTES

The Check for Understanding Activity can be finished as homework if students need more time to analyze the documents and come to a conclusion. Ensure that all students have access to the two maps, the article, and the definition of the Silk Road (the resources they used for Class Activity 3, “Was the Korean Silla Kingdom Part of the Silk Road?”).

HANDOUT: DAY 1 PREPARATION HOMEWORK ACTIVITY

Name: _____ Period: _____

TED-ED: THE SILK ROAD—CONNECTING THE ANCIENT WORLD THROUGH TRADE

Watch the short TED-Ed video on the Silk Road. Before watching the video, write down at least three facts you know about the Silk Road. After watching the video, add at least five additional facts that you learned and correct any misconceptions you made in your “What I knew before the video!” section.

<https://www.youtube.com/watch?v=vn3e37VWc0k>

What I knew before the video	New facts that I learned about the Silk Road by watching the TED-Ed video
1	1
	2
2	3
	4
3	5
Additional Notes/Info:	Additional Notes/Info:

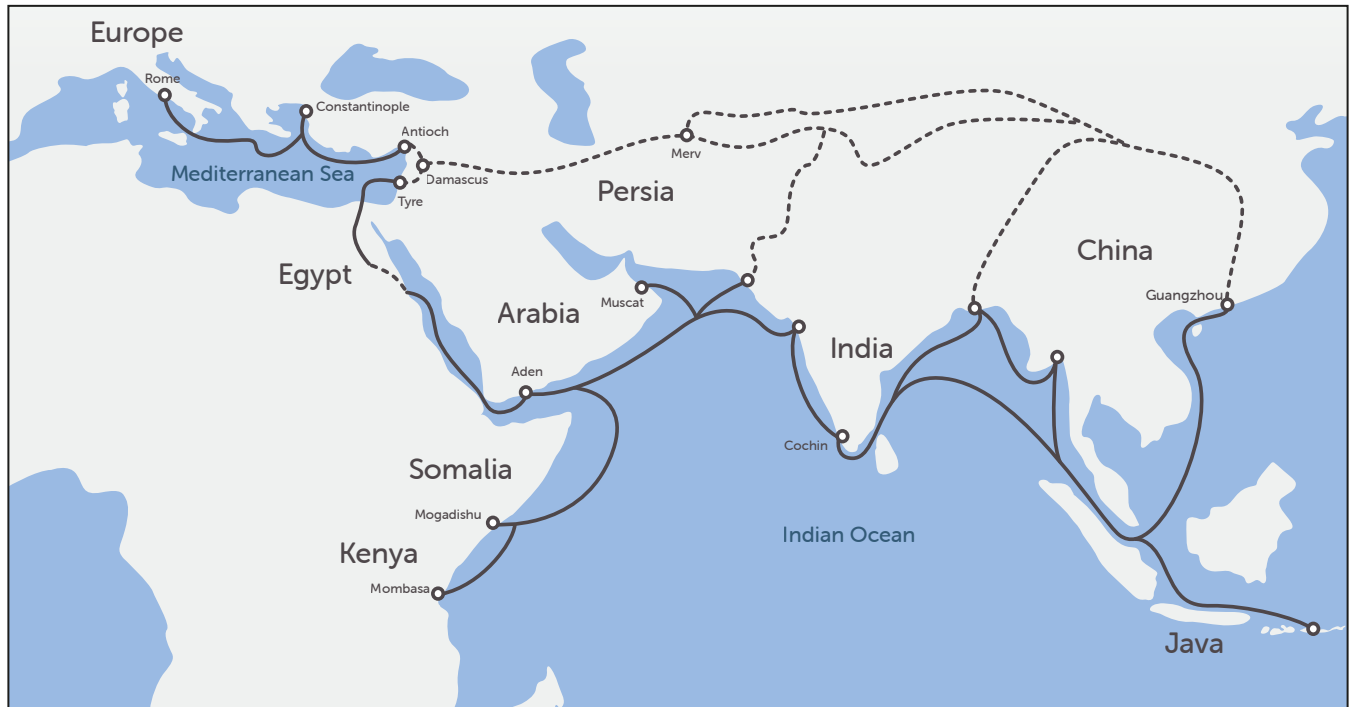
THE LOCATION OF THE SILK ROAD IN THE POST-CLASSICAL ERA

Study the map below that shows the major Silk Road routes and answer the questions that follow. On the map, the dotted lines signify the overland portions of the Silk Road and the solid lines signify the maritime portions of the Silk Road.

MAP

Routes of the Silk Road

Source: Wikimedia Commons. https://en.wikibooks.org/wiki/Saylor.org%27s_Ancient_Civilizations_of_the_World/Buddhism_in_China#/media/File:Silk_Road.svg



Based on the map above, what areas/regions of the Eastern Hemisphere are connected? Be specific.

What areas are not connected by the main routes of the Silk Road? Why might these regions be left out of this trade route? Explain with examples.

Using the map and the information from the video, list ONE example of each of the following that spread along the Silk Road:

- Religion: _____
- Trade Items: _____
- Technological Advances: _____

HOW DID THAT GET THERE?!

CARDS FOR GOODS/TECHNOLOGY/RELIGION

Silk	Gold	Buddhism
Compass	Horses	Cotton
Islam	Ivory	Furs
Silver	Gunpowder	

ORIGIN CARDS

China (Origin)	West Africa (Origin)	India (Origin)
China (Origin)	Kazakhstan/ Central Asia (Origin)	India (Origin)
Arabian Peninsula/ Middle East (Origin)	East Africa (Origin)	Northern Europe (Origin)
Persia (Origin)	China (Origin)	

DESTINATION CARDS

China (Destination)	China (Destination)	Korea (Destination)
Islamic World/ Middle East (Destination)	Mediterranean (Destination)	Eastern Europe (Destination)
Central Asia (Destination)	Mediterranean (Destination)	China (Destination)
China (Destination)	Islamic World/ Middle East (Destination)	

HANDOUT: HOW DID THAT GET THERE?!

Name: _____ Period: _____

HOW DID THAT GET THERE?!

Working with your classmates, complete the chart below by matching up the Good/Technology/Religion with its place of Origin and one of the key places it moved to along the Silk Road (Destination).

Good/Technology/Religion	Origin	Destination
Silk		
Gold		
Buddhism		
Compass		
Horses		
Cotton		
Islam		
Ivory		
Furs		
Silver		
Gunpowder		

HANDOUT: RESEARCH ON THE SILLA KINGDOM (668–935 CE)

Working with your teammates and using the information provided in your “Research Packet,” determine the *key* pieces of information that you found about your topic. You may want to include answers to the questions in the packet as part of the “Important Information” below.

Expert Group	Important Information
Geography	
History	
Politics	
Culture	

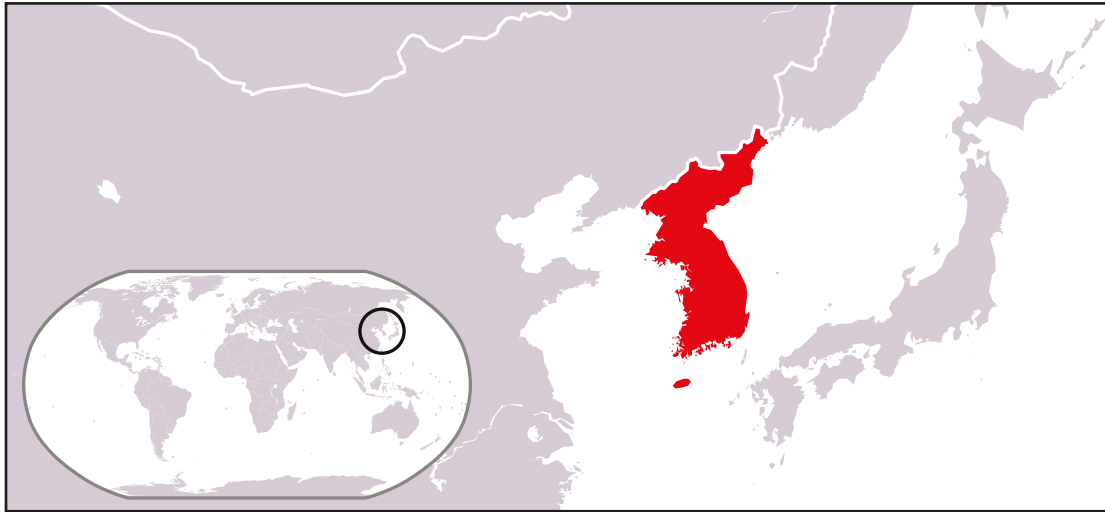
EXPERT GROUP: GEOGRAPHY RESEARCH PACKET

The Silla Kingdom can be found on the Korean Peninsula. Examine the following maps and note important geographic features that would impact the ability to unify and control this region.

MAP

Map of East Asia Showing the Korean Peninsula

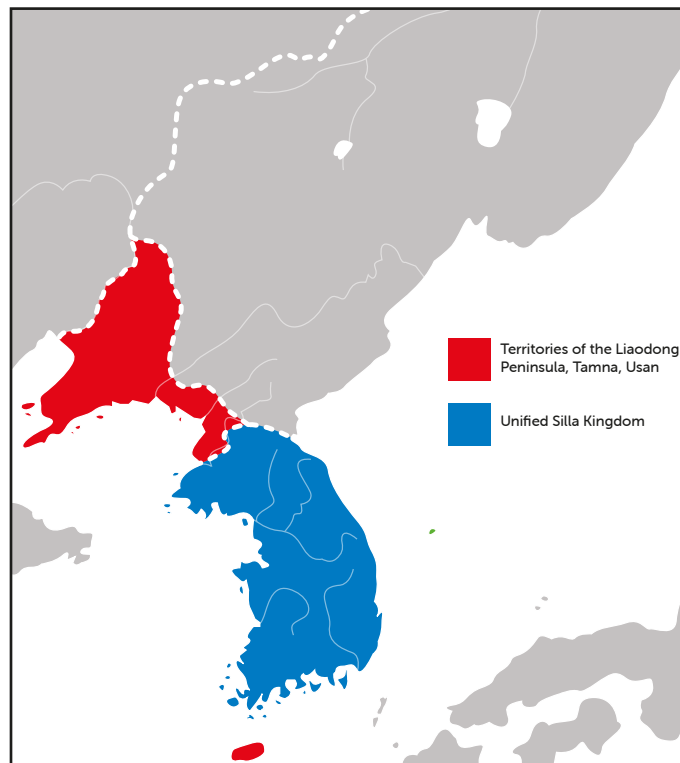
Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=7271626>



