

**Title:** Silk Road

**Subject:** History

**Topic:** Silk Road Markets

**Length of Unit:** 2 weeks

**Grade:** 12th

**Teacher:**

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**Standards Addressed:**

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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***Students will be able to independently use their learning to...***

Gain an understanding of the complex trade networks created by the silk road  
Explore the political and geographical impacts of the silk road  
Explore how it spread different religions  
Explore the different Empires it stretched between  
Explore the types of traders and goods that traveled the silk road  
Explore the diseases transferred along with the silk road

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***Students will demonstrate learning by...***

Working in groups creating their own "Trading companies"  
Making their own period-accurate goods including ceramics and fabrics  
Trading with other groups  
Adapting to changes set by the teacher and writing them into their companies annual "report" (Paper)  
Trying to grow their trading company  
Work together to research solutions to the challenges presented.  
Learn more about the cultures of the countries that were traded in

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***Learning Activities and times:***

Creating the company giving each group a company and goods to research **1 hour**  
Getting permission, having groups present to "leaders" of countries they would like to trade-in  
**Homework/ in-class work to be assigned a week ahead of time**

Creation of products, have groups research and create products such as silks and ceramics that they can “trade” **Work with the art teacher to include this give them a week of mixed classes with some instruction and time to work on their “goods”**

Have groups being “trading” include currencies from different countries to simulate exchange rates.

Introduce historical changes such as plagues and the expansion of the great wall of china

**About 2 class periods of mixed instruction and a full hour to an hour and a half for execution**

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***Academic Language:***

Silk Road

Persian Royal Road

Chinese exploration and conquests

Roman conquest of Egypt

Byzantine Empire

Tang dynasty

Sogdian

Islamic era

Mongol empire

Transmission of Christianity

Transmission of Buddhism

Judaism

Greco-Buddhist art

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***Materials Needed:***

Computers

Ceramics materials

Tie-dye

Library Access

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***Safety and Learning Accommodations:***

Ceramics are sharp

Not fostering too much competition

Extra resources and time available for students who need more time to work or need more help understanding the subjects

Periodic group check-ins to make sure the group is functioning well and everyone is contributing.

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***Other Notes:***

Possibly assign company roles to group members so the work is evenly distributed between members

## **Rubric**

### **Out of 100 points**

#### **Trading Company Presentation (20 points)**

The presentation provides detailed information about companies, goals, products, and other aspects. The presentation is also well-rehearsed and each member has fulfilled their “role” in the company.

#### **Trading Company “Goods” (20 points)**

The goods are well researched and historically accurate to a realistic degree. They are detailed and thought out. They also follow what the company planned to sell and the process of how they are made is well thought out and organized

#### **Group trading performance (10 points)**

The group has worked well together and has successfully traded their goods and met their company goals.

#### **Trading company adaptations (10 Points)**

The company has adapted and put in place new strategies to adapt to the political and economic changes set forth by the teacher and the adaptations have been well researched and presented in a clean and organized manner. The paper is complete with few spelling errors is correctly formatted and includes at least 5 sources

#### **Trading Company Growth (10 points)**

The group has grown its company by successfully trading goods and has “expanded” meaning they have successfully explored new cities to trade with and have created a wide network of trade cities and ports.

#### **Overall group performance (30 points)**

The group has worked well together with each member fulfilling their “role” in the company. They have shown good communication and problem-solving skills while working together.