DISCOVERING SILK ROAD STORIES

NAME: Gina Alicea
SCHOOL: Talman Elementary School
SUBJECT AREA(S): Art, History
GRADE LEVEL: Fifth and Sixth Grade

STATE GOALS
- 1B Apply reading strategies to improve understanding
- 2B Read and interpret a variety of literary works
- 5A Research to acquire, organize, and use information to communicate ideas
- 17C3a Understand how human activity is affected by geographic factors
- 18A4 Analyze influence of cultural factors
- 4A3c Follow multi-step oral instructions
- 26B2d Create works of art using problem solving and designing
- 27B4 Understand how the arts change in response to changes in society.
- 1B Apply reading strategies to improve understanding
- 4A2b Ask and respond to questions related to oral presentations
- 5A Research to acquire, organize, and use information to communicate ideas
- 17C3a Understand how human activity is affected by geographic factors
- 18A4 Analyze influence of cultural factors

OBJECTIVES
Students will:
- Develop a basic understanding of the importance of storytelling along the Silk Road.
- Read and interpret stories related to the Silk Road.
- Record important information from the stories.
- Understand how geographical factors influenced human activity along the Silk Road.
- Work effectively in small cooperative groups.
- Listen effectively to an oral presentation and ask questions.
- Research an exhibit case and record information.
- Make connections between the artifacts and the Silk Road.
- Listen effectively to multi-step oral instructions.

MATERIALS /RESOURCES
- Copies of the stories “The Bride with the Horse’s Head” and “A Rainbow in Silk”; Stories from the Silk Road, by Cherry Gilchrist
- Graphic organizers
- Silkworm discovery box from Field Museum
- Map of the silk trade route
- Posters of Chinese Silk Painting and Silk Robes
- Bus and chaperones for field trip
- Field Museum floor map
- China permanent exhibit
- Field Museum docent
PROCEDURES

Storytelling

1. Ask the students what they know about storytelling.
2. Provide a brief overview of the importance of storytelling in all cultures as a way to make sense of the world and spread information. (Remind them this was before newspapers, TV, internet, cell phones, etc.)
3. Divide the class into two groups. Group A: Read the story “The Bride with the Horse’s Head;” Group B: Read the story “A Silk Rainbow.
4. Groups A & B each complete the Graphic Organizer I (see below) in response to the story they have read.
5. Groups report back to the whole class.
6. Have the class discuss the findings of each group. Consider the following with the class: What are the similarities and what are the differences between the two stories? What have we learned?
I can summarize information

Title of story: ____________________________________________________

List ten words from the reading.

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Name two or three of the most important points from the reading.

__________________________________________________________________
__________________________________________________________________
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Summarize the main points.

__________________________________________________________________
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Field Museum visit

1. Plan a class visit to the Field Museum
2. In preparation for the visit, work with students on making up a list of things to look for at the museum that pertain to aspects of the Silk Road covered in the two stories.
3. In the museum, divide students into two groups. Each will visit a different exhibition (China exhibition and Jade Hall exhibit)
4. Have the two groups do the following:
   Group One in China exhibition:
   • Students review museum etiquette.
   • Review key elements of the Silk Road trade route.
   • Students take a guided tour of China with a Field Museum docent.
   • Discussion of the exhibit: question and answer with docent
   • Students choose an exhibit case (within the China exhibition) to analyze.
   • Students answer questions on Graphic Organizer II (below).

   Group Two in Jade Hall exhibit:
   • Students will take a self-guided tour of the Jade Hall exhibit.
   • Students will read the informational displays in the middle of the exhibit to gather information about jade and respond to questions in Graphic Organizer II.

5. Reflection. Both groups.
   • Students will draw or sketch an object or detail of an object that caught their attention today because of its design, subject, or other interesting quality.
GRAPHIC ORGANIZER II

I can interpret an object presented in text or exhibit

Select an object that interests you and read the exhibit label for information.

Title of work: _______________________________________________

Sketch or make notes here.

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<th>What does the object tell you about the culture?</th>
<th>Explain how the object communicates that.</th>
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What is it about the object you have chosen that makes it interesting to you?