May 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
Aim: Introduce the Silk Road **Procedure:** 1. Complete C24 Preview activity and vocabulary. (When reviewing the Preview, tell students that the zipper is the only product invented in the U.S.) 2. Read 24.1 orally and examine map on	**Aim**: Examine the products traded along the Silk Road. **Procedure:** 1. Complete Trading Activity (see Activity copies) 2. Read 24.2 and complete Section 24.2.	**Aim**: Examine the products traded along the Silk Road. **Procedure:** 1. In pairs, read 24.3-24.5 and complete Guide to Reading Notes.	**Aim**: Review the Silk Road **Procedure:** 1. Review C24 Guide to Reading Notes. 2. Complete C24 quiz.	**Aim**: Review Dynasties of China and the Silk Road. **Procedure:** 1. Complete worksheet. 2. Complete Han Empire Map Activity worksheet.

p.255. **Assessment:** C24 Preview and vocabulary **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. **Homework:** C24 quiz Day 4	**Assessment:** Trading Activity; Section 24.2 **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. **Homework:** review for quiz	**Assessment:** 24.3-24.5 Guide to Reading Notes **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. **Homework:** finish Guide to Reading Notes	**Assessment:** C24 Guide to Reading Notes; C24 quiz **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. **Homework:** Review	**Assessment:** Dynasties and Silk Road WS; Han Empire Map Activity WS **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. **Homework:** finish Han Empire Map Activity

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.

9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.TL	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology and Design Integration

Google Classroom

online textbook and features

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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Utilize IEP and 504 accommodations

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessment in lesson plans above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

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.
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.
6.2.8.GeoPP.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).