

Interdisciplinary Unit Plan

Unit Authors			
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Subject Taught	Social Study Through Mandarin	Social Studies Through Spanish	SOCIAL STUDIES THROUGH MUSIC
School Name	Dr. John Grieco Elementary	Dr. John Grieco Elementary	Dr. John Grieco Elementary
School City, State	Englewood, NJ	Englewood, NJ	Englewood, NJ
Unit Overview			
Unit Title (A descriptive and creative name for the unit)			
The Silk Road Connects the Continents of the Old world.			
Unit Summary (Briefly describe purposes, major activities, and learning outcomes)			
Students will be able to identify the continents and will be able to ascertain and discuss the importance of the silk road, especially for Asia and Europe. They will have knowledge of how goods were exchanged along the silk road and the way it was transported.			
Unit Essential Questions (Include the key questions that guide the learning of the unit)			
<ul style="list-style-type: none"> • What are the seven continents? • Why are the continents so important for the world? • What is the silk road? • Why the silk road is important for Asia and Europe as well as other continents? • How did the silk road affect Asia and Europe; particularly Spain and China? • When did the silk road begin? • Where did the silk road have most effect? • What style of music/ instruments can be associated with the Silk Road? Why were these instruments important? 			

Subject Involved	Subjects 1: Social Studies through Spanish and Mandarin	Subject: Music
Student Information	Grade Level(s): First Grade	Grade Level(s): First Grade
	Chinese Proficiency Level: Novice Low	Chinese Proficiency Level: Novice Low
Time Needed	One month	One month

Targeted Standards	
Subject Area 1:	Subject Area 2:
<p>Culture:</p> <ul style="list-style-type: none"> Identify similarities and differences among cultural groups across time and place. Experience, observe, and reflect on culture. <p>Time, continuity, and change:</p> <ul style="list-style-type: none"> How has the world changed and how might it change in future? Why is the past important to us today? 	<p>CULTURE</p> <ul style="list-style-type: none"> Experience, observe, and reflect on culture (through music). Identify similarities and differences among cultural groups across time and place.
Learning Objectives	
Subjects Area 1:	Subject Area 2:
<p>Knowledge: (Language, culture, content)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Gain an idea about how goods were exchanged along the silk road. Obtain information by reading and having discussion. Communicate in the target language. Describe products and perspective of different cultures. Identify Chinese instruments. Identify the vocabulary in the song lyrics. Sing two songs with Chinese language and cultural lyrics. 	<p>Knowledge: (Language, culture, content)</p> <p>Students will:</p> <ul style="list-style-type: none"> Sing alone or with others a variety of cultural songs with or without accompaniment. Play pitched or unpitched percussion instruments in the style of various world cultures. Sing in Mandarin words of <i>Kan Ding Ching Guh</i> <p>Skills (CAN DO)</p> <p>Students can:</p> <ul style="list-style-type: none"> Sing ancient song <i>Kan Ding Ching Guh</i> Create a song /chant using vocabulary of the Silk Road.

<ul style="list-style-type: none"> Collaborate with other to create a dramatization. <p>Skills (CAN DO) Students can:</p> <ul style="list-style-type: none"> Identify the continents on the world map. Summarize their daily learning by using daily thinking sheet. Work in small groups creating a world map to demonstrate how products were transported and exchanged. 	<ul style="list-style-type: none"> Play assorted instruments associated with Chinese percussion, (Chinese wood block, cymbals, triangles, drums). Play accompaniment on the xylophone and other percussion instruments on the song <i>Kan Ding</i> while others sing the words in Mandarin.
Assessment Plan	
Subject Area 1:	Subject Area 2:
<ul style="list-style-type: none"> Use Daily Thinking Sheets to evaluate the students' comprehension. Daily discussion Culminating activity: Group collaboration to evaluate application of new knowledge. 	<ul style="list-style-type: none"> Play instruments musically with correct rhythm, beat and tempo with alone and/ or with others. Sing song/ songs with correct notes, breathing, phrasing, and fluency. Create a movement piece or dance for song and presentation.
Major Activities	
Subject Area 1:	Subject Area 2:
<ul style="list-style-type: none"> Activate Background knowledge by asking the students to point on the map the continents where their parents/grandparents come from. Read books/stories and discuss how the silk road 	<ul style="list-style-type: none"> Creating and practicing a rhythmical score for three or four percussion instrument to accompany song. (Chinese Woodblocks, cymbals drums triangle)

<p>connects. the continents?</p> <ul style="list-style-type: none"> • Use realia (visual aids) to show the products that were exchanged and the transportation that were used. • Watch a video related to the Silk Road. 	<ul style="list-style-type: none"> • Singing Kan Ding Ching Guh using Chinese lyrics. • Familiarize students with the innovations to instruments created by the trading of instruments on the Silk Road (using instruments, visuals, video and recordings). 	
Combined Activities		
Subject Area 1 and Area 2:		
<p>Showcase:</p> <ul style="list-style-type: none"> • Students will present the importance of the silk road in Spanish, Mandarin (we will include English as well). • Students will sing Kan Ding Guh. A song associated with the early period of the Silk Road. • Use instruments to celebrate Chinese culture and Lunar New Year. 		
Materials and Resources for Unit		
	Subject 1: Social studies through Spanish and Mandarin	Subject 2: Music
Teacher-Collected Materials (during the project in Shanghai)	<ul style="list-style-type: none"> • Pictures/photos from All sight views including the museums • Book: The Silk Road by Kathy Ceceri • All information from the lecture/workshops • Art activities created during the art workshop 	<ul style="list-style-type: none"> • Slide Show of the Silk Road based on artifacts from ancient to modern times showing musical instruments and musicians, with authentic recordings. • CD: YoYo Ma and The Silk Road Ensemble, <i>Silk Road Journeys</i>
Printed Materials	<ul style="list-style-type: none"> • The Silk Route: 7,00 Miles of History by 	<ul style="list-style-type: none"> • Printed song sheets, Kang Ding Ching

	<p>John S. Major</p> <ul style="list-style-type: none"> • Book: Chengli and the Silk Road Caravan by Hildi Kang • Book: The Silk Route: From Europe to China by Harry Holcroft • Teacher created thinking sheets. 	<p>Guh, Feng Yang Hua Guh, and Mor Li Hua</p> <ul style="list-style-type: none"> • Book: We're Riding on a Caravan, and Adventure on the Silk Road by Laurie Krebs. • Book: Explore with Marco Polo, by Tim Cooke
Online Recourses	<ul style="list-style-type: none"> • Real visual materials • Youtube videos • www.ess.uci.edu 	<ul style="list-style-type: none"> • Listen and watch a performance from Metropolitan Museum of Art. • https://www.youtube.com/watch?v=B-Y4ncLy9LA
Other Recourses	<ul style="list-style-type: none"> • View ancient paintings • Movies • Trip to the Metropolitan Museum of Art 	<ul style="list-style-type: none"> • Video of authentic Chinese instruments. Umbrella, fans, pictures of pagoda and assorted photos from museums • Powerpoint introducing music of Silk Road • Movie • https://en.wikipedia.org/wiki/Pipa#/media/File:A_palace_concert.jpg