

Instructional Recipe

What Regions of the World Were Affected by the Silk Road?

Grade 9-12

World History

Cross Curricular Connection: Art & World Geography
 Education Service Center Region 20

Step 1 – Ask

Objectives: Students will analyze the effects of geographic and human factors in world history on the Silk Road Trade patterns.

Introduction: The Silk Road is the ancient trade route passing from the shores of the Mediterranean through Bukhara and Samarkand to Dunhuang and to Xian in central China. Silks, spices and perfumes, precious gems, and even everyday items were carried along this route. As students explore this rich historical period, they should use their library's print resources and the digital [K-12 Subscription Databases and image collections](#) to find out more about the Silk Road and how it transported cultural influences - customs and religions, art and science, knowledge and ideas.



Click on Marco Polo's Route On Silk Road To China Illustrated Map (1254 - 1324).
 EBSCO Student Research Center. Image # imh228745.

Ask:

- ★ How did the Silk Road get its name?
- ★ What did General Zhang Qian do in 138 BCE that was important to the development of the Silk Road?
- ★ What were the geographic names of regions the Silk Road traversed in its early history compared to the geographic names of regions the Silk Road traversed in its later history?
- ★ What caused the geographic names to change?
- ★ What were the Silk Road trade routes?
- ★ How and why did the Silk Road change over time?
- ★ What would be considered the equivalent of the Silk Road today?

Vocabulary:

- ★ Silk Road
- ★ Mongol empires
- ★ Changan
- ★ Tang Dynasty

 **Technology Link** Use the [Visual Thesaurus](#) to understand the vocabulary terms.

TEKS:

World History 113.33.12(A,B)

The student understands the impact of geographic factors on major historic events. The student is expected to:

(A) locate places and regions of historical significance such as the Indus, Nile, Tigris and Euphrates, and Yellow (Huang He) river valleys and describe their physical and human characteristics

(B) analyze the effects of physical and human geographic factors on major events in world history on world trade patterns.

Cross-Curricular TEKS

Art 117.54.3(B) Level III

Historical/Cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement

(A) study a selected period, style, or movement;(B) traces influences of various cultures on contemporary artworks

Cross-Curricular TEKS

World Geography 113.34.6 (A,B)

The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:(A)locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and(B) explain the processes that have caused cities to grow such as location along transportation routes.

Technology Application TEKS: 126.6.7(J)

The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to: (J) identify and use compression schemes for photo manipulation.

Step 2 – Investigate

K-12 Online Subscription Resources:

- ★ [New Silk Road between China and Middle East Gives West A Wide Detour](#) By: Glenda Korporeal. Australian, The, 11/28/2007; (AN 200711281044026511)
- ★ [Mapping the Silk Road and Beyond.Preview](#) By: Pflederer, Richard. History Today, Apr2005, Vol. 55 Issue 4, p57-58, 2p; (AN 16735295)
- ★ [Shifting desert puts Silk Road art at risk](#) By: Michael Sheridan Far East Correspondent. Sunday Times, The, 11/11/2007; (AN 7EH4143433036)
- ★ [Salvaged junk opens up secrets of 'marine silk road'](#) By: Tom Pattinson in Beijing. Sunday Times, The, 12/23/2007; (AN 7EH0320141714)
- ★ [From the First Emperor to a modern superpower: China's turbulent history](#) By: Damian Whitworth. Times, The (United Kingdom), 08/30/2007; (AN 7EH0242540436)

Additional Websites:

[Early History of the Silk Road](#); [Digital Silk Road Maps and Narratives](#) [Romans & Silk Road](#); [Online Sacred Texts by Faith or Era](#), [East Turkestan: Crossroad of Civilization](#); [Link to Eastern & Western Civilization](#); [Han Dynasty](#);

Maps: [The Great Silk Road Map](#); [Classical](#) (Han to Rome); [Post-Classical](#) (Mongol); [Modern World Map of Silk Road Ancient Route](#);

Books:

Non-Fiction: Rall, Ted. *Silk Road to Ruin: Is Central Asia the New Middle East?* New York: NBM 2006.

Kuzmina, E.E. *The Prehistory of the Silk Road*. Philadelphia, PA: University of Pennsylvania Press, 2008.

Fiction: Larsen, Jean. *The Bronze Mirror*. . New York: H.Holt, 1991.