MAP

The Unified Silla Kingdom and the Territories of the Liaodong Peninsula, Tamna, Usan

Source: Wikipedia. https://en.wikipedia.org/wiki/Later_Silla#/media/File:Unified_Silla.svg



MAP

The Korean Peninsula

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=5196542>



QUESTIONS TO CONSIDER WHEN STUDYING THE MAPS:

- ▶ What features would make it easy to travel through and control the Korean Peninsula?
- ▶ What features would make it difficult to travel through and control the Korean Peninsula?
- ▶ What other large empires are located near the Korean Peninsula? What role might the Silla Kingdom play in connecting these empires?
- ▶ Hypothesize: How does the geography of the Silla Kingdom relate to or impact the Silk Road?

EXPERT GROUP: HISTORY RESEARCH PACKET

The Silla Kingdom was one of the Three Kingdoms that ruled the Korean Peninsula from the 1st century BCE to the 7th century CE. By 668 CE, the Silla had conquered the other two powerful kingdoms (the Goguryeo and the Baekje) to take complete control of the Korean Peninsula. With a strong hold over the entire region, the kingdom took the new title of Unified Silla and ruled until its fall in 935 CE. The Unified Silla were able to triumph over the larger and more powerful Goguryeo and Baekje kingdoms by allying themselves with the powerful Tang Dynasty that ruled China from 618 to 907 CE.

MAP

The Three Korean Kingdoms

A map showing the three kingdoms (Goguryeo, Silla, and Baekje) and the Gaya confederation, which ruled Korea between the 1st and 7th centuries CE.

SOURCE: Ashraf Kamel, Creative Commons, 2016. <https://www.ancient.eu/image/5790/three-kingdoms-of-korea-map/>



Through joint efforts, the Silla were able to win control of the Korean peninsula, but the Tang Chinese quickly broke the alliance in an attempt to take Korea for themselves. In a series of battles, the Unified Silla were able to push the Chinese invasion back and take sole control by 676 CE.

After establishing their control, the Unified Silla Kingdom (668 - 935 CE) flourished and ushered in a period often described as a Golden Age for Korea. During this time, the largely agricultural kingdom became very prosperous with the development of gold and iron mines, as well as the creation of a sophisticated industry of hand-made crafts that was run by the royal government. The Silla Kingdom's capital, Gyeongju, grew to have a population that was likely over one million, rivaling the size of the Tang Dynasty capital of Chang'an and dwarfing London, which had a population of only between 10,000 and 12,000 at that time.

Despite the Silla's conflict with the Chinese, there was significant cultural, economic, and political contact between the two powerful neighbors. The Silla was part of the Tang Empire's tributary system, "under which neighboring states complied and participated in the 'tribute system' to secure guarantees of peace, investiture, and trading opportunities." This led not only to increased economic benefits for the Silla, but also a great deal of cultural exchange.

PAINTING

Tributary envoys from Baekje, Goguryeo, and Silla

Painting produced in the 7th century CE by Yan Liben (c. 600–673).

Source: Wikimedia Commons. https://en.wikipedia.org/wiki/Three_Kingdoms_of_Korea#/media/File:7th_century_painting_of_Koreans.png



Ultimately, the Unified Silla Kingdom began to decline as powerful aristocratic families challenged the king for power, resulting in many civil wars within the kingdom. This weakness was later exploited and the Silla were conquered by the Goryeo dynasty.

SOURCE: Adapted from Sarah M. Nelson's *The Archaeology of Korea* 1993 (Cambridge: Cambridge University Press, 1993) and Ji-Young Lee's *China's Hegemony: Four Hundred Years of East Asian Domination* (New York: Columbia University Press, 2017).

QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S HISTORY

- What allowed the smaller Silla Kingdom to defeat its rivals and take control of the Korean peninsula?
- Why did the Tang Dynasty choose to align itself with the Silla Kingdom? What may it have been hoping to gain?
- Hypothesize: How does the history of the Silla Kingdom relate to or impact the Silk Road?

EXPERT GROUP: POLITICS RESEARCH PACKET

Although the ruler of the Silla Kingdom of Korea was an absolute monarch, some of his or her powers could be regulated by a strong aristocracy. The “Hwabaek” was a royal council designed to aid the ruler in making important decisions. One of the most important decisions this council made was to advise the king to adopt Buddhism as the state religion in the sixth century. In the Silla Kingdom of Korea, Buddhist monks often served as spiritual mentors to leaders and the people viewed Buddhism as a religion that supported these rulers while the rules, likewise, supported Buddhism. One of the important features of Korean Buddhism was the public and social emphasis of the religion because it was used to maintain state power and protect the state.

