

Trade and Travel Along the Silk Road

(Sample Unit)*

Proficiency: Novice Mid

Language: Chinese

Theme: Global Issues and Challenges

*This tool is the framework for a unit that integrates all the components of the Model Curriculum. Teachers can design the unit for language and proficiency level, and can include specific lessons and content that align with the local course or curriculum.**

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- D. **Expectations for Learning:**
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Language functions, vocabulary and structures. Audio, video and print resources.
- F. **Instructional Strategies and Formative Assessments:**
Interpretive; Interpersonal; Presentational; Diverse Learners; Other strategies and assessments.
- G. **Connections:** *College and career readiness; 21st-Century Skills; Technology; Other connections.*

A.

STANDARDS: [K-12](#) [6-12](#) [9-2](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from simple messages and texts using listening, reading and viewing strategies.**
 - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
 - b. Understand new words, phrases or the main idea with the help of visuals and graphics that accompany texts.
 - c. Make use of print and digital resources to understand the meaning of new words and expressions.
2. **Analyze how authentic sources convey viewpoints, and use authentic sources critically.**
 - a. Identify authentic resources, and examine their suitability for tasks.
 - b. Compare and demonstrate how different authentic sources treat the same topic, event or viewpoint.

Interpersonal:

1. **Negotiate meaning using simple requests, clarifications and conversation strategies.**
 - a. Use simple expressions to make requests and seek clarification.
 - b. Ask and answer questions to seek or clarify information.
2. **Interact with others using culturally appropriate language and gestures on familiar topics.**
 - a. Engage in greetings, introductions and leave-takings.

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Presentational:

1. Convey meaning using writing processes and presentation strategies.

- a. Plan basic texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.
- c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.
- f. Rehearse presentations using delivery strategies.

Cultures:

1. Examine and describe relationships among products, practices and perspectives, and compare them across cultures.

- a. Investigate, explain and demonstrate patterns of behavior.
- b. Examine and demonstrate how people meet their basic needs in different ways and share findings with others.

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B.

CONTENT ELABORATIONS

Unit Theme: Global Issues and Challenges

Unit Topic(s): Buying and Selling

Essential Question(s):

- Which factors influence the kinds of commodities that people will trade in different regions of the target country?
- What benefits did the Silk Road in ancient China bring to the people who used it?
- What were the practices of buying and selling?

Communicative Context: Trade Along the Silk Road

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C.

UNIT SUMMATIVE ASSESSMENT

[Integrated Performance Assessment \(IPA\)](#)

IPA Theme: Buying and selling on the Silk Road

Authentic resources:

- <http://www2.newcanaan.k12.ct.us/education/components/docmgr/default.php?sectiondetailid=7021&fileitem=756&catfilter=377>
This is a short video clip about the Silk Road. Although the clip is in English, teachers can mute it and narrate with their own simplified explanation in Chinese.
- <http://www.youtube.com/playlist?list=PL7629E37BF3E4EEC3>
History of the Silk Road.
- Documentary film: *The Silk Road*

<u>Interpretive task(s):</u> <i>(Evaluate with an Interpretive performance or proficiency rubric.)</i>	<u>Interpersonal tasks:</u> <i>(Evaluate each student with an Interpersonal performance or proficiency rubric.)</i>	<u>Presentational tasks:</u> <i>(Evaluate with a Presentational performance or proficiency rubric.)</i>
<ol style="list-style-type: none">1. Teacher shows video clips about the Silk Road, with people buying and selling various items.2. Students answer questions to determine their comprehension of how the people promoted their products, expressed their interest in someone else's product and negotiated prices.3. Students use an organizer to record expressions and phrases used.	<ol style="list-style-type: none">1. Pairs or small groups of students share and discuss their answers to the questions from the interpretive section.2. During their discussion, students add to their lists of expressions and phrases used.	<ol style="list-style-type: none">1. Students act out a short skit, using a trading scenario provided by the teacher.2. Students draw a Silk Road on a large roll of paper and decorate it with various artifacts representing the commodities sold and the other activities performed there.3. Students create a skit in which they act out a typical day at the market along the Silk Road.

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning targets for this unit:

Interpretive:

I can recognize and sometimes understand words and phrase that I have learned for specific purposes.

- I can recognize some familiar Chinese words and phrases from the documentary film *The Silk Road*.

I can recognize words, phrase and characters when I associate them with things I already know.

- I can understand some products and words from reading assignments about the Silk Road.

Interpersonal:

I can greet and leave people in a polite way.

I can answer a variety of simple questions.

I can ask some simple questions.

- I can ask and answer questions in Chinese regarding the price, quantity and quality of the commodities using words, phrases and memorized expressions.

I can communicate some basic information about my everyday life.

