



Traveling the Silk Road in China

An ADE Social Studies Trade Book Lesson

Author	ADE Content Specialists
Grade Level	2 nd Grade
Duration	2 class periods (3rd period optional lesson included)

Aligns to:

Social Studies:

Strand 2: World History

Concept 1: Research Skills for History

PO 5. *Retell stories to describe past events, people and places.*

Concept 5: Encounters and Exchanges

PO 1. Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.

Strand 4: Geography

Concept 1: The World in Spatial Terms

PO 2. Interpret political and physical maps using the following elements:

- alpha numeric grids
- title
- compass rose - cardinal directions
- key (legend)
- symbols

PO 6. Locates physical and human features using maps, illustrations, images, or globes:

- physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)

Concept 2: Places and Regions

PO 3. *Discuss physical features (e.g., mountains, rivers, deserts) in the world.*

Concept 4: Human Systems

PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.

PO 5. Discuss that Asian civilizations have changed from past to present.

Strand 5: Economics

Concept 1: Foundations of Economics

PO 4. Recognize that people trade for

Connects to:

Reading:

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.

Concept 2: Historical and Cultural Aspects of Literature

PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.



goods and services.

PO 5. Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).

PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world.

Overview

The Silk Road was an important trade route in Ancient Asia. Students can understand the importance of trade, how trade promoted the exchange of ideas and goods, the geography of Asia, and life in Ancient Asian civilizations by learning about the Silk Road.

Purpose

In this lesson, students will learn about the importance of the Silk Road and how trade promoted the exchange of goods and ideas.

Materials

- *We're Riding on a Caravan: An Adventure on the Silk Road* by Laurie Krebs
- Map of China (included) one per student and overhead transparency for teacher use. Enlarge student map to 12 x 16 inches.
- Chart paper
- Crayons, colored pencils, or markers

Additional Materials for Session 3 (optional)

- "The Travels of Marco Polo Map" — one per student or teacher transparency
- Drawing paper

Objectives

The student will:

- Trace the Silk Road through China
- Recognize cultural aspects of Ancient Chinese life
- Recognize that people in the past traded for goods
- Recognize the reason people traveled on the Silk Road

Lesson Components

Prerequisite skills: Students should have been introduced to the Early Civilizations in Asia (SS02-S2C2) and map skills.

Session 1

1. Introduce the book, *We're Riding on a Caravan: An Adventure on the Silk Road* by reviewing with students what they have learned about early Asian civilizations (i.e., where they were located, their art, architecture and inventions).



2. State that today they will learn more about these people and how they traded with one another for things they made or could grow.
3. Point out China on a world map. Trace the route of the Silk Road across China (a map is included in book) from the China Sea along the Yellow River (Huang River) to Kasgar (or the western border of modern China). Tell students they will be hearing a story about a family who traveled on this road long ago. Share that the road continues on further into Europe and that the road was used to carry food (tea, spices) and goods (dishes of porcelain, silk cloth) to trade.
4. Ask students what it means to trade items (to give something in return for something else you want or need). Do people trade items today? Ask the children for examples of trading. State that long ago, many people in Europe and Asia wanted beautiful silk cloth that was only made in China. They would trade food and items they had for the silk. Because the silk was so important, the trade route was called “The Silk Road.” The Silk Road was only one way people traveled to trade. They also traveled in ships on the ocean.
5. Share that today they will hear a story about a family traveling on part of the Silk Road. Read the story aloud to the students. (See end of book for pronunciations of Chinese place names.)
6. Go through the book a second time, this time discussing the style of housing, clothing, method of travel, landscape, and animals shown in the illustrations. Ask questions such as: What types of landforms did they travel through? How did they travel? Do most people in Asia today travel the same way? Do children today dress the same way as in the story? Did the children in the story go to school?
7. Review the location of the story and ask why people long ago traveled on the Silk Road. Share with students that they will learn more about trading on the Silk Road next time.

Session Two

1. Review the previous session with the students. Ask them what they remember about the family of long ago on the Silk Road and why they traveled on it. State that today they will learn more about trading on the Silk Road and record information on a chart and maps.
2. Make a chart with 3 columns on large chart paper. Label one column “City”, another “Goods Traded”, and the last “Goods Bought or Sold”. Discuss the labels with the students, being sure they understand the difference between goods traded and goods purchased. Ask why some items would be traded, while others were bought? (The owner doesn’t want what you have to trade; you may not have the same type of money, so you need to trade.)
3. Reread the story stopping at each page for students to review where the family is and what is traded there. Explain, as needed, what the items are. Record the information on the chart. (2 or 3 chart sheets may be needed.) Discuss with the children that as these items were exchanged, people also learned about languages, art, and inventions from other places.



