

P.Cert. Ch. 24 The Silk Road

Content Area: **Social Studies**
Course(s):
Time Period: **May**
Length: **2 weeks**
Status: **Published**

Unit Overview

This unit looks at the growth promoted by the Silk Road.

Enduring Understandings

The Silk Road spread ideas and goods all over Aisa.

Essential Questions

How did the Silk Road promote an exchange of goods and ideas?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Aim: Introduce the Silk Road</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Complete C24 Preview activity and vocabulary. <p>(When reviewing the Preview, tell students that the zipper is the only product invented in the U.S.)</p> <ol style="list-style-type: none">2. Read 24.1 orally and examine map on	<p>Aim: Examine the products traded along the Silk Road.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Complete Trading Activity (see Activity copies)2. Read 24.2 and complete Section 24.2.	<p>Aim: Examine the products traded along the Silk Road.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. In pairs, read 24.3-24.5 and complete Guide to Reading Notes.	<p>Aim: Review the Silk Road</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Review C24 Guide to Reading Notes.2. Complete C24 quiz.	<p>Aim: Review Dynasties of China and the Silk Road.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Complete worksheet.2. Complete Han Empire Map Activity worksheet.

<p>p.255.</p> <p>Assessment: C24 Preview and vocabulary</p> <p>Standards: 6.2.8.B.4.b.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.</p> <p>Homework: C24 quiz Day 4</p>	<p>Assessment: Trading Activity; Section 24.2</p> <p>Standards: 6.2.8.B.4.b.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.</p> <p>Homework: review for quiz</p>	<p>Assessment: 24.3-24.5 Guide to Reading Notes</p> <p>Standards: 6.2.8.B.4.b.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.</p> <p>Homework: finish Guide to Reading Notes</p>	<p>Assessment: C24 Guide to Reading Notes; C24 quiz</p> <p>Standards: 6.2.8.B.4.b.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.</p> <p>Homework: Review</p>	<p>Assessment: Dynasties and Silk Road WS; Han Empire Map Activity WS</p> <p>Standards: 6.2.8.B.4.b.; 6.2.8.C.3.a.; 6.2.8.C.4.a.; 6.2.8.D.2.d.; 6.2.8.D.3.c.</p> <p>Homework: finish Han Empire Map Activity</p>
---	--	--	---	---

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

Google Classroom

online textbook and features

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
------------	--

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Differentiation

Model the Rules for Trading Before having students conduct the Experiential Exercise, explicitly model the rules on Information Master D. Have a couple of students with appropriate bags of tokens stand at different trading centers. As you explain each rule, have these students model what to do, such as moving only when their number is called, carefully dealing with each obstacle, greeting one another in their assigned language (on their greeting token), conducting a trade, and so on.

Introduce the Concept of Diffusion Before students complete their Reading Notes for Section 5, introduce the term *cultural diffusion*. Have students think about the spread of cultural fads. Ask students, *What do you do when you find a new phone, shirt, song, or video game that you like?* (Students tell their friends about it, or they buy it and their friends see it.) They want it or buy it or share the information with other friends.) Explain that, just as students share today’s fads, ancient people traded and spread ideas they liked.

Provide a Word Bank Use Guide to Reading Notes to create a “master” list, in random order, of the key dangers, products, and plants involved in trade along the Silk Road. Students can match the items on the master list to the appropriate question in their Reading Notes to help them complete the tasks on the map.

Provide T-Chart Answers Copy and cut apart the statements in the two bulleted lists in Section 2 in the Guide to Reading Notes. After the Experiential Exercise, read each statement aloud randomly. Have students

categorize it as either something that happened in the classroom or something that happened in history. Write both headings on the board and then write each statement under the heading that students have agreed on. Starting with the first statement for the classroom experience, ask students to find the matching historical connection. Draw a line connecting the two matching statements on the board and examine the connection as a class. Repeat this process for the remaining connections.

Model the Reading Notes Make a transparency of the Reading Notes for Section 3. After students have read the section, model the required map tasks. To model Question 1, explain that one of the dangers along the Eastern Silk Road was bandits. Then, on the overhead map, between Dunhuang and Kucha, sketch a simple warning sign that says “Careful—You Might Get Robbed!” To model Questions 2 to 4, remind students that silk was China’s most valuable trading good. On the overhead map, near Dunhuang, sketch a simple drawing of a piece of silk and label it. Note that the label is more important than the quality of the art.

Modifications & Accommodations

Utilize IEP and 504 accommodations

Benchmark Assessments

sentence construction

paragraph writing

DBQ

Formative Assessments

See assessment in lesson plans above.

Summative Assessments

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

SOC.6.2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
SOC.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
SOC.6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).