

Interdisciplinary Unit Plan

Unit Authors			
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Subject Taught	Chinese	Social Studies	
School Name	JHS 185 Edward Bleeker		
School City, State	Flushing, NY		
Unit Overview			
Unit Title	Silk Road: A Gallery Walk		
Unit Summary	<ul style="list-style-type: none"> • Students will research the role of Rome, the Middle East, India and China in the movement of people, goods and ideas along the Silk Road • Students will present their research in an in-class marketplace with student merchants presenting information and selling goods to student customers • Students will use rudimentary Chinese phrases and numbers in spontaneous conversation • It will be noisy, messy and fun 		
Unit Essential Questions	<ul style="list-style-type: none"> • How does the movement of people and goods lead to the movement of ideas • How does resource scarcity drive trade? • How do you begin a conversation in Chinese? 		
Subject Involved	Chinese	Social Studies	
Student Information	6-8 grade	6 grade	
	Beginner to advanced		
Time Needed	2 weeks	2 weeks	

Targeted Standards	
Subject Area 1:	Subject Area 2:
<ul style="list-style-type: none"> • 5 Cs • NYC LOTE 1.1 communication skills, 2.1 cultural understanding 	CCLS RH 6-8.1- cite evidence, CCLS RH 6-8.7- integrate visual media CCLS WH 6-8.2- write explanatory texts, CCLS WH 6-8.4- clear and 6-coherent writing, CCLS WH 6-8.7- research multiple sources NYSS 2.1a culture, 4.1b scarcity
Learning Objectives	
Subject Area 1:	Subject Area 2:
Knowledge: (Language, Culture, Content)	Knowledge: (Language, Culture, Content)
<ul style="list-style-type: none"> • Language: greeting, bargain, ask price, numbers • Culture: inventions- compass, paper, fireworks, silk, porcelain 	<ul style="list-style-type: none"> • Physical and human geography of the Silk Road (ex: Rome, Middle East, India, China) • Trade goods (ex: Silk, Gold, Spices) • Ideas which moved (ex: Buddhism, technology, numerals)
Skills (CAN DO)	Skills (CAN DO)
<ul style="list-style-type: none"> • Synthesize research from multiple sources (ex: World Book, Brainpop, Nystrom atlas) • Can say: <ul style="list-style-type: none"> ○ Greetings: How are you, Please, Thank you, Excuse me ○ Bargaining: How much, Could that be cheaper, Yes, No, Barter, Exchange, Currency unit ○ Numbers: 1-10,000 ○ Poster: Name their market stall 	<ul style="list-style-type: none"> • Synthesize research from multiple sources (ex: World Book, Brainpop, Nystrom atlas) • Write explanatory text with a central idea and at least 3 specific details supported by research on the origin and development of trade goods (ex: use of Silk Worm cocoons in sericulture, spread of Silk westward) • Present information visually (on a poster) and orally (spoken aloud) • Written reflection tbd

Assessment Plan	
Subject Area 1:	Subject Area 2:
<ul style="list-style-type: none"> • Research- students must cite information from at least 3 sources in the 6-8 text band or above • Poster- students must demonstrate knowledge of the origin and spread of 1 trade good and 1 idea from their region • Merchants: oral presentations- aided by comic strips, engage customers in spontaneous dialogue in Chinese language and demonstrate knowledge (see above), may sell items in stalls • Customers: worksheets- aided by comic strips, engage merchants in Chinese language and demonstrate learning about the 3 regions they visit, may buy items from stalls • Written reflection- tbd 	
Major Activities	
Subject Area 1:	Subject Area 2:
<ul style="list-style-type: none"> • Practice listening to, speaking and writing the key phrases above • Practice counting and buying & selling with Chinese numbers/currency • Research and posters as described under Subject Area 2 	<ul style="list-style-type: none"> • Assigning groups (groups of 4 students for each major geographic region) • 1 week of research on selected trade goods (ex: spices) and ideas (ex: Buddhism) • 1 week to prepare poster with visual and textual information • Choose roles: merchants (present information orally to small groups of classmates) and customers (visit other groups merchants to watch and listen to presentation) • Peer assessment (customers grade merchants on presentation) • Written reflection (merchants grade customer responses)
Combined Activities	
Subject Area 1:	Subject Area 2:

- Any applicable field trip
- The actual gallery walk and presentations

Materials and Resources for Unit

	Chinese	Social Studies
Teacher-Collected Materials (during project in Shanghai)	Possibilities: <ul style="list-style-type: none"> • Coins from the Silk Road exhibit at Shanghai Museum • Images of porcelain camels and western traders from Shanghai Museum • Pictures from the pottery exhibit (ex: kiln, wheels) at Shanghai Museum • To-shan-wan museum photos of Catholic schools, art, texts and students 	
Printed Materials	Chinese language handouts tbd	Tbd (extensive classroom library)
Online Resources	Youtube videos	Worldbookonline.com, Brainpop.com, Nystrom Atlas of World History
Other Resources	Field trip possibilities: <ul style="list-style-type: none"> • Metropolitan Museum of Art self-guided tour along the Silk Road • America Museum of Natural History • Asia Society • Museum of Chinese Immigration • Brooklyn Museum 	