



## ELL Adaptation For **The Silk Road: An Ancient Internet**

**Students examine how goods and ideas moved along an ancient trade route between China and Europe.**

<b>Author</b>	Dennis Rees
<b>Grade Level</b>	6-8
<b>Duration</b>	1-2 class periods

**ELL Adaptation by**

 Karen Guerrero

<b>SLOP Elements</b>		
<b>Preparation</b> <b>Adapting content</b> Linking to background Linking to past learning <b>Strategies used</b>	<b>Scaffolding</b> <b>Modeling</b> Guided practice Independent practice <b>Comprehensible input</b>	<b>Grouping Option</b> <b>Whole class</b> Small groups Partners Independent
<b>Integrating Processes</b> Reading <b>Writing</b> Speaking <b>Listening</b>	<b>Application</b> Hands on <b>Meaningful</b> Linked to objectives Promotes engagement	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

### TESOL Standard(s)

**ESL: English For Content**  
**Through The Use Of ESL Methodologies, The Student Will:**  
**EFC-A. Create, read and interpret visual information relating to science, social studies and math.**  
**A1.** Draw and label maps.  
**EFC-C. Compose in a variety of forms.**  
**C2.** Paraphrase written information.

### Arizona ELP Standards

## The Silk Road: An Ancient Internet

### ELL Stage IV

#### Basic

#### Reading

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:**

B-4: answering who, what, where, when, why, which and how questions about text.

**B-8: summarizing the main idea and supporting details from text.**

#### Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:**

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:**

B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.

## Overview

For nearly 1500 years, a network of trade routes connected Asia with Europe. Over these routes traveled a myriad of goods, ideas, technologies, and cultures, much like on today's Internet. So valuable was the Silk Road that it was fought over by the Chinese, Turks, Mongols, and various nomadic tribes.

## Key Vocabulary

Begins – Where the route started

Ends – Where the route stopped

Route – Road traveled

Items – Things

Caravans - A group traveling across the desert and mountains facing many dangers

Implication – Result of

## Additional Materials Needed for ELL

- Silk Road Assessment for ELLs and Answer Key
- Student Writing Prompt
- Vocabulary cards
- OPTIONAL: Words to Know worksheet for vocabulary, as needed.

## ELL Adaptation

## Procedures

1. Distribute vocabulary cards to ELLs. Read the book, *The Silk Route*, to the students.

2. During the reading, ask students to do two things: connect the cities on their Silk Road maps to trace the route of the Silk Road, and record in chart form items that are traveling along that route. The chart should have three vertical columns. The headings will be: To Europe, To China, Both Places. Model this as you read the book with a master chart and map on the overhead/board. Discuss after each section what could be added to the chart and add to the route as it is discussed in the book. The students will be doing the same on their papers. Students should use the reference page to help identify what the words mean as they write them down. **(Preparation: Adapting content; Scaffolding: Modeling, guided practice; Integrating Processes: Listening, writing)**

3. Have students compare their maps with the transparency map and make corrections on their map if needed.

4. Hand out the Silk Road Data Sheet from original lesson.

5. Have the students highlight places and items as you review the route and items while going over the data sheet. **(Grouping: Whole class; Scaffolding: Comprehensible input)**

6. Discuss what "Implications" are. Define it on the board/overhead and give examples from daily life/school life. Be as visual as you can with your

## The Silk Road: An Ancient Internet

examples. (Ex: An implication of giving a gift would be a verbal thank you, a thank you card, a smile. An implication of taking something from someone would be a frown, discipline from a parent/teacher.)

**(Application: Meaningful)**

7. Discuss how this trade may have affected the people of the ancient world. Go through each implication on the data sheet with visual examples, dramatizing to ensure understanding. You may decide to discuss in detail a few of the implications rather than all of them. **(Scaffolding:**

**Comprehensible input; Preparation: Strategies used)**

## Assessment

The students will do an assessment on the Silk Road that includes ten multiple-choice questions. They may use their notes from the discussions. Mastery will be considered 8 out of 10 correct.

**(Assessment: Individual)**

Students will write a paragraph using their chart, map, and notes as a reference. The paragraph will be graded using the traits of ideas, word choice, and organization. Mastery will be considered 4 or higher on the 6 Traits Writing Rubric. **(Assessment: Written)**