

NCTA Lesson Plan on China
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Fall 2006

This lesson plan is intended to be part of a full quarter's (9 weeks) study of China from earliest times through the fall of the Ming Dynasty. The course combines the social studies and language arts courses for the quarter. Art and music classes are included, where possible. The three other quarters of this course are: Japan from earliest times to the coming of Perry; Modern China; Modern Japan and Korea.

Purpose: The Silk Road connected many cultures across great distances for many centuries

Rationale: Exposure of students to the geography of Asia from Xian to Istanbul
Exposure of students to the intricacies of ancient trade, including trade goods and policies
Exposure of students to the cultures of minorities within and outside of various Chinese and other Asian empires.

Materials: Films: "The Silk Road: An Ancient World of Adventure"(Central Park Media)

Vol. I: "Glories of Ancient Chang-An"

Vol. II: "A Thousand Kilometers Beyond the Yellow River"

Vol. III: "The Art Gallery in the Desert"

Vol. IV: "The Dark Castle"

Vol. V: "In Search of the Kingdom of Lou-Lan"

Vol. VI: "Across the Taklamakan Desert"

Vol. VII: "Khotan – Oasis of Silk and Jade"

Vol. VIII: "A Heat Wave Called Turfan"

Vol. IX: "Through the Tian Shan Mountains by Rail"

Vol. X: "Journey into Music – South through the Tian Shan Mountains"

Vol. XI: "Where Horses Fly Like the Wind"

Vol. XII: "Two Roads to the Pamirs"

Books: *The Silk and Spice Routes: Exploration by Land*, Paul Strathern
The Silk and Spice Routes: Exploration by Sea, Paul Strathern
The Silk and Spice Routes: Inventions and Trade, Paul Strathern
The Silk and Spice Routes: Cultures and Civilizations, Paul Strathern

Websites: www.ess.uci.edu/~oliver/silk.html
<http://www.silk-road.com/toc/index.html>
<http://depts.washington.edu/uwch/silkroad/>
www.bl.uk/onlinegallery/features/silkroad/main.html
http://en.wikipedia.org/wiki/Silk_Road
www.alumni.caltech.edu/~pamlogan/srart.html
www.silkroad-hotels.com
www.mrdowling.com/613-silkroad.html

Preparation: Teacher will prepare and put up ahead of time a large outline wall map of Asia, with current national boundaries, rivers, mountains, seas and oceans, and deserts given in outline but not colored in or labeled.

Teacher will read with or to the class selected parts of *The Silk and Spice Routes: Exploration by Land* by Paul Strathern by way of introduction to the topic.

Teacher will Xerox the guideline sheet (double sided) and give a copy to each student.

Teacher may also show the first film to the whole class, give the students the guideline sheet, and then show the first film a second time, asking the students to take notes and then go over the notes with the whole class so that they know what is expected of them. Students will then need a second copy of the guideline sheet for their individual viewing.

Activities: Students will work individually (or in small groups in a large class). Each student will view at home one of the hour-long films from “The Silk Road” series above. Each film should be viewed at least twice: the first time simply for appreciation and getting a general sense of the film; the second time for taking notes on specific topics according to the attached guideline.

Students will then make posters that will include the following: a map including geographic features showing the segment of the Silk Road their film discussed; pictures or drawings of the trade goods exchanged carried or exchanged along that segment; pictures or drawings of landmarks along that segment; pictures of people who would have lived (or are living) in that area.

From their posters and notes, each student will prepare a short talk to the class summarizing his/her film segment and presenting two five-minute clips (previously chosen and set up according to tape counter) from the film.

Then the class will work together to fill in the outline map, labeling and coloring all the important geographic features and drawing in the whole of the overland parts of the silk road.

During any down class time, students can explore the websites listed above and any other books about or pictures of the Silk Road the teacher may have collected.

Assessment: Posters will be graded according to the attached rubric. Class presentations will be graded on effort, extent of knowledge demonstrated, and creativity of presentation (attached rubric). Students will be awarded extra credit for any questions raised on their guidelines and which they pursued out of their own curiosity by using Internet or other sources.

Extension: Students can research other areas of the Silk Road not covered by the films and add them to the map. Students can also research other trading routes, including sea routes and add them to the map. Students might especially be interested in Zheng He's treasure fleets and in discussing Menzies's evidence for asserting that the Chinese discovered America in 1421.

Grade Adaptation: - Target gifted grades 5-6

- Older grades could research specific historical events discussed in the films and create a class timeline of them.
- Older grades could research the various empires that existed during the time of the Silk Road and compare and contrast their trade policies.
- Older grades could discuss the economic effects of the Silk Road on all the areas it touched and estimate its overall economic benefit to the world.
- Older grades could create a simulation game of the Silk Road, with all its attendant dangers and rewards.

- Younger grades could be presented a condensed lesson on the Silk Road and be asked to label and color a small individual map prepared by the teacher.
- Younger grades could be shown shorter segments of the films chosen by the teacher.

4. List 3-5 specific people discussed in the film and briefly explain the importance of each.

a.

b.

c.

d.

e.

5. List 3-5 trading good mentioned in the film and briefly explain the importance of each.

a.

b.

c.

d.

e.

6. How did people travel over your segment of the Silk Road?

7. What aspects of technology does your film discuss?

8. What kinds of people lived in your segment of the Silk Road? What occupations did they have?

9. What religions were practiced in your segment of the Silk Road?

10. What foods were eaten in your segment of the Silk Road?

11. What kinds of evidence do the film makers offer to support their assertions about the Silk Road?

12. Write 3-5 questions that the film left in your mind. There will be extra credit for exploring their answers.

a.

b.

c.

d.

e.

Rubric for Oral Presentations

Name _____

Date _____

Topic _____

_____ **Knowledge**

_____ **Evidence of Absorption/Integration
of information and ideas**

_____ **Inclusion of examples**

_____ **Ability to Field Questions**

_____ **Organization**

_____ **Use of note cards**

_____ **Logic and clarity**

_____ **Presentation**

_____ **Eye Contact**

_____ **Smoothness of delivery**

_____ **Body Language (relaxed but still)**

_____ **Information presented, not read**

_____ **Clarity of speech and enunciation**

_____ **Enthusiasm for topic**

_____ **Visuals**

_____ **Related to topic**

_____ **Evidence of Effort**

_____ **Interest/Addition to Verbal
Information (color, if possible)**

_____ **Overall Grade**

Suggestions for Improvement: