

# Renaissance Trade and Exchange

## Summary

Students will research the development of international trade and the resultant cultural exchanges during the Renaissance.

**Essential Questions:** How did the physical geography of the land affect trade routes which impacted the economic and cultural expansion of civilizations?

## Main Core Tie

Social Studies - 6th Grade

[Standard 2 Objective 1](#)

## Materials

Outline Maps ( [Asia](#), [Europe](#), Middle East or combinations)  
Research materials: Internet sites, text books, . . .  
Colored Pencils  
Paper

## Background for Teachers

Knowledge of trade routes and trade commodities via the desert, sea, and land between Asia, the Middle East, and Europe during the Renaissance.

## Student Prior Knowledge

Knowledge about map reading and map making.  
Knowledge about where Asia, Europe, and the Middle East are located in the world.

## Intended Learning Outcomes

Students will be able read maps.  
Students will be able to make a map.  
Students will be able to identify trade routes between Asia, Europe, and the Middle East during the Renaissance.  
Students will be able to identify cultural exchanges between Asia, Europe, and the Middle East during the Renaissance.

## Instructional Procedures

Pre-assessment: Students will use their prior knowledge to complete the [Christopher Columbus Map Activity](#).  
The whole class will discuss and identify parts of a map.  
The whole class will discuss and identify where Asia, Europe, and the Middle East are on a world map.  
Students will research Renaissance trade, trade routes, modes of transportation, and cultural exchanges.  
The whole class will discuss modern day vs. Renaissance trade, trade routes, modes of transportation, and cultural exchanges.  
Complete a Venn diagram of differences and similarities between modern day and Renaissance trade.  
Students will complete a map that shows at least three major trade routes and at least three

commodities or cultural exchanges for each trade route.

Have a whole class discussion of what should be included on the student's maps. (compass rose, a key, trade routes, and commodities, . . .)

Students complete their maps.

### Strategies for Diverse Learners

Special Needs:

Allow special needs students to work with another student as a team.

Gifted: Have gifted students research and add additional information to their maps.

### Assessment Plan

Pre-Assessment: Christopher Columbus Map Activity.

Post-assessment: Individual students completed map of trade routes and trading commodities between Asia, Europe, and the Middle East during the Renaissance.

### Bibliography

- <http://www.enchantedlearning.com>
- <http://www.eduplace.com>
- <http://www.all-about-renaissance-faires.com>
- <http://www.learner.org>
- <http://www.thepirateking.com>
- <http://www.middle-ages.org.uk>
- <http://www.abcteach.com>

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