After the Unified Silla Kingdom expanded and took control of the entire Korean peninsula in 668, the power of the monarchy was also increased by actions taken to limit the strength of the nobility. With increasing power and wealth gained from controlling the entire Korean peninsula, the monarch crushed any aristocrats seen as too powerful or as threats. The Unified Silla Kingdom also began to follow Chinese bureaucratic structures more closely to help in maintaining control over its large empire.

The government also controlled much of the economy for the Silla Kingdom. There were 14 state-controlled departments, each making different products including such items as cotton, leather, silk, ceramics and tiles, metal weapons, and more.

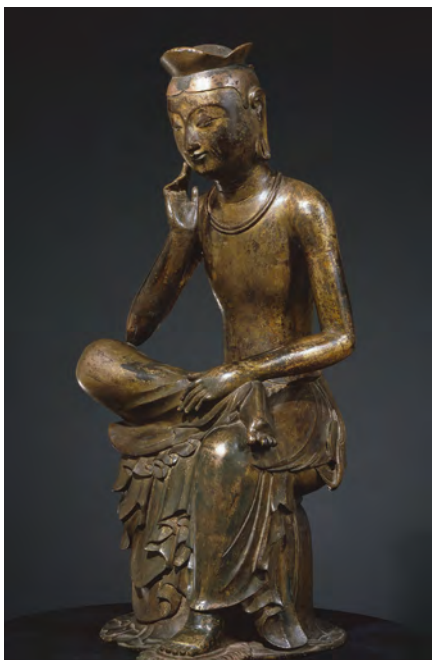
Source: Adapted from S. M. Nelson’s *The Archaeology of Korea*, *op. cit.*, and Richard D. McBride’s “Silla Buddhism and the Hwarang,” *Korean Studies* vol. 34 (2010): 54-89.

PHOTO

Gilt Bronze Statue of a Seated Maitreya

This example of bronze-work created in a Silla state-controlled department is a gilt-bronze statue of a seated Maitreya (the future Buddha). Silla, early 7th century CE.

Source: National Museum of Korea. Wikimedia Commons. [https://en.wikipedia.org/wiki/Gilt-bronze_Maitreya_in_Meditation_\(National_Treasure_No._83\)#/media/File:Pensive_Bodhisattva_02.jpg](https://en.wikipedia.org/wiki/Gilt-bronze_Maitreya_in_Meditation_(National_Treasure_No._83)#/media/File:Pensive_Bodhisattva_02.jpg)



QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S POLITICS

- ▶ Why do you think that later Silla rulers chose to borrow many of the bureaucratic systems that the Tang Dynasty in China used?
- ▶ Why would a government choose to control many aspects of the economy, as was the case in the Unified Silla Kingdom? What could be possible benefits and drawbacks to this system?
- ▶ Hypothesize: How did the politics of the Silla Kingdom relate to or impact the Silk Road?

EXPERT GROUP: CULTURE RESEARCH PACKET

The Unified Silla Kingdom (668-935 CE) played a key role in facilitating trade between China, Korea, and Japan by connecting these regional powers through overseas trade. Silla Koreans even created merchant communities where they lived in China to help manage trade between the three locations. These connections between East Asian regions helped in spreading not only trade goods, but also religious and cultural ideas. The Silla also ushered in a "Golden Age" for Korea and the Silla were renowned for their famous, intricately designed crowns and their large bronze-cast bells. Bells played an important role in the Buddhist religion to announce a call to services, so these were important not only to the Silla Koreans, but also to other regions where Buddhism was practiced.

Through Silk Road trade routes passing from India through China, the religion of Buddhism made its way to Korea. By the end of the 6th century CE, Buddhism had been declared the official religion of the Silla Kingdom. Several Korean Buddhist monks even traveled to China and India to study and learn more about the religion. Due to the Silla Kingdom's close ties with the Tang Dynasty in China, Confucianism also played a role in Korean society. Aristocrats hoping to gain roles as administrators in the government had to pass exams based on Confucianism, much like in China.

Another major contribution of the Silla Kingdom was the improvement of movable type woodblock printing. Although woodblock printing is believed to have been created in China, the Silla Kingdom was able to perfect this process and is credited with creating the oldest surviving woodblock printing, dating back to 751 CE. To create copies of important Buddhist and Confucian works, the Silla used this technology to produce thousands of woodblock prints. The entire Buddhist scriptures were even carved into wooden printing blocks, currently stored in South Korea. Further, the first known iron moveable type was not created by Johannes Gutenberg, as is commonly believed, but was created in Korea in 1377. The Jikji, a collection of Buddhist teachings by Seon master Baegun, was printed using iron movable type by his students Seok-chan and Daijam.

SOURCE: Adapted from S. M. Nelson's *The Archaeology of Korea*, *op. cit.*, Ji-Young Lee's *China's Hegemony: Four Hundred Years of East Asian Domination*, *op. cit.*, and J. Jones' "The Oldest Book Printed with Moveable Type is Not the Gutenberg Bible," *Open Culture*, July 11, 2019.

PHOTO

Crown of the Silla Kingdom

This golden crown used by Silla rulers is one of the crowns of Silla. Found on Seobongchong, it is designated National Treasure No. 339 and is housed at the Gyeongju National Museum.

