

Overview of Teacher Implementation Plan 2014

Date: March 28, 2014

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Unit Title: Trade and the Economy in Ancient China

Unit Abstract: Students will examine the effect of the Silk Road on ancient China. In doing so, students will first examine the idea of interdependence and how trade connects different nations to one another economically. After that, students will then take a look at the Silk Road and how different goods and ideas made it from one area of East Asia to another.

Content Standards: 6.4.A. Scarcity and Economic Decision-making

4. Examine how specialization, interdependence and trade affected the production of goods and services in the context of early world history

6.5.B. Emergence, Expansion and Change in Nations and Empires

1. Analyze how civilizations emerged in the river valley areas

a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming

a. Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities

b. Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush

Content Area(s): In Social Studies, this unit deals with history and economics in East Asia specifically with China.

Targeted Grades: 7th Grade (World Cultures and Geography II: The Eastern Hemisphere)

How Will This Unit Be Integrated into Your Curriculum: This will be completed during the unit on East Asia. Prior to learning about the Silk Road, students will have examined the physical geography of East Asia, the religions of Hinduism and Buddhism, Confucius, the Great Wall of China, and legalism in the Qin Dynasty. The Silk Road will be looked at in more detail once students begin looking at the Han dynasty.

Time of Implementation (how and when will the unit be implemented): This unit will be implemented during the East and Southeast portion of the curriculum. Prior to this, students will have examined map skills, Southwest and Central Asia, and Africa. The unit on East Asia is the fourth of six units in the 7th Grade Social Studies curriculum. Thus, implementation will most likely occur in December or January.

Big Idea: Students will understand that... trade connects different nations and parts of the world together. Trade is essential to the well-being of all nations, as some nations have supplies and ideas that are necessary in other parts of the world. Students will apply these ideas to the Silk Road of ancient China.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):

- 1) Why is interdependence necessary for a global economy to thrive?
- 2) What is necessary to make interdependence work?
- 3) What are the consequences of trade on different nations?
- 4) What determines what goods are either imported or exported from different areas of the world?
- 5) How do these ideas connect with the Silk Road in China?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):
[these can be outlined here in this file, and the full lesson plans included as separate documents]

Culminating Lesson/Activity (the final lesson/activity that ties all lessons together): Students will need to re-create a map of the Silk Road using what they have learned as well as some of the materials in the SPICE Silk Road book. In creating this map, students will need to identify where different goods and ideas are originating from and where they are being exported to. Students will also need to explain why these are being imported from certain areas, exported to other areas, and the effects this trade has on China and other portions of East Asia.

Assessment: What evidence of learning will you accept? The primary source of assessment will be the Silk Road map that students create. Students will also type a paper that answers the essential questions listed above and ties them all together. Also, all discussions that take place in the classroom during this unit will be critiqued and included in student assessment.

Resources Needed (please list titles of books, films, curriculum units, and website addresses): Silk Road SPICE set, maps of the Silk Road, DVDs from the SPICE set,
<http://www.stanford.edu/group/spice/SilkRoad/SilkRoad.html>