- I can express my likes and dislikes in Chinese using words, phrases and memorized phrases.
- I can negotiate prices for the commodities in Chinese.

Presentational:

I can present simple information about something I learned using words, phrases and memorized expressions.

- I can present some information about familiar items, such as the major commodities that were traded along the Silk Road.

- I can ask and answer questions in Chinese regarding the price, quantity and quality of the commodities using words, phrases and memorized expressions.
- I can express my likes and dislikes in Chinese using words, phrases and memorized expressions.
- I can negotiate prices for the commodities in Chinese using words, phrases and memorized expressions.

Intercultural:

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some common products sold along the Silk Road.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify how people negotiated for goods along the Silk Road.

I can imitate some simple patterns of behavior in familiar settings across cultures.

- I can recognize and imitate appropriate greetings and leave-takings.
- I can recognize and imitate how people count and use money to make a purchase.

I can use memorized language and very basic cultural knowledge to interact with others.

- I can use memorized language and very basic knowledge of the culture to bargain for goods.

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E.

UNIT CONTENT AND AUTHENTIC RESOURCES

Content

Language functions: Introduce and promote products, express likes and dislikes, negotiate prices, and make purchases.

Vocabulary: Chinese names of fruits and vegetables, descriptive adjectives, prices and Chinese measurement units.

Authentic/Other Resources

(audio, video or text related to this unit)

The Silk Road documentary film provides photographs of the artifacts contained in the Silk Road museum and videos of people buying and selling various products.

<http://www.youtube.com/playlist?list=PL7629E37BF3E4EEC3>

History of the Silk Road.

<http://www2.newcanaan.k12.ct.us/education/components/docmgr/default.php?sectiondetailid=7021&fileitem=756&catfilter=377>

This short video clip about the Silk Road is in English, but the teacher can mute it and narrate with his or her own simplified explanation in Chinese.

<http://china.mrdonn.org/silkroad.html>

This website explains the Silk Road to children.

http://archaeology.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=archaeology&cdn=education&tm=11&gps=67_12_1280_888&f=10&su=p284.13.342.ip_&tt=29&bt=8&bts=72&zu=http%3A/www.ammnh.org/exhibitions/past-exhibitions/traveling-the-silk-road

The American Museum of Natural History exhibition “Traveling the Silk Road” is in English but can be translated into simple Chinese.

<http://www.travelchinaguide.com/silk-road/>

Resources about the Silk Road can be found in many languages.

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F.

INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

Use the website www.polleverywhere.com to ask students questions about prior knowledge of the Silk Road.

[Instructional Strategies and Formative Assessments](#)

Vocabulary and Structures:

- Illustrate the various commodities brought to China via the Silk Road by pasting pictures of them onto a map of the Silk Road hanging up in the classroom.
- Practice vocabulary terms and cultural knowledge by playing a game of Jeopardy.
- Take a Chinese typing quiz on the website www.todaysmeet.com.
- Match key Chinese sentences and grammar structures with pictures.

Interpretive Tasks and Strategies:

- Listen to comprehension activities with true or false questions in which the teacher discusses the Silk Road in Chinese.
- Watch excerpts from the Chinese language documentary film and answering questions to demonstrate listening comprehension.
- Get the gist of the information presented and outlining the key information.
- Use the comprehension sheet for guidance when watching the videos.

Interpersonal Tasks:

- Think, pair and share: In pairs, students analyze important grammatical structures. The teacher monitors the process and provides individual feedback.
- Inside and outside circles: Students practice dialogue.

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Presentational Tasks:

- In groups, students dub in their voices to the video clips using the required language patterns.
- Students set up a marketplace at which they act out buying and selling various items.

Diverse Learners:

- Abstract-concrete assessment tasks (discuss why silk is a good purchase and discuss silk prices).
- Multisensory presentations (visual, auditory, touch, visualized vocabulary words).
- Formulaic responses (I like/want ... because ...; I don't like/want ... because ...; too expensive, cheaper).
- Vocabulary expansion (I like, I prefer; I have ...; I want to buy ...; If it is not ..., I don't want it).
- Different grouping strategies.
- Practice stations that emphasize different learning styles to reinforce learning.

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CONNECTIONS

21st-Century Skills:

- Students as critical thinkers formulate opinions and solve problems. (Students set up a marketplace at which they act out the buying and selling that might have occurred along the ancient Silk Road in China.)
- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts and ideas. (Students role-play various scenarios based on their readings.)
- Students as collaborators use their acquired language to learn from each other and work cooperatively, sharing responsibility and making compromises while working toward a common goal.
- Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others and producing written, oral and visual messages. (Students derive information from multiple online resources and collaborate with their peers in social studies class.)

Technology:

Students use www.pollweverywhere.com, www.todaysmeet.com and <https://jeopardylabs.com/> to complete in-class activities.

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