

The Silk Routes

Unit Throughlines	Learning Progression
How does trade affect ideas and culture? EU 1. The geography and topography of regions affect how people travel and trade across distant regions. These factors help explain the success and lasting influence of the Silk Routes, which connected Asia, Africa, and Europe thousands of years ago with a trade network that continues to move goods and spread ideas today. EU 2. Trade routes spread cultures and beliefs across regions and continents because economic exchange also leads to the sharing of religious beliefs, languages, art, and technologies. These influences play an important role in shaping societies in both the past and present EU 3. Trade networks can promote openness and cultural exchange between societies, but they can also challenge policies about religious and ethnic diversity. Whether trade leads to acceptance of cultural differences or conflict and oppression often depends on how societies react during times of social change.	Traveling the Silk Routes 8 Lessons What were the most important goods and ideas that moved on the Silk Routes? - L 1. Activate background knowledge of the geography and development of Asian cultures using a map to generate questions about how trade affects ideas and cultures. - L 2. Generate questions about important trade goods and ideas that moved on the Silk Routes, and begin to answer them through map and timeline analysis. - L 3. Analyze interactive maps to reach conclusions about the geographic features that Silk Route travelers would have encountered and make inferences about their impact. - L 4. Summarize the differences between land and sea trade on the Silk Routes using map and video sources. - L 5. Summarize the differences between land and sea trade on the Silk Routes using map and video sources. - L 6. Explain the relevance of multiple sources for answering questions about the goods, ideas, and people involved in Silk Road interactions in the first millennium. - L 7. Explain the relevance of multiple sources for answering questions about the goods, ideas, and people involved in Silk Road interactions in the first millennium. - L 8. Craft a written argument on the Supporting Question that includes evidence-supported claims. Share views with the class in open discussion. In-Depth Inquiry: Exchange at the Oasis 3 Lessons What would a traveler or trader on the Silk Routes experience? - L 9. Read multiple sources and synthesize information to develop a plausible identity for a character involved in Silk Road exchange and an argument for the importance of that character's contribution. - L 10. Read multiple sources and synthesize information to develop a plausible identity for a character involved in Silk Road exchange and an argument for the importance of that character's contribution. - L 11. Orally represent a historically based character's role, and listen to gather new information about what a traveler on the Silk Routes might experience.

Key Practice Standards

PS 2. Develop and evaluate relevant guiding questions with peer support.

PS 5. Critique the usefulness of a historical source for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

Key Literacy Standards

RCA-H.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate.

RCA-H.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

SLCA.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

WCA.6-8.1. Write arguments focused on discipline-specific content.

WCA.6-8.9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

The Silk Road Legacy | 5 Lessons

What happened over time to the Silk Road legacy of tolerance?

- L 12. Evaluate sources on how tolerant the Chinese were of foreign religions in the 1st millennium and over time in the region of the old Silk Routes.
- L 13. Determine what the Uyghur situation in today's China reveals about the Silk Road legacy of tolerance.
- L 14. Analyze UN Sustainable Development Goal 16 and responses to the Uyghur crisis to plan for taking informed action.
- L 15. Students will be able to synthesize knowledge gained from analyzing sources and apply their understanding to answer the Cluster Supporting Question.
- L 16. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.

Summative Assessment | 1 Day

The Summative Assessment for Unit 7.3 provides students with the opportunity to showcase the knowledge and skills they have developed throughout the unit. Students will engage in structured activities that guide them toward crafting a well-supported written response to the Unit Essential Question:

How does trade affect ideas and culture?

Students will begin with a collaborative Discussion Diamond activity, where they will generate and organize possible responses to the Essential Question using evidence from the unit. They will then individually compose a two-paragraph written argument utilizing unit sources and explaining how those sources support their claim. By engaging in collaborative discussions and evidence-based writing, students will demonstrate their understanding of the ways in which trade influences cultural exchange and the spread of ideas.