



Lisa Healey

Reading Along the Silk Road

Gifted Ed, Social Studies, and/or Reading, Grades 4 through 6

Goals and Objectives:

The students will compare and contrast the government and cultures of ancient Rome, ancient China and the current United States.

The student will be able to describe the way goods traveled over the silk roads by caravan.

The student will read the story *Between the Dragon and the Eagle* and discuss each chapter in a literature circle format.

Curriculum standards addressed:

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 1: The student understands how limited resources require choices.

Literature Standard 2: The student responds to a variety of texts.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Time required/class periods needed:

10 hours

Primary source bibliography

Between the Dragon and the Eagle by Mical Schneider
CIA.gov, World Fact Book



Silk Road



Required materials/supplies:

Maps, both modern day and circa 100 AD

Class set of the Dragon and the Eagle

Procedure:

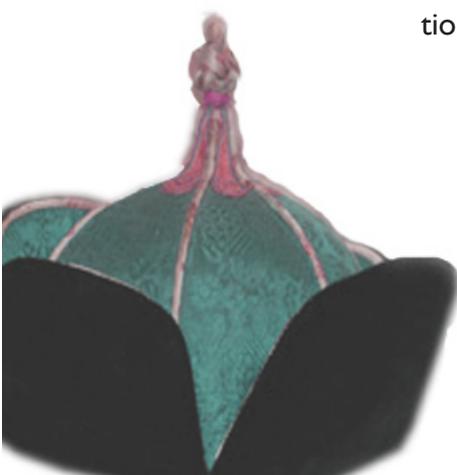
Have students compare the map at the beginning of the book of the Silk Road region in AD 100 to a current globe, map or atlas. Read the preface which talks about the empires of China and Rome at that time. Make a Venn diagram comparing the Chinese and Roman Empires to the United States. Discuss the path and terrain over which goods would have to travel to bring items from China to Rome. What kinds of precious imports did they want? What was a caravan and how did it work? Locate the different cities the characters in the book will be traveling to: Changan, Merv, Palmyra, Petra, and Rome. Using the AD map and the current maps, decide within which current countries each of these cities are located. Use CIA factbook found at CIA.gov to determine the GNA and GNP and percent of people living below the poverty line. How does this compare to what you would expect from a part of the world that was on one of the richest merchant highways of the world?

That concludes the first lesson. Each other chapter will be read and discussed in an Inquiry Questioning format, Literature Circle format, or a discussion format with which the teacher is familiar.

Assessment/evaluation:

Assessment of the first lesson is based on Venn Diagram comparing the Chinese and Roman Empires of 100 AD with our own country today, data collection of Silk Road countries today.

Assessment of the remaining lessons will come from the discussion of character development, plot, problem solution and inquiry questions of the book *Between the Dragon and the Eagle*. This may be a checklist of participation or oral presentation.



Silk Road