



GRADE 6 THE SILK ROAD

Enduring Questions:

How did societies interact with each other? How did connections between societies increase over time? How did the establishment of the Silk Road increase trade, the spread of Buddhism, and the connections between China and other regions of Afro - Eurasia?

Pre-Lesson 1 (To be done prior to the USC Pacific Asia Museum field trip)

WARM UP ACTIVITY:

- Access students' prior knowledge of China, silk, trade, and the spread of religion.
- Show this [video](#) to your students. Discuss the ways in which commerce and travel impacted the spread of goods and ideas on the Silk Road.
- Solicit questions based on the video. These questions can guide the research in Pre-lesson 2.

Pre-Lesson 2 (To be done prior to the field trip)

DESCRIPTION OF LESSON:

Students will read a [short description](#) of the Silk Road and, with a partner, explore several aspects of it that are outlined in the article. With their partner, they will read and answer the 2 questions at the bottom of this description.

They will also complete the Silk Road Map page, reading and diagramming a portion of the route.

STANDARDS ADDRESSED:

History Social Science Content Standards:

- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

History-Social Science Literacy Standards

6-8.2: Determine the **central ideas** or information of a primary or secondary source

6-8.7: Integrate visual information with other information in print and digital texts.

VOCABULARY: Mongols, merchant, caravan, barter, Buddhism, export, import, network, expansion, missionary, Black Death, silkworm

OBJECTIVES:

Students will be able to describe key element of the **Silk Road** in preparation for their field trip to the **USC Pacific Asia Museum**. They will prepare questions to guide their research with the docents at the museum.

PROCEDURE

FOCUS: Review questions solicited from video. Categorize questions in relation to dates of existence, purpose, how goods were exchanged and traded, how silk was highly prized and traded, what other goods were traded and how ideas and religions were also passed along the route. Read the article as a research tool to answer questions.

TEACH:

- Divide students into teams of 2 or 3.
- Hand out this description of the [Silk Road Route](#) and a printed [map](#) and one marker per student to each team.
- Have students review the article to trace the route the article describes, and, on the map, circle the cities named in the article.

REFLECT/ASSESS:

- Ask students to show their maps and discuss their new knowledge of the Silk Road.
- Imagine what must it have been like to travel with no modern conveniences? How long did it take Silk Road travelers to get from one town to the next, etc.?
- Solicit questions related to the purpose, impact, and context of the Silk Road. Bring questions on field trip.

DIFFERENTIATION:

In addition to strategies that you already utilize to meet the needs of individual learners in your classroom, here are some suggestions:

- Have students work individually, if necessary.
- Trace the route and circle the cities for them on an overhead projector.
- Show students a larger map of the world and ask them to find other countries and places that Silk Road travelers may have come from.
- Discuss the water routes of the Silk Road.
- Discuss the similarities and differences of how goods and services are sold and traded today.

GRADE 6

THE SILK ROAD LESSON 1

Enduring Questions:

How did societies interact with each other? How did connections between societies increase over time? How did the establishment of the Silk Road increase trade, the spread of Buddhism, and the connections between China and other regions of Afro - Eurasia?

Lesson 1 (To be done after the USC Pacific Asia Museum field trip)

DESCRIPTION OF LESSON:

Students will read [this article](#). Students will then create an artwork that is an accordion book. Using information from the article, they will draw a map that stretches across all the pages of their book and add images that represent the sale and/or spread of one item from the following three categories:

- A food (spices, breads, rice, cheese, fruits, etc.)
- A product (silk, silver, precious stones, paper, textiles, etc.)
- An idea or religion (Islam, Buddhism, etc.)

STANDARDS ADDRESSED:

History Social Science Content Standards:

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

National Core Arts Standards:

VA.Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VOCABULARY: Oasis, Confucianism, Buddhism, Islam, Herat, Tashkent, Pamir Mountains, Dunhuang, Taklamakan Desert

OBJECTIVES:

Students will be able to describe some of the major stops on the Silk Road, understanding what was traded, where it came from, and what its destination was. They will learn to create an accordion book and make artistic choices about images that represent a specific idea or theme.

MATERIALS: Cardstock, pencils, erasers, scissor, glue sticks, plus markers, paint, or oil pastels. Optional: Magazines to be used for cutting out images in place of drawing them or in addition to drawing them

PROCEDURE

FOCUS: Click [here](#) to see step-by-step instructions about how to make an accordion book. Have each student choose a food, a product, or an idea/religion. Explain to students that they will be drawing and/or painting a map that shows major points along the Silk Road where their selected items came from and where they ended up. They will draw images that represent the item, how it was carried, who carried it and what obstacles the trip presented. If teachers prefer, they may also have students use cut out images and collage them onto their drawn maps.

TEACH:

- Pass out the materials listed in the Accordion Book Instructions.
- Walk the students through one step at a time, beginning with the vertical cutting of the cardstock and ending with Step 6. (The cover can be made later, if time allows. Scrapbook paper can be substituted with construction paper or a hand-drawn cover.)
- Once the accordion books are made, allow students to use their Chrome Books to research their chosen item. They may also want to look at online images of Silk Road maps in order to create one on their book.
- The map should stretch across all the pages on one side of the book.
- Once students have drawn and labeled their maps, have them draw images of their item or symbols of their item demonstrating a trail of travel from one location to another. (For example, if the student chooses silk, the map might show silk worms in Xi'an, silk fabric in Samarkand, and silk robes in Hamadan. Students could also add drawings of merchants on horse-back, monks, or sand storms, showing modes of transportation, other travelers and weather conditions.
- Once the map and all the images are added, students can create a title for their book and add the cover with a coordinating image.

REFLECT/ASSESS:

- Give students a list of required components for their books. (At least three drawings and three cities named, clear, legible map detailing the route their item or idea took, etc.) Have each student self-assess his or her accordion book.

Form students into small groups. Have students trade books with group members and let each member “grade” each person’s book according to the list of required criteria. Allow students to make comments on each other’s work as well.

(NCAS: VA.Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.)

DIFFERENTIATION:

In addition to strategies you already use to meet the needs of individual learners in your classroom, here are some other suggestions:

- Allow students to create their artwork on a long (legal or ledger sized) piece of paper, if time or skills do not allow for the creation of an accordion book.
- As an extension, have students use both sides of their accordion book pages to illustrate the route of their product or idea.

- Prove with evidence the impact of that product or idea on each city. How did the culture/city change as a result of the idea or good?
- Expand on the artistic processes by allowing students to use collage, or more sophisticated materials such as natural pigments.