Lesson Plan Outline

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Subject: 7th Grade World Geography/8th Grade US History. Globalization, Cultural Exchange and Diffusion from the Silk Road.

Duration: 5-7 Class Periods

Goal: Students will gain a better understanding of the motivations of early European explorers and what drove them to seek new routes to China. Students will gain an understanding that reaches far beyond the desire of European countries competing to control trade and the serendipitous discovery of the “New World”. By exploring the history of the Silk Road and earlier contact between Europe and Asia, students will gain a new perspective and deeper understanding of social, political, and economic contributions of ancient China and the impact of cultural exchange and diffusion along the Silk Road countries, centuries before the Columbian Exchange.

Instructional Objectives:

As a result of the lesson, Students will:

- Understand the significance of cultural exchange and diffusion, and the impact of globalization on eastern and western societies throughout history.

- Identify the link between eastern and western technology and innovation as a result of the Silk Road and trade.

- Describe the geographic factors that contributed to the movement of people, products, and ideas along the Silk Road.

- Compare early trade along the Silk Road with trade today, focusing on the transmission of ideas, technology, products, and culture on the internet.

- Analyze primary sources to make comparisons between Chinese and American culture.
CONTENT OUTLINE:

I. DAY 1: INTRODUCTION
   a. ESSENTIAL QUESTIONS
   b. VOCABULARY

II. DAY 2: THE SILK ROAD
   a. GEOGRAPHY
   b. CULTURAL EXCHANGE AND DIFFUSION

III. DAY 3-5: THE SILK ROAD AND CHINA: TRAVEL TRUNK PROJECT
   a. GROUP PROJECT/ROLES
   b. RESEARCH PRIMARY AND SECONDARY SOURCES
   c. PROJECT CREATION
   d. PROJECT PRESENTATION
   e. ASSESSMENT
   f. CLOSURE/REVIEW

ESSENTIAL QUESTIONS:

- What is the Silk Road? What impact has the Silk Road had on the development of Eastern and Western civilization?
- What is a dynasty
- Describe the effects of Chinese dynasties on the Silk Road.
- What were the social, political, and economic forces driving the need for trade between Europe and Asia?
- What are some similarities between Chinese and American culture? How might they be connected to ideas transmitted on the Silk Road?
- Explain how ideas, products, technology, and culture are shared today. How is this similar to the Silk Road? Is it different today? How?
- Why is it important to understand the history and link between Asia and the United States?
Vocabulary

- Silk Road
- Culture
- Cultural Exchange
- Cultural Diffusion
- Innovation
- Dynasty

Instructional Strategies

Day 1

Materials: PowerPoint, Animoto presentation, Frayer model student copies, notebooks, writing utensils, Journalistic Questioning handout, homework directions, internet access, LCD projector, summary of Silk Road history printouts.

Vocabulary and Essential Questions

- Today we are going to learn about the Silk Road and its connection to western civilization. We have recently learned about European countries and the desire to find new routes to China.

- We have seen that the fall of Feudalism in Europe is a direct result of its success, and that Italy has a monopoly on trade with China in the 15th century.

- Many countries at this time are competing to beat this monopoly by finding a new route to China.

- We have learned that many agricultural advantages flourished from Asia and contributed greatly to the advancement of civilization as a whole.

- We also know that China at this time has products that are highly sought after by European nations; silk, tea, ginger, etc.

- What are some other factors that link China to the west? Why were some countries and individuals so willing to risk so much to find a new route to China?
Activities

Day 1:

- **Hook:** What was the Silk Road?
  - Animoto presentation

- **Vocabulary**
  - Students will be randomly assigned two words from the unit vocabulary list. Each student will be required to complete a detailed word map (Frayer) and present the word maps to the class.

  - After brief presentations, students will complete a Carousel activity and circulate the room, completing a three-column vocabulary chart in their notes.

- **Introduction:** What was the Silk Road?
  - Students will complete a brief overview activity summarizing the Silk Road. The activity will involve 5W’s & H strategy. (1-4, 5)

  - Information will be provided in stations around the room. Each station will contain source material (print outs, textbooks, and articles) related to the Silk Road.

- **Review:** Classroom discussion: teacher led questioning on information gathered.

- **Extension:** Vocabulary Homework Assignment. Students will gather clippings from newspapers, magazines, or internet printouts displaying examples of cultural exchange and/or diffusion. Samples may include representations of food, religion, music, advertisements, etc. Students will present their clippings with a brief summary on how each example represents the terms.

Day 2

**Materials:** Completed word Maps, clippings from newspapers, magazines, printouts from the internet, writing utensils, map handout copies, internet with Google Earth, Atlases, Textbooks, Homework/extension directions.

- **Hook:** Presentations on Cultural Exchange/Diffusion
  - Students will present examples and explain how each one represents Cultural Exchange/Diffusion. Teacher led discussion.

  - What are some differences between exchange and diffusion? (Differences including adopting beliefs, behaviors, etc. verses a simple exchange of goods)

  - Items students may present include: food, art, clothing, people, technology, natural resources, ideas, etc.
• What are some ways in which culture exchange and diffusion happen today? (Internet, travel, communications & mass media, etc)

• What are some similarities and differences between today’s Cultural Exchanges compared to the Silk Road? (Venn Diagram Option)

• **Map Activity** (5)
  - Multiple Resources (Reference and Research activity)
  - Using a map activity hand out, classroom world maps, Google Earth, and Atlases, students will complete a map activity exploring the geographic features of the Silk Road. Students will be able to:
    - Describe the various human and physical characteristics of the Silk Road.
    - Explain the effects and the role geography would have played on Silk Road merchants and travelers.
    - Trace the various routes through several countries in Asia.
    - Make inferences about how geography played a role in cultural exchange and diffusion along the Silk Road.

• **Review**
  - How has geography played a role in the development of Silk Road routes?
  - Name the countries with trade routes from the Silk Road.
  - What are some benefits of travelers? Challenges?
  - How did geography affect cultural exchange/diffusion along the Silk Road?

• **Extension/Homework:**
  - Pretend you are a traveler along the Silk Road. Describe the benefits and or challenges you face along your journey in terms of geography. Make sure you indicate a time and place (era-year and locations). Choose one of the following ways to respond.
    - Write a journal/diary entry about your journey
    - Draw a picture or series of pictures displaying detailed features witnessed on your journey. Provide a caption with a brief summary of what the drawing represents.
    - Create an annotated timeline or map of your journey.
Day 3-5

Materials:

- **Hook:** Presentations of “Silk Road Traveler” homework assignment.

**Silk Road Travel Trunk Project (2-3 days with presentations)**

- Now that we know what the Silk Road was and the role geography played in the exchange of goods and ideas, we will now complete an activity to learn more about the different time periods and lives of people involved focusing on China.

- Students will form groups of three to “travel” the Silk Road. There will be four stations set up in the room, each having multiple pieces of information. Each station will represent a time period of one of four Chinese dynasties—(The Han, Song, Tang, and Ming). Each dynasty will have printed summary pages (1-5, 7), photos and examples of artwork, and primary sources relative to the period.

- Students will be responsible for three tasks:
  - Gather information using a note-taking guide (travel journal) ESP+C, SOAP, and Journalistic Questioning
  - As a group, creating a “Travel Trunk” in which they put in items gathered along the Silk Road routes during each dynasty. Examples may be portions of a written document, student created examples of art, goods such as spices, paper, gunpowder, block printing, religious items, etc.
  - For each of the items, the group needs to explain in writing and/or verbally why they chose the items and how they represent the time and place along the Silk Road trade route.
  - Students will decorate and place items in a shoe-box size representation of a travel trunk. The box should also represent the time period or some aspect of the Country.
  - Presenting the information to the class. We will have a “museum” exhibit set up throughout the room. Students will then present their trunks to the class.
  - Following student presentations, groups will rotate and complete the travel journal notes by examining the exhibits (and information if necessary)

**Closure:** Review of essential questions. Connect the questions with learning experiences by referring to specific assignments. An example would be making comparisons between modern day examples of cultural exchange or diffusion (internet, fashion, art, food etc.) and ideas or innovations along the Silk Road (printing, paper, religion, science, etc.)
**ASSESSMENT:** Evaluation of Travel Trunk project and presentation, map exercise and Travel Journal notes. Also, evaluation of project creation and evidence of higher order responses to essential questions at the end of the lesson (making inferences of the motivations of early explorers, understanding of contributions of Asia to western growth, and a clear understanding of cultural exchange and diffusion).