4. Give each student a map of China. Have students title their maps “Traveling the Silk Road, and draw a compass rose, with north to the top of the map. Using the chart as a guide, have students trace in red the route taken by the family. Remind them that the Silk Road continued on past where the family stopped to return home. At each city, have each student choose one item traded there and draw and color it on the map next to the city’s name.
5. Explain that the mountains on the map, the Himalayan Mountains, are the tallest mountains in the world and that the deserts in China are very dry and cold. Ask why travelers traveled through the desert even though it was cold and dangerous? (They couldn’t travel through the high mountains – too rugged, cold, snowy, etc.) Have students color the mountains brown and the deserts yellow.
6. End the session by reviewing why people traded items, and why the Silk Road was important to people in Asia long ago.

Session 3 (optional – may be used as an extension)

1. Share with students the information on “The Story of Silk” and “The History of the Silk Road” located at the back of the book.
2. As you read about Marco Polo, show the map of his travels. Share that Marco Polo became famous because he wrote a book about his travels and all of the wonderful things he had seen during his years in China. The book was very popular.
3. Tell the class they will make a class book about what they “saw” along the Silk Road in the story, just as Marco Polo did long ago. Using their map and the class chart as a guide, have students draw a picture showing one part of the road or story. Have students write a sentence telling about what they drew.
4. Put drawings together into a class book.

Assessment

(For Sessions 1 and 2 only)

The student map from Session 2 will be used for assessment.

The map should have:

- The correct title (1 point)
- A compass rose with the 4 cardinal directions (4 points)
- A red line connecting the 6 cities on the Silk Road (1 point)
- One trade item drawn and colored at each city (6 points)
- Mountains shaded brown (1 point)
- Deserts shaded yellow (1 point)

14 points total - Mastery is 11 correct

Extensions

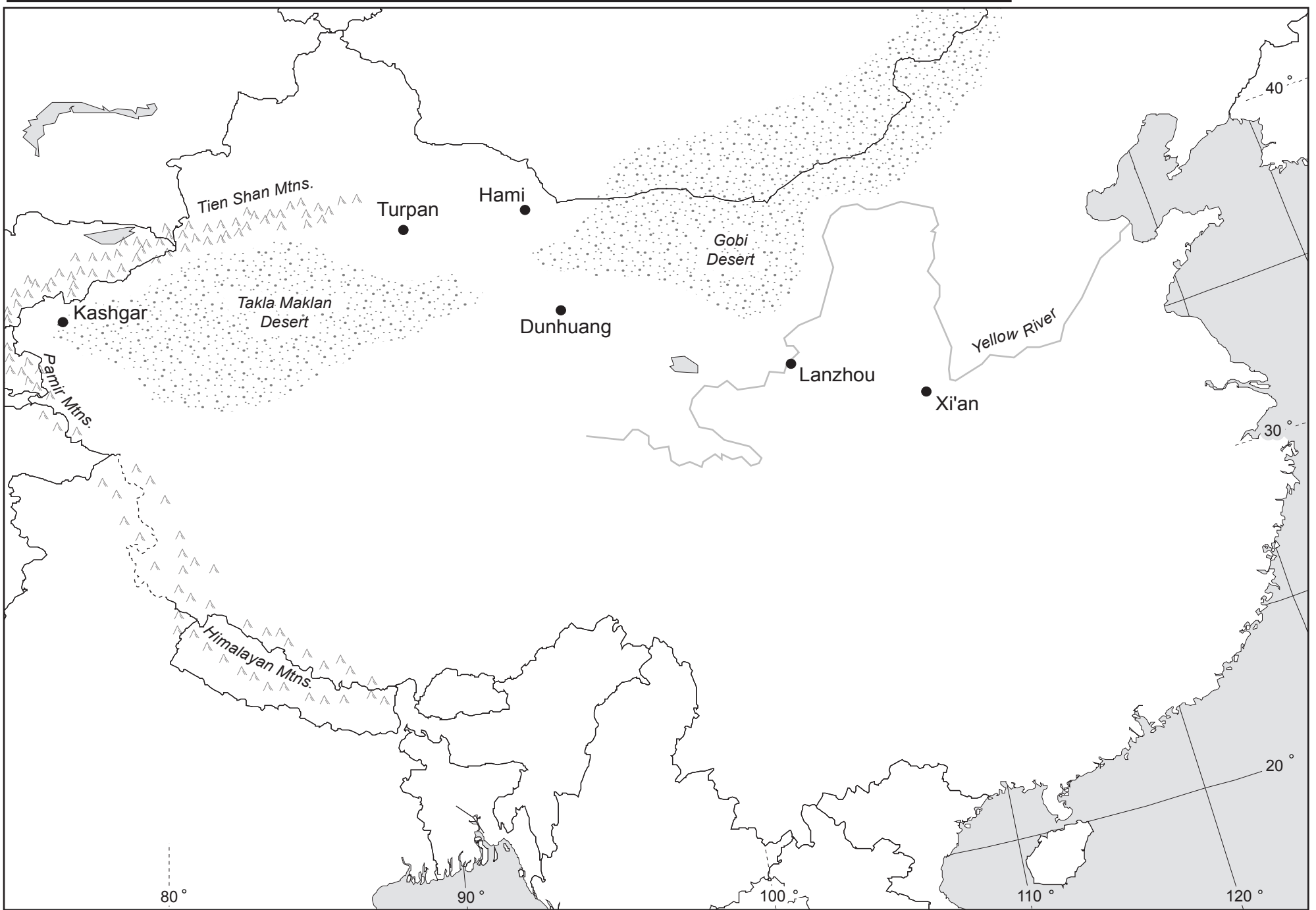
The Session 3 Activity may be used as an extension.

