Lesson #1: Traveling the Silk Road
Teacher: Gina Lombardi-Dankmyer
Grade Level: 9
Lesson Designed For: United States History (Beginnings to 1877)

Objectives:
• Students will be able to define the term, Silk Road.
• Students will be able to locate various regions through which the Silk Road passed by completing a mapping activity.
• Students will be able to describe what travel on the Silk Road was like by conducting research on a particular region of the trade route in small groups.

Sources/Materials To Be Used:
From Along the Silk Road SPICE Curriculum Unit:
- Lesson #1: Blank Physical Map Containing the Continents of Europe and Asia (page 20)
- Lesson #1: Handout 1 {for teacher use only} (pages 18-19), Handout 5 A-F (pages 24-29) and Handout 6 (page 30)

Computers and Internet Access
Teacher Created Graphic Organizer entitled 'Traveling the Silk Road' (Attached to Lesson Plans)

Procedures:

a. The teacher will place students in predetermined groups of 4. Each group of 4 will receive a blank physical map containing the continents of Europe and Asia with the two cities Antioch and Xi’an labeled. The teacher will ask the groups to take a few minutes and trace the route they would take if they had to travel from Xi’an to Antioch on foot or by camel carrying a decent amount of items with them. Following the mapping activity, the teacher will have each group share their route and state why they went the way they did.

b. After the group discussion on the student created routes, the teacher will explain that a very crucial trade route referred to as the Silk Road actually existed between these two cities. At this point the teacher will provide the students with the graphic organizer entitled 'Traveling the Silk Road' which will be completed through teacher lecture on the historical context of the trade route.
   1. On the graphic organizer, the students will define the term, Silk Road, trace the actual route of the Silk Road, explain how/why Western Europe became involved in trade along the Silk Road (explanation will include a list of Asian goods/ideas/technologies Europeans desired and placement of trade markets) as well as travel dangers along the Silk Road (this section will be completed while the students present their research in the second half of the lesson).

c. At the conclusion of the lecture, the teacher will explain that each group of 4 will be conducting research on a particular region of the Silk Road.
   1. Students will use Handouts 5 A-F and Handout 6 from the Along the Silk Road
curricular unit to complete their research.

2. Students are to provide an overview of what that region of the route was like with focus on geography of the region, types of desired goods/ideas/technologies found there and travel dangers of the area.

3. Students will create a glogster (electronic poster) to display their research.
   d. Groups will present their glogster once everyone has completed their research.

Closure:
   The teacher will close the lesson and check for understanding by having the students participate in a speed round of questioning on the content presented during the lecture. Closure of the lesson will also involve the completion of the remainder of the graphic organizer entitled ‘Traveling the Silk Road’ through whole group discussion.

Assessment:
   Formal and Informal Methods
   Check for understanding through individual and whole group questioning, instructor will monitor student participation by ensuring on task behavior and engagement in the group project, creation of the glogster based on research conducted and cumulative assessment will conclude the unit.
Lesson #2: Trading on the Silk Road
Teacher: Gina Lombardi-Dankmyer
Grade Level: 9
Lesson Designed For: United States History (Beginnings to 1877)

Objectives:
• Students will be able to demonstrate how trading was done on the Silk Road by participating in a whole group simulation.
• Students will be able to explain how the Silk Road created an interdependent world economy and was a hub for cultural exchange through whole group discussion and a reflection writing assignment.

Sources/Materials To Be Used:
From Along the Silk Road SPICE Curriculum Unit:
-Lesson #4: Handout 1 A-F (pages 99-104), Handout 2 (pages 105-107) and Handout 3 (pages 108-110)
Goods and Fake Money to be used in the Simulation

