

Middle School Social Studies Template

Teacher: Mr. Cuvo

Grade Level: 7th

Topic: Silk Road and Interdependence

Materials: LCD Projector, Laptop, String (10 different colors), Scissors, Interdependence Country Imports and Exports List, Homework Writing Prompt, Chart Paper, Map of Silk Road

Bloom's Level: Analyze

MD VSC Standards: 6.5.C 2: Analyze the major traditions, customs and beliefs of Hinduism and Buddhism and their expansion throughout Asia

Objective: Students will examine interdependence to explain why this concept is important to a global economy.

Warm Up: Students will begin class by answering the following question: "How do you think the economy of one country affects the economy of another country?" Students will have approximately five minutes to respond to this question. They will place their responses in the "Warm Up" portion of their binders.

Introductory/Developmental Activities: After five minutes, students will share out their Warm Up responses. To begin the lessons on the Silk Road, students will first need to understand interdependence as it relates to trade. To that end, students will be divided into five groups with each group representing a different country (U.S., England, Japan, Colombia, Saudi Arabia). One group will begin with one of their exports. They will need to identify which nation imports that and throw the string to that group. This process will continue until all groups (nations) are connected to one another. Students will then be given the following scenario: "Tensions have grown bad between Saudi Arabia and the U.S. What could happen to their trading relationship, and how can this affect other nations in the world?" Mr. Cuvo will cut the string between Saudi Arabia and the U.S. to further demonstrate this point. Once this activity is finished, students will then return to their seats.

Guided Practice Activities: Students will remain in these same groups. Before beginning the next activity, students will be told that the previous activity demonstrated "interdependence." Using chart paper, students will then be asked to brainstorm the following questions: 1) What is interdependence? 2) Why is interdependence important to a global economy? 3) What would happen if tensions mounted between two nations?

Independent Activities: Students will be given a copy of a map of the Silk Road. All students will be told is that this is a map of something called the Silk Road and that it was important to ancient China. On the back of this map, students will answer the following question: "Based on this map, what do you think the Silk Road is, and how will this demonstrate interdependence?" Students will keep this map until tomorrow's lesson on the Silk Road.

Assessment: The class will be asked the following: "Based on everything we have worked on today, what is interdependence?" The working definition will be placed on the board so that the class can reference this during tomorrow's lesson on the Silk Road.

Closure: Each group will present their responses to the questions they placed on chart paper.

Homework: Writing Prompt-Based on what we did in class today, what is interdependence? What are some of the positives and negatives to interdependence in a global economy?

Middle School Social Studies Template

Teacher: Mr. Cuvo

Grade Level: 7th

Topic: Silk Road

Materials: LCD Projector, Laptop, Poster Board, “Silk Road and Beyond,” Blank Map of Asia

Bloom’s Level: Analyze

MD VSC Standards: 6.5.C 2: Analyze the major traditions, customs and beliefs of Hinduism and Buddhism and their expansion throughout Asia

Objective: Students will examine the effects of the Silk Road to describe why society flourished during the Han Dynasty.

Warm Up: Students will begin class by answering the following question: “Based on everything we have worked on this year, why are trade and interdependence important to a global economy?” Students will have approximately five minutes to complete this assignment. They will place their responses in the “Warm Up” portion of their binders.

Introductory/Developmental Activities: After five minutes, students will present their Warm Up responses. Students will then take out their maps of the Silk Road that they worked on yesterday. Independently, students will answer the following questions in their binders for about five minutes: 1) Based on this image, what is the Silk Road? 2) Why would the Silk Road have been important to ancient China? 3) What impact could the Silk Road have not only on China, but on other nations in Asia, Africa, and Europe? After five minutes, students will share out their responses with the rest of the class. Students will then take brief notes on the Silk Road, which will explain what the Silk Road is, what types of goods and ideas were traded along the Silk Road, and why it was important to ancient China and the surrounding areas.

Guided Practice Activities: Students will be divided into five groups. Each group will be given a blank map of Asia, a copy of the reading “Silk Road and Beyond,” and a poster board. On the poster board, students will begin drawing out a map of the Silk Road (using the blank map of Asia and the Silk Road maps from yesterday). While they are doing this, other students in the group will begin reading the article “Silk Road and Beyond.” On this map, the group will then identify different goods and ideas that were being traded along the Silk Road as well as where these goods and ideas came from and where they were going to. Students should color code different things (i.e. goods vs. ideas).

Independent Activities: Students will revisit their individual Silk Road maps from yesterday. On the back of these maps, they will answer the same three questions from yesterday, this time using what they have learned about the Silk Road to inform their responses. Students will then compare and contrast their responses from before they learned about the Silk Road to after.

Assessment: Each group will share out their group’s maps of the Silk Road as well as their answers to the independent questions before and after students learned about the Silk Road.

Closure: Students will go around the room and share out one thing they learned during Social Studies this week.

Homework: Students will read Chapter 5 Section 4 of *History of Our World* and complete the quiz on Edmodo