SOURCE: National Museum of Korea, Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=36514540>



PHOTO

The Tripitaka Koreana

The Tripitaka Koreana, the whole of the Buddhist Scriptures carved onto 81,258 wooden printing blocks, are stored at the Haeinsa Temple (Temple of Reflection on a Smooth Sea), which is one of the foremost Chogye Buddhist temples in South Korea. The temple has been the home of the Tripitaka Koreana since 1398.

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=4575334>



QUESTIONS TO CONSIDER ABOUT THE SILLA KINGDOM'S CULTURE

- ▶ What religious beliefs did the Silla Koreans practice? Where did these religions originate? How did they make their way into the Korean peninsula?
- ▶ Why were the Silla improvements in woodblock printing so important?
- ▶ Hypothesize: How did the culture of the Silla Kingdom relate to or impact the Silk Road?

HANDOUT: WAS THE KOREAN SILLA KINGDOM PART OF THE SILK ROAD?

SOURCE 1

The Silk Road (c. First Century)

Source: Wikimedia Commons. <https://commons.wikimedia.org/w/index.php?curid=71237789>



SOURCE 2

Main Routes and Caravan Routes of the Silk Road

Wikipedia, By Kelvin Case. https://en.wikipedia.org/wiki/Silk_Road#/media/File:SeidenstrasseGMT.JPG



SOURCE 3

Gyeongju Certified as a Key Silk Road City

Universities' Network Recognizes Korean City as Part of the Ancient Route

By Chon Shi-yong, *Korean Herald*, September 27, 2019

ALMATY, Kazakhstan. The heads of a group of universities located on the Silk Road have certified that the Korean city of Gyeongju, which was the capital of the Silla Kingdom, was part of the ancient trade routes that connected the East and West....

The certificate noted that there are ample historical documents, diverse archaeological findings and cultural heritages that showed the Silla Kingdom (57 BC - AD 935), which flourished in Gyeongsangbuk-do, maintained economic, diplomatic and cultural relationships with countries like China and Japan in the East and other Silk Road countries such as India and Persia.

"Hence, we are hereby glad to recognize that Gyeongju City, which was the capital of the Silla Kingdom, and Gyeongsangbuk-do [should] be called "an important Silk Road city" and "an important "Silk Road province," respectively, having significant relevance to the history of the Silk Road," the certificate said.

The Silk Roads University Network (SUN), created five years ago to promote universities' role in reviving the spirit of the ancient Silk Road and contribute to peace and trans-border interactions and prosperity along the routes, also included the designation of Gyeongju and two more Korean cities as Silk Road sites in the "Almaty Manifesto," which the general assembly participants approved unanimously.

"Even as a trade route, the roads making up the Silk Road stretch far west from Rome, to the cities and towns of Portugal, England and even the Scandinavian Peninsula," the manifesto said.

"To the east, it runs through China and Mongolia to many large and small cities and towns on the Korean Peninsula, including Seoul, Pyongyang and Gyeongju, and those in Japan," it said. The trade route also embraced countries in West Asia like Turkey, Iran, and Afghanistan and those in Central Asia, such as Kazakhstan, Uzbekistan and Kyrgyzstan, all of which played the role of cultural and economic bridges between eastern and western parts of the Silk Road....

The SUN certificate and manifesto are based on historical facts and findings. Scholars maintained that the Gyeongju area had numerous traces of exchanges along the land and maritime Silk Road routes.

Archaeological materials excavated in Gyeongju include the Roman-style glassware, some of which is believed to have been produced in the Mediterranean coast in the 4th-5th century. Also found in Korea are Persian-style metallic objects and carpets and jewels made in Tashkent and Samarkand, and flavors, herbs and spices that originated from the Arabian Peninsula and the Western world....

SOURCE 4

The Silk Road Trading Route

Source: World History Digital Education, July 2020.

The Silk Routes, also known as the Silk Road, were ancient trading routes that connected China and Western Europe. These routes carried goods, ideas, and technologies between the classical civilizations of the Roman Empire and the Han Dynasty in China. These routes lasted for over 1,000 years, spanning the rise and fall of many different powerful civilizations. Silk and jade traveled west from China, while gold, silver, wool, and glassware headed east from the Mediterranean. Religions such as Buddhism (from India), Islam (from Arabia), and Christianity (from the Mediterranean) also traveled along the Silk Road.

The 4,000 mile (6,400 kilometer) Silk Road originated in Xi'an (known as Chang'an at the time), an important city in China. It was part of a caravan system that traveled along the Great Wall of China heading to the northwest. It then bypassed the Taklamakan Desert and continued on through central Asia crossing Afghanistan to the Eastern Mediterranean Sea. From there, goods were then shipped across the Mediterranean into Europe and North Africa. Merchants rarely crossed the entire Silk Road; goods were instead traded in segments passing from one merchant to the next across this long distance.

As the Roman Empire declined and Europe faced increasing conflict with new powerful Islamic states in the Eastern Mediterranean and Central Asia during the period from about 900 to 1200 CE, the Silk Road became less safe and declined in importance. However, the route was revived under the control of the Mongols in the period between about 1200 and 1400 CE. The famous Venetian traveler, Marco Polo, traveled during this time from Italy to China along the Silk Road. This route is also believed to have been the main carrier for diseases spreading from Asia to Europe and Africa, including the Bubonic Plague (or Black Death) that killed large populations in China, Central Asia, India, the Middle East, and Europe.