Procedures:
a. The teacher will have the students review content from the previous day’s lesson through a question and answer session. The teacher will ask the students to define Silk Road and recall the items that were traded, how/why the Europeans became involved in trading on the Silk Road and what were the dangers associated with trading on the Silk Road.
b. The teacher will then explain to the students that they will be participating in a simulation that demonstrates what a typical market along the Silk Road would be like and how the benefits of trading on the Silk Road often outweighed the dangers. At this time, the teacher will brief the students on the simulation’s instructions and handout the necessary materials (goods and fake money) for the activity.
   1. To complete the simulation, the teacher will need to have handout 1 a-f and handout 2 already copied. Complete instructions for the simulation are found in the Along the Silk Road curricular unit.
   2. The teacher will circulate the room during the simulation to ensure on task behavior and assist students if they are having difficulty.
c. At the conclusion of the simulation, the teacher will have the students participate in a whole group discussion about their experience in the simulation.
   1. Discussion questions may include but are not limited to...why were most of the products traded on the Silk Road considered luxury items?, what elements of the actual Silk Road were demonstrated in the simulation?, in what ways did the simulation differ from actual Silk Road trading?, what were the benefits of trading with the other groups?, how might cost change if trade was conducted over sea routes? what would be the benefit of a sea route?, what are the pros and cons of overland trade and sea trade?, what other elements may have effected who you traded with or what you traded?
Closure:

To close the lesson, the teacher will give the students the following homework assignment. Students will explain based on their experience in the simulation 'how the Silk Road created an interdependent world' and 'what cultural exchanges were made due to trading on the Silk Road'.

Assessment:

Formal and Informal Methods

Check for understanding through individual and whole group questioning, participation in the simulation and classroom discussion analyzing the experience in the simulation, completion of the trade log, completion of the reflection homework assignment and cumulative assessment will conclude the unit.
Lesson #3: Impacts of the Silk Road: Yesterday and Today
Teacher: Gina Lombardi-Dankmyer
Grade Level: 9
Lesson Designed For: United States History (Beginnings to 1877)

Objectives:
• Students will be able to explain how the Silk Road created an interdependent world economy and was a hub for cultural exchange through whole group discussion.
• Students will be able to analyze the impacts of the Silk Road on the worlds of yesterday and today through the creation of a comparative photostory.

Sources/Materials To Be Used:
From Along the Silk Road SPICE Curriculum Unit:
   - Conclusion Lesson: Handout 4 (pages 248-250)
Completed Graphic Organizer from Lesson #1
Computers and Internet Access
Teacher Created Graphic Organizer entitled 'The Silk Road: Impacts of Yesterday and Today' (Attached to Lesson Plans)

Procedures:
   a. The teacher will have the students review content from the previous day’s lesson through whole group discussion pertaining to the reflection questions students answered for homework. Student responses will be shared, discussed and recorded. The teacher will serve as a guide in the discussion and ensure students fully understand the elements of the globalized world that was created due to the Silk Road. Discussion of globalization will also be included.
   b. After the discussion, the teacher will explain the culminating unit activity to the students. The students task is to participate in an activity that asks them to analyze the impact the Silk Road had on the worlds of yesterday and today. Students will work in the same research groups from lesson #1.
      1. In the groups, students will be asked to recall from Lesson #1 what goods/ideas/technologies were exchanged in the 5 regions of the Silk Road of yesterday and what goods/ideas/technologies are exchanged by these people today. Research is to be recorded on a teacher created graphic organizer entitled 'The Silk Road: Impacts of Yesterday and Today'.
   c. Students will use photostory to present their research to the class. The photostories will include student research and photos associated with the topic. The goal of the photostory is to show the history of trade on the Silk Road of yesterday and its effect on the world today. Students will also be asked to answer a number of analysis questions in their photostory.
      a. Analysis questions include but are not limited to... ‘how would your life be different without the goods/ideas/technologies of the Silk Road?’,
parallels are there between economic and cultural exchange along the Silk Road then and now?’, ‘what is a modern-day example of the Silk Road and why?’

d. Presentations will occur once all groups have completed their photostories.

Closure:
To close the lesson, the teacher will ask the students to answer the following question through whole group discussion. The discussion question is 'what impacts of the Silk Road were you most surprised by?'. The teacher will take a number of student responses.

Assessment:
Formal and Informal Methods
Check for understanding through individual and whole group questioning, instructor will monitor student participation by ensuring on task behavior and engagement in the group project, creation of the photostory based on research conducted and participation in the classroom discussion on the student reflection homework assignment.