**Sunshine State Standards**

The student understands the world from its beginnings to the time of the Renaissance. *(SS.A.2.3)*

1. Understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).

2. Knows how major historical developments have had an impact on the development of civilizations.

3. Understands important technological developments and how they influenced human society.

4. Understands the impact of geographical factors on the historical development of civilizations.

5. Knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).

6. Knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers)

The student understands Western and Eastern civilization since the Renaissance. *(SS.A.3.3)*

1. Understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).

2. Knows how physical and human geographic factors have influenced major historical events and movements.

3. Understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).

4. Knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations

**New Generation Standards**

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.

SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
Sources

   a. Webpage and printouts displaying information and artwork from the dynasty. The webpage and timeline will be accessible to students to access during the entire lesson.

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   a. Map activities will be used during day 1 and day 2 lessons. Also provides Venn Diagram, Word Map, and information on Cultural Exchange and Diffusion.

   a. Timeline of Chinese Dynasties. Summary information used in Travel Trunk project. Timeline is also available for extensions or additional student research on classroom computers. Images for Animoto presentation.

   a. P. 137: Overview of the Song and Yuan Dynasties
   b. P. 178: The Attractions of the Capital
      i. Economics in the Song Dynasty
      ii. Students will also locate flourishing cities along the Silk Road
      iii. What businesses flourished at the time of the Song? Who owned them?
      iv. What was the social hierarchy?
      v. What inferences can you make of goods and services that may have been traded with the West?
   c. P. 195 A Schedule for Learning
      i. Social and Political Analysis of rules, social hierarchy, and education in Song.
   d. P. 128 The Examination System
      i. Opportunity and social shift in upward mobility in Tang
   e. P. 60 The Debate on Salt and Iron
      i. The role of government in economic matters during the Han.
      ii. Educated people and shift in commerce.
   f. P. 226 Shi Jin The Nine-Dragoned
      i. Chinese Culture and the “Outlaw Hero” Legend
      ii. Comparison to Western and American Legends of the “Outlaw Hero”


   a. Geography Textbook Reference: Atlas, China, The Silk Road

1. Identify the following locations on your map by placing each letter in the correct location. Use maps from the textbook and Nystrom Atlas to help you understand the characteristics of each place.

A. Tian Shan Mountains
B. Hindu Kush Mountains
C. Himalayan Mountains
D. Altai Mountains
E. Zagros Mountains
F. Gobi Desert
G. Takla Makan Desert
H. Great Indian Desert
I. Indian Ocean
J. Pacific Ocean
K. Red Sea
L. Black Sea
M. Caspian Sea

2. Draw a trade route that would connect Xian (Shee-Ahn) to Antioch using a route that avoids, as much as possible, travel through mountains and deserts. Since you are going to be traveling by caravan, avoid large bodies of water as well. Explain the advantages and disadvantages of your route below or on the back of this paper.

3. Describe at least three specific geographic challenges that faced travelers along the Silk Road.

4. Describe how the Silk Road promoted Cultural Exchange?
The Silk Road was really a combination of land trade routes extending from China to the Mediterranean Sea. There were sea routes as well, but they were not usually considered to be a part of the Silk Road.

The city of Xian, in China, was the most common destination for Silk Road travelers. There were numerous cities along the Mediterranean that served as the western end-point, but Antioch was common destination. The two major routes were determined by the need to avoid major geographic challenges, including deserts and mountains. A second consideration was goods and resources that travelers could trade with civilizations along the way.