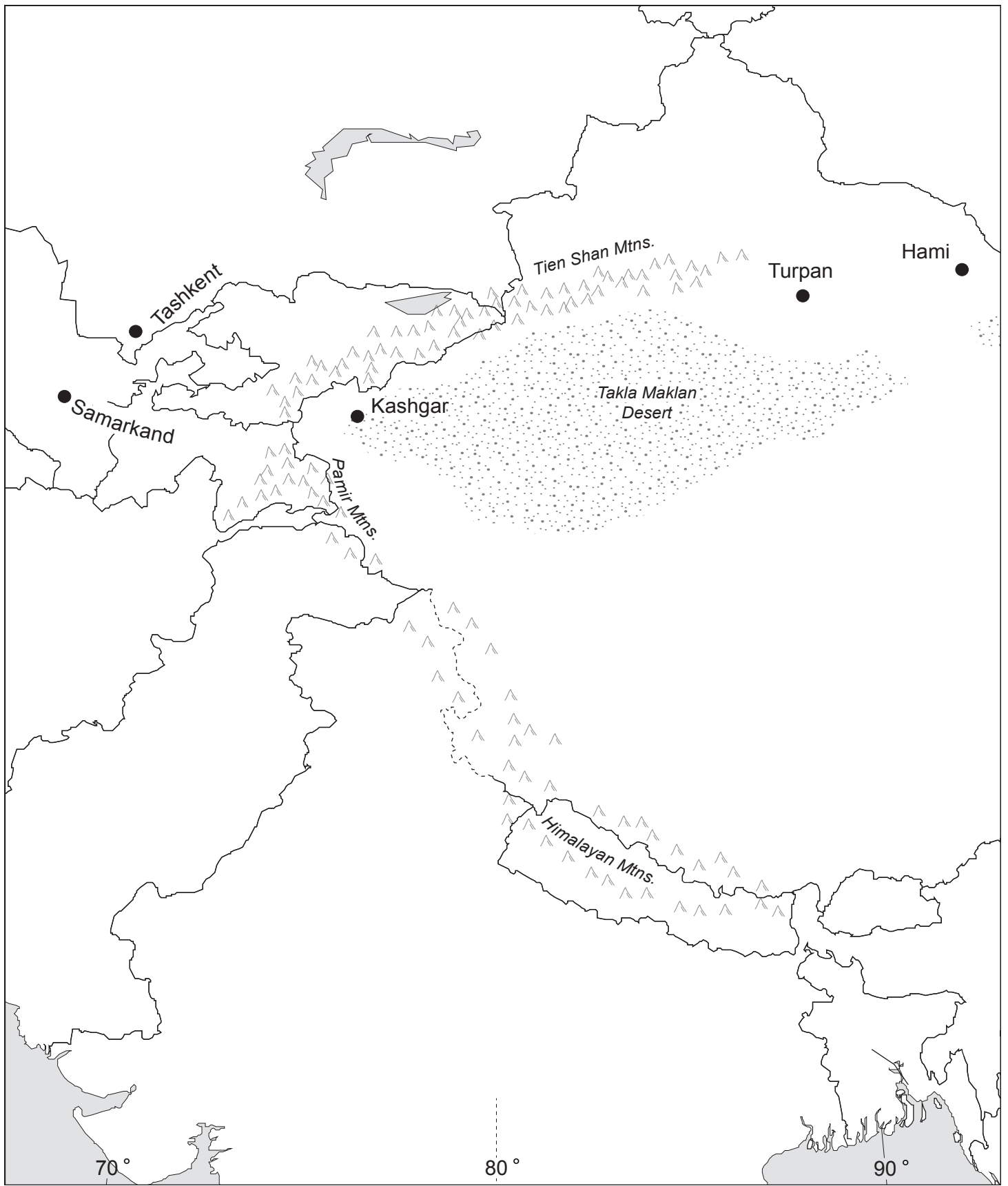


Read the information on “The History of the Silk Road” and “The Story of Silk” in the back of the book to the students.