HANDOUT: WAS THE KOREAN SILLA KINGDOM INCLUDED ON THE SILK ROAD?

NOTES AND OBSERVATIONS ON SOURCES 1-4

As you examine the sources, identify evidence that answers this question:

Was Korea included on the Silk Road?

SOURCE 1: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.

Korea WAS included on the Silk Road because:	Korea was NOT included on the Silk Road because:

SOURCE 2: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.

Korea WAS included on the Silk Road because:	Korea was NOT included on the Silk Road because:

SOURCE 3: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.

**Korea WAS included on the Silk Road
because:**

**Korea was NOT included on the Silk Road
because:**

SOURCE 4: PROVIDE AS MANY DETAILS, EXAMPLES, AND EVIDENCE AS POSSIBLE.

**Korea WAS included on the Silk Road
because:**

**Korea was NOT included on the Silk Road
because:**

EXIT TICKET: WAS THE KOREAN SILLA KINGDOM INCLUDED ON THE SILK ROAD?

BRAINSTORMING SPACE (USE YOUR PREVIOUS NOTES/OBSERVATIONS TO HELP YOU!)

Korea SHOULD be included on the Silk Road because:	Korea should NOT included on the Silk Road because:
Conclusion	

Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied and your notes above.

MY ARGUMENT:

TEACHER KEY: DAY 1 PREPARATION HOMEWORK ACTIVITY

TED-ED: THE SILK ROAD—CONNECTING THE ANCIENT WORLD THROUGH TRADE

Some examples of the important facts that students learned about the Silk Road from the video are:

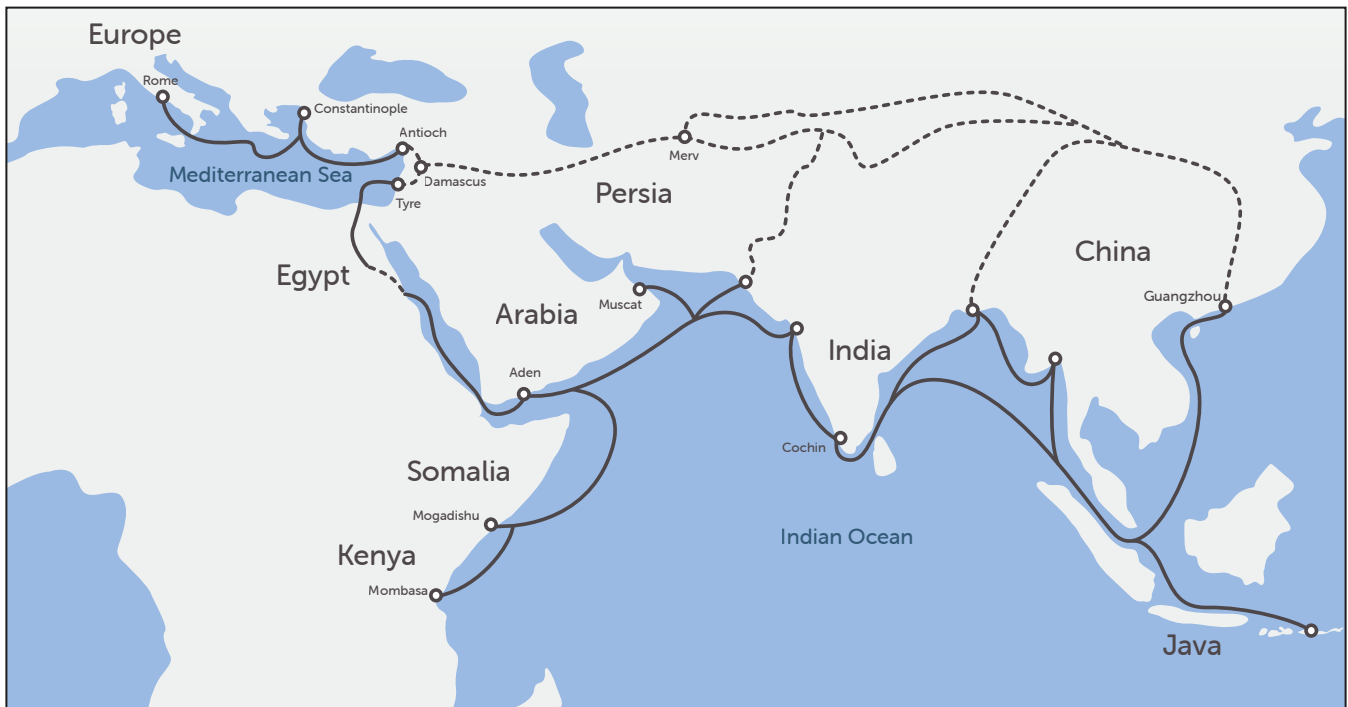
- ▶ The Silk Road was not a single road, but a network of routes that grew over centuries.
- ▶ As early civilizations grew, they began to interact more with nomadic peoples.
- ▶ Although some interactions were violent between the nomadic peoples and the civilizations, they still spread goods, ideas, and technologies between civilizations that had no direct contact with each other.
- ▶ The Persian Royal Road laid the groundwork for the early Silk Road and this was expanded even farther with Alexander the Great's expansion into Central Asia.
 - ▷ Greek, Egyptian, Persian, and Indian culture and trade now extended farther east than ever before, creating a connection between China and the west.
 - ▷ News of sophisticated civilizations, prosperous trade, and exotic goods reached Chinese emperors through connections with nomads to China's west.
 - ▷ Chinese emperors sent merchants toward India and Persia to trade silk and jade for horses and cotton and these merchants were protected by armies to ensure safe travel.
- ▶ Eastern and Western routes gradually grew interconnected with exchanges spanning Eurasia and allowing for greater and more extensive commercial and cultural connections than ever before.
 - ▷ The export of Chinese goods to Rome led to mass amounts of gold flowing out of Rome and caused a ban on silk in the Roman empire.
 - ▷ Roman glassware was highly prized in China.
- ▶ Demand for these highly desired goods that were being traded allowed the Silk Road to continue even after the fall of Rome and the rise and fall of many Chinese dynasties.
- ▶ Mongol rulers saw such value in the Silk Routes that they sought to protect them and the merchants who traded along these routes.
- ▶ Traditions, innovations, ideologies, and religions also spread along the Silk Road.
 - ▷ Buddhism from India into China, Korea, and Japan.
 - ▷ Islam from Arabia into South Asia.
 - ▷ Gunpowder from China into the Middle East, allowing for the creation of the Safavid, Mughal, and Ottoman Empires.
 - ▷ The compass, which was invented in China, ultimately allowed Europeans to avoid land routes and begin to make the Silk Road obsolete, leading to an Age of Exploration for Europe.

TEACHER NOTE

Although the video states this as a fact, most historians do not believe that Roman and Chinese soldiers ever came into direct contact, because the powerful Parthians and, later, Sassanids who held power in the central Asian steppes prevented direct contact between Roman and Chinese soldiers. You may want to correct this inaccuracy in the video for your students.

THE LOCATION OF THE SILK ROAD IN THE POST-CLASSICAL ERA

Study the map below that shows the major Silk Road routes, and answer the questions that follow. On the map, the dotted lines signify the overland portions of the Silk Road and the solid lines signify the maritime portions of the Silk Road.



Source: Wikimedia Commons

- ▶ Based on the map above, what areas/regions of the Eastern Hemisphere are connected? Be specific.
 - ▷ **Mediterranean, Egypt, East Africa (Somalia, Kenya), Arabian Peninsula, Persia, Central Asia, India, Southeast Asia, East Asia (China)**
- ▶ What areas are not connected by the main routes of the Silk Road? Why might these regions be left out of this trade route? Explain with examples.
 - ▷ **Western Europe, West Africa, Northern Asia, Korea, Japan**
- ▶ Using the map and the information from the video, list ONE example of each of the following that spread along the Silk Road:
 - a. **Religion: Buddhism, Islam**
 - b. **Trade Items: silk, jade, horses, cotton, Roman glassware, gold**
 - c. **Technological Advances: crossbow, gunpowder, compass**

TEACHER KEY: HOW DID THAT GET THERE?! HANDOUT

Good/Technology/Religion	Origin	Destination
Silk	China	Mediterranean
Gold	West Africa	China
Buddhism	India	Korea
Compass	China	Islamic World (Middle East)
Horses	Kazakhstan (Central Asia)	China
Cotton	India	Eastern Europe
Islam	Arabian Peninsula (Middle East)	Central Asia
Ivory	East Africa	China
Furs	Northern Europe	China
Silver	Persia	Mediterranean
Gunpowder	China	Islamic World (Middle East)

TEACHER KEY: RESEARCH ON THE SILLA KINGDOM HANDOUT

Working with your teammates and using the information provided in your “Research Packet,” determine the key pieces of information that you found about your topic. You may want to include answers to the questions in the packet as part of the “Important Information” below.

Expert Group	Important Information
Geography	<ul style="list-style-type: none"> ▶ What features would make it easy to travel through and control the Korean Peninsula? <ul style="list-style-type: none"> ▷ Rivers, harbors, large coastline, flatlands to the west. ▶ What features would make it difficult to travel through and control the Korean Peninsula? <ul style="list-style-type: none"> ▷ Mountains at the top of the peninsula that run along the entire east coast. ▶ What other large empires are located near the Korean Peninsula? What role might the Silla Kingdom play in connecting these empires? <ul style="list-style-type: none"> ▷ China, Japan, Russia. ▷ The Peninsula allowed a land path from China to get much closer to reaching the islands of Japan. ▶ Hypothesize: How does the geography of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> ▷ If Korea and Japan wanted Silk Road goods or to be involved in trade on the Silk Road, the merchants could pass into Korea and continue on to Japan with their trade. This trade could also go in the opposite direction (out of Japan and Korea).
History	<ul style="list-style-type: none"> ▶ What allowed the smaller Silla Kingdom to defeat its rivals and take control of the Korean peninsula? <ul style="list-style-type: none"> ▷ By allying themselves with the Tang Dynasty in China, the Silla were able to defeat the larger kingdoms in Korea. ▶ Why did the Tang Dynasty choose to align itself with the Silla Kingdom? What may it have been hoping to gain? <ul style="list-style-type: none"> ▷ By allying with a smaller kingdom, the Tang Dynasty may have wanted to be able to have some control over the Silla. Also, the Tang may have known that the Silla would need their help and would make a good partner. Finally, the Tang may have looked to use the alliance to help build trading routes from China to Japan, since the Silla were located on the tip of the Korean peninsula. ▶ Hypothesize: How does the history of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> ▷ Because the Silla Kingdom had valuable and desired trading goods and the wealth to purchase foreign items, the Silk Road expanded to pass into the Silla Kingdom. Further, the Silla Kingdom provided a route for merchants to continue on the Silk Road and reach all the way to the islands of Japan.