Step 3 – Create

- ★ Use the Silk Road quiz as a pre-quiz and catalyst to get students thinking about questions related to the Silk Road. Record their scores and have them take the quiz once again as a post-quiz in Step 5.
- ★ Use the Key Concepts graphic organizer to take notes on the information you find in your research in Step 2.
- ★ Divide the class into teams that will research different aspects of the Silk Road: political, economic, religious, social (includes cities), intellectual (includes technology), and artistic.
- ★ Research the Mongol empires and draw routes of the Silk Road on an Eurasian map.
- ★ Designate the different political powers with colored pencils.
- ★ Label the map with the location of each empire. Draw routes of Silk Road on the map showing the different political entities (Han, Tang, Rome, Mongol) by using different pencil colors.
- ★ Note changing time periods of these political entities. Use the [Digital Silk Road Maps and Narratives](#) for this activity.

Technology Link –

- ★ Take the [Silk Road: 7000 Years of History](#) quiz.
- ★ Use Google Earth to find an [Interactive Map of Sacred Texts](#) showing the distribution of variant religions along the Silk Road.
- ★ Use the online [timeline](#) generator to organize historical events that affected the development of the Silk Road.

Step 4 – Discuss

- ★ Students will research and create a Photo Story using one of the aspects of the Silk Road found in Step 3. The photo essay will include a minimum of six slides. Each group will present their photo essay to the class and prepare to field any questions from their teacher or their audience. For a tutorial on working with digital images go to Picassa. <http://picasa.google.com/>
- ★ Each group will address this question in their presentation: *What would be considered the equivalent of the Silk Road today?*
- ★ Use the Photo Story thematic rubric to assess the presentations.
- ★ Create a blog to let students share what they are learning as they research their themes.

Technology Link –

- ★ Blog site: <https://www.blogger.com/start>, <http://edublogs.org>
- ★ Use Microsoft's Photo Story to create the pictorial report. Mac users may use iStory.
- ★ Use Google's [Picassa](#) to work with Digital images.



Step 5 – Reflect


Post-Quiz:

Students will complete the [Silk Road: 7000 Years of History](#) as part of the concluding activities.

- ★ Compare the first quiz score with the final quiz score.
- ★ Discuss the questions with the students.

Project:

Allow students to present their projects to the rest of the class. Use the Photo Story thematic rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

- ★  **Technology Link:** You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Thematic Culture Using Photo Story

Research Instructions

- 1) Identify a category of information to investigate on the Silk Road.
- 2) Research the identified investigative category using the internet, the library catalog, and the K-12 Databases.
- 3) Download and save at least six different pictures which reflect key elements of your research. You may save these to a flash drive or wiki space as designated by your teacher.
- 4) Download and save one song which reflects your category of investigation to your computer or jump drive. (Make sure to observe copyright.)

Photo Story Instructions

- 1) Open Photo Story.
- 2) Reflect key information from your category investigation using at least six slides, an audio track, and text on at least one slide that defines the culture.
- 3) Save your Photo Story to a flash drive or wiki space as directed by your teacher.

Photo-story Rubric

| | 4 | 3 | 2 | 1 |
|-------------------------------|--|---|---|---|
| Organization | The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct. | The sequence of information is logical. Menus and paths to most information are clear and direct. | The sequence of information is somewhat logical. Menus and paths are confusing and flawed. | The sequence of information is not logical. Menus and paths to information are not evident. |
| Media | 5 pictures, 1 audio file and text on one screen | Missing one requirement | Missing two requirements | Missing three or more requirements. |
| Technology | Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found. | Project runs adequately with minor technical problems. | Project runs minimally. There are many technical problems when viewing the project. | Project does not run satisfactorily. There are too many technical problems to view the project. |
| Investigative Category | Key elements in the investigative category are easily understood and significantly enhance other students' learning. | Information in the investigative category is understood and adequately portrayed to support other students' learning. | Information in the investigative category is not easily understood and needs some additional information to support other students' learning. | Information in the investigative category cannot be understood or is significantly lacking to support other students' learning. |

*For a tutorial on working with digital images go to Picassa. <http://picasa.google.com/>

Key Concept Synthesis

Name: _____

Period: _____

Directions: Use the following graphic organizer to identify the five most important concepts (in the form of single words or phrases) from the reading. Think about identifying the five most important concepts this way: If you had to explain the reading to someone who had not read the text, what are the five most important concepts you would want them to understand? *Use a highlighter and marginal notes to identify important concepts as you read, and **then** complete the graphic organizer once you have completed the reading.*

| Five Key Concepts (with page #s) | Put the Concept in Your own Words | Explain Why the Concept is Important & Make Connections to other Concepts |
|-------------------------------------|-----------------------------------|--|
| 1. | | |
| 2. | | |

| | | |
|----|--|--|
| 3. | | |
| 4. | | |
| 5. | | |