Sources

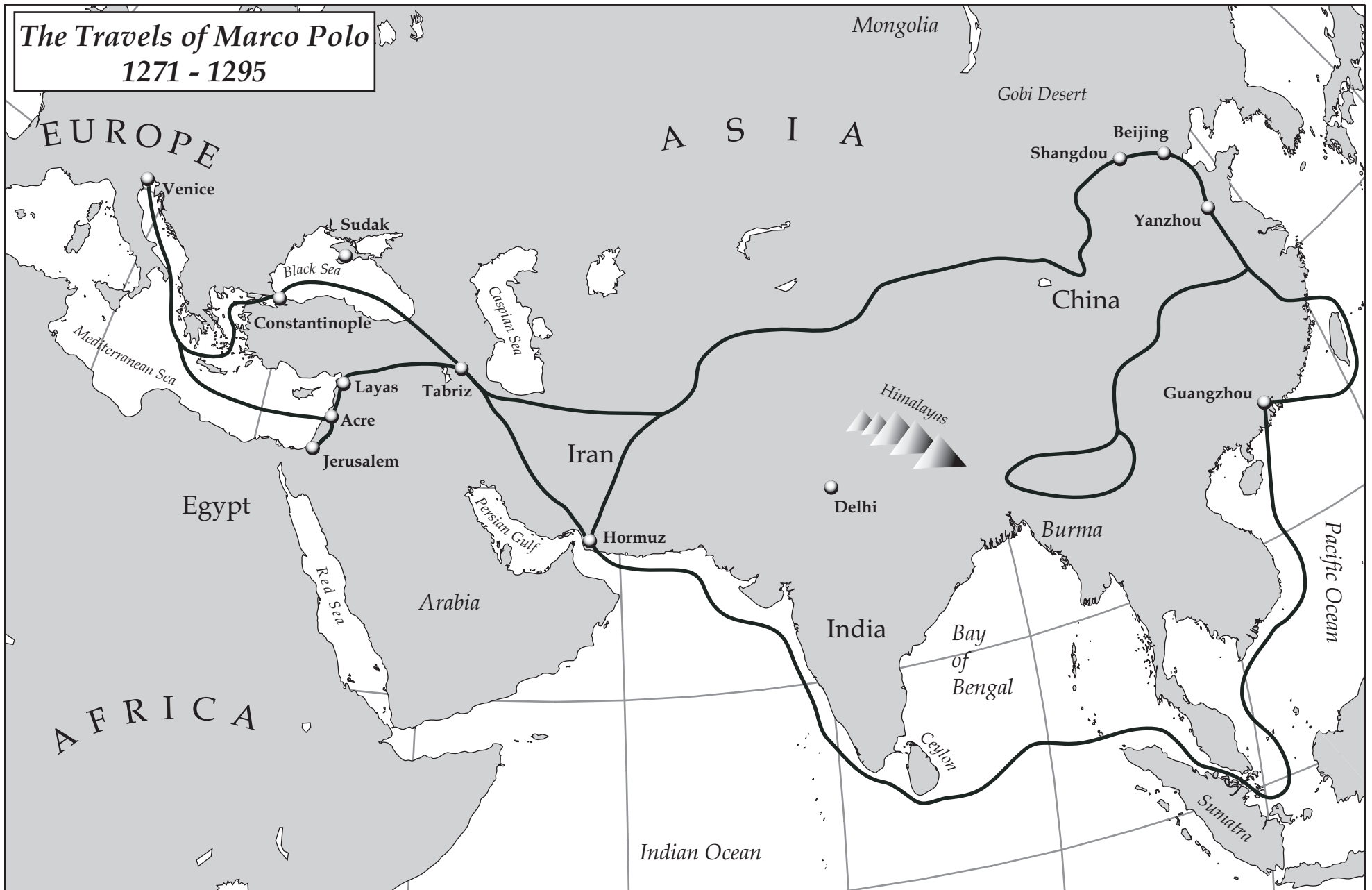
Krebs, L. *We’re Riding on a Caravan: An Adventure on the Silk Road*. Cambridge, MA: Barefoot Books, 2005. ISBN 1-84148-343-5.



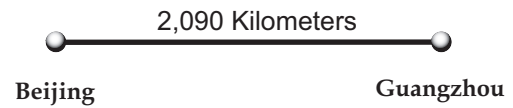
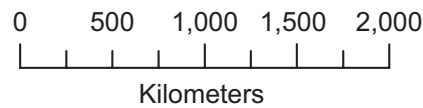




The Travels of Marco Polo
1271 - 1295



Measuring the Travels of Two Adventurers



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