



The Silk Road: An Ancient Internet

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Grade Level 6
Duration 1-3 class periods

ELL Adaptation by Karen Guerrero

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Element 4: Human Systems

11. The patterns and networks of economic interdependence on earth's surface.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing

Text Types and Purposes

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations. Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.

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f. Provide a concluding statement or section that follows from the information or explanation presented.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.

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

Arizona ELP Standards

Grade 6

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-1 demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

Standard 9 By the end of each language proficiency level, an English learner can create clear and coherent grade-appropriate speech and text.

B-1: introduce and present facts about an informational topic and provide a conclusion when writing and speaking.

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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 today's Internet. So valuable was the Silk Road that it was fought over by the Chinese, Turks, Mongols, and various nomadic tribes.

Purpose

In this lesson, students will learn about the movement of goods and ideas in the ancient world by examining the Silk Road. This lesson contains strategies for teaching diverse learners (ELLs).

Key Vocabulary

begins – where the route started

ends – where the route stopped

route – road traveled

items – things

caravan - a group traveling together

implication – result of

Materials

- Vocabulary Cards
- Projection device
- book *The Silk Route: 7000 Miles of History* by John S. Major
- Eurasia: The Silk Road map
<https://geoalliance.asu.edu/sites/default/files/maps/SILKBLNK.pdf>
- Eurasia: The Silk Road map (with routes labeled)
<https://geoalliance.asu.edu/sites/default/files/maps/SILK.pdf>
- Silk Road Data Sheet (for teacher use only)
- Item Cards
- Envelopes
- Silk Road Assessments (A for grade level students) (B for diverse learners) and Answer Keys
- Writing Prompt and Scoring Guide

Objectives

The student will be able to:

- Identify items, ideas, etc. that were transported along the Silk Road.

- Locate on a map the main routes of the Silk Road.
- Identify on how this trade impacted the people of the ancient world.

Procedures

SESSION ONE

1. Begin the lesson by asking how students buy things or gain new information. When the internet comes up as a response, ask, "How did people, 500 years ago, get information and buy things—before the internet?" Then tell the students that will be the topic of this lesson. **(Preparation: Linking to background, Past learning)**
2. Distribute the Vocabulary Cards to diverse learners. Project the cards and discuss the definitions with the whole class.
3. Distribute and project the Eurasia: The Silk Road map (without the routes labeled). Tell students that during the reading, they are to do two things:
 - a. connect the cities on their Silk Road maps to trace the route of the Silk Road
 - b. 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.
4. As you read the book, *The Silk Route: 7000 Miles of History*, model drawing the first couple of routes and recording the first couple of items that are traveling along the route. After each section of the book, discuss what should have been added to the chart and map. **(Scaffolding: Modeling, Guided practice; Integrating Processes: Listening, Writing)**
5. Project the Eurasia: The Silk Road map (with routes labeled) and have students compare their maps and make corrections on their maps if needed.
6. Distribute the Silk Road Data Sheet. Have students highlight places (on the map) and items (in the chart) as you review the route and items traded referring to the Data Sheet. Have students return the Data Sheet. **(Grouping: Whole class; Scaffolding: Comprehensible input)**

SESSION TWO

Prior to this session, cut apart the Item Cards and mix them up. Place cards in an envelope. Make enough envelopes of cards for class to work as partners.

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7. Divide students into groups of two. One partner will represent the West—things that were wanted by the western countries. One partner will represent the East—things wanted by the eastern countries. Distribute the Item Cards to the partners. Have the West partner pick one item out of the envelope that was wanted by the West. Then East does the same thing by picking one item that was wanted by the East. Take turns until all of the items have been categorized. Students can check their work using the Data Sheet. Note: Some items were wanted by both East and West. It is correct to have them in either pile. **(Application: Promotes engagement, Linked to objectives)**
8. Discuss the term, “implications.” Define it using the Vocabulary Card and give examples from daily life/school life. Be as visual as you can with your 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)**
9. Discuss how this trade network may have affected the people of the ancient world. Project the Data Sheet. Use the Items that went Both Ways as a start to the discussion. Why would music be wanted in the East and the West? What would they enjoy about each other’s music? Can they think of any music today that is enjoyed by them and comes from another part of the world? Then discuss the Implications on the Data Sheet. You may decide to discuss in detail a few of the implications rather than all of them. **(Scaffolding: Comprehensible input)**
10. End the session by giving Silk Road Assessment A or B to students. **(Assessment: Individual)**

SESSION THREE

11. Distribute the Writing Prompt and Scoring Guide. Explain the directions and how the essay will be scored. If writing the essay is too difficult

for some learners, their assessment can be the Words to Know worksheet where they are assessed on lesson vocabulary. **(Assessment: Individual, Written)**

Assessment

ELA and Social Science

The essay can be graded using the Scoring Guide. Mastery will be considered a score of 28 points or higher out of the 35 points possible.

Words to Know worksheet can be graded for completeness and accuracy. Mastery will be considered a score of 90% or higher.

Social Science

The Silk Road Assessments A and B include ten multiple-choice questions. Mastery will be considered 8 out of 10 correct.

Extensions

Have the students research one of the products that were “exotic” to the Europeans back in the time of the Silk Road.

Have the students create a short play using classmates as travelers, shopkeepers, and others associated with the Silk Road.

Sources

The Silk Route: 7000 Miles of History, John S. Major, Harper-Collins Publishers, 1995 ISBN 0064434680

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