Continued on page 39

Politics	<ul style="list-style-type: none"> ▶ Why do you think that later Silla rulers chose to borrow many of the bureaucratic systems that the Tang Dynasty in China used? <ul style="list-style-type: none"> ▷ Because the Tang Dynasty was so successful and powerful, it is likely that the Silla rulers wanted to copy some of its tactics for creating and maintaining control. ▶ Why would a government choose to control many aspects of the economy, as was the case in the Unified Silla Kingdom? What could be possible benefits and drawbacks to this system? <ul style="list-style-type: none"> ▷ If the government controls the economy, it will have control of all of the wealth and production. This would keep any merchants or entrepreneurs from gaining enough wealth to challenge the rulers and aristocrats in Silla. A possible drawback is that there would not be the same incentive to develop new ideas or better production that someone working in this system would have because the government would not get an immediate benefit from those advancements. This system can impede creativity. ▶ Hypothesize: How did the politics of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> ▷ The borrowing of ruling styles from the Chinese would likely lead to increased interaction with the Tang Dynasty by extending and expanding the Silk Road into Korea. Also, the Silla Kingdom's production of valuable goods would have increased trade along the Silk Road into and out of the Korean peninsula.
Culture	<ul style="list-style-type: none"> ▶ What religious beliefs did the Silla Koreans practice? Where did these religions originate? How did they make their way into the Korean peninsula? <ul style="list-style-type: none"> ▷ Buddhism originating in India and Confucianism originating in China both made their way to Korea on the Silk Road trading routes. Confucianism may have become important due to Korea's close ties to the Tang Dynasty. ▶ Why were the Silla improvements in woodblock printing so important? <ul style="list-style-type: none"> ▷ Woodblock printing in Korea improved upon the original version created in China. It allowed for the printing of copies of important Buddhist and Confucian texts. ▶ Hypothesize: How did the culture of the Silla Kingdom relate to or impact the Silk Road? <ul style="list-style-type: none"> ▷ Koreans were both able to share their own culture and to absorb and adapt some aspects of other cultures who were trading along the Silk Road.

TEACHER KEY: HANDOUT WITH NOTES AND OBSERVATIONS ON SOURCES 1-4 AND EXIT TICKET: WAS THE KOREAN SILLA KINGDOM PART OF THE SILK ROAD?

Working with your team, analyze the four sources provided to determine if you believe that the Silla Kingdom of Korea should be included as part of the Silk Road. Below is a place to write down notes and observations from each source and to brainstorm your argument.

Source 1 Notes/ Observations	Source 2 Notes/ Observations	Source 3 Notes/ Observations	Source 4 Notes/ Observations
The Silk Road map has connections to areas off the main route showing a much larger “Silk Road” trading network, which has Korea on the routes leading to Japan.	The traditional Silk Road map shows the route starting in the Mediterranean and ending in China.	The Korean city of Gyeongju, which was the Silla Kingdom’s capital, has been certified by several universities as a key Silk Road city. Many artifacts have been discovered showing that it was an important part of Silk Road trade.	The description of the Silk Road does not mention the inclusion of Korea or Japan.

Brainstorming Space	
<p>Korea should be included on the Silk Road because:</p> <ul style="list-style-type: none">▶ It played a key role in Silk Road goods, technologies, and ideas traveling through Korea and to Japan.▶ It sent Korean goods along the Silk Road to China and the west.▶ It has been recognized by top researchers and universities as being located on the Silk Road.▶ Artifacts of Silk Road trading goods have been found all over Korea.	<p>Korea should not be Included on the Silk Road because:</p> <ul style="list-style-type: none">▶ Traditionally, it was not considered to be located on the Silk Road.▶ The amount of goods that flowed along the Silk Road were not as extensive past Xi’an into Korea and beyond.▶ Trade occurring into Korea could simply be considered as a different, additional trade route and not specifically the Silk Road.

Should the Korean Peninsula be included as part of the Silk Road? Why or why not? Support your answer using information from the sources your team studied and your notes above.

MY ARGUMENT:

- ▶ The Korean Peninsula should be included as part of the Silk Road because it played an important role in transferring Silk Road goods, technologies, and ideas to both China and westward as well as to Japan. Further, modern-day researchers and universities have concluded that the Silk Road did extend into Korea and that the capital of the Silla Kingdom, Gyeongju, was part of the Silk Road. Finally, the discovery of multiple artifacts that traveled along the Silk Road in Korea shows that it was a key part of this trading network.