

EdSST Project Plan: Ancient China Technology and Trade  
February 2015

Class Overview

My class is a grade 7 class with 30 students. It has an equal number of males and females and is ethnically diverse. Student abilities are varied. One student in particular has low written output due to an auditory processing disorder. Another student is on the autism spectrum and is on an individual education plan. There are a variety of personalities within the class and a few of the students struggle socially which impacts student grouping. In general, the class can be described as a well-behaved, inclusive, and an enthusiastic group.

Goals and Rationale

The focus of this unit is on ancient Chinese technological innovations and trade. Students will learn about different ancient Chinese technologies and their relevance in today's society. By the end of the unit, students will be able to define technology and describe some of the inventions from ancient China. Students will also learn about trade between ancient China and other ancient civilizations; the impact of technology on trade; and the significance of the Silk Road to the development of ancient civilization and modern trade. Students will be able to define trade, describe the Silk Road, and will simulate trade. A primary focus of this unit is to connect students to the past and understand the influence of ancient Chinese technology and trade in their own lives.

Guiding Questions:

- 1) What is technology?
- 2) What is trade?
- 3) How did ancient Chinese technology and trade impact ancient and contemporary societies.

IRP Connections:

Social Studies:

A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues

B3: identify influence and contributions of ancient societies to present day cultures

D1: describe various ways ancient peoples exchanged goods and services

D2: assess ways technological innovations enabled ancient peoples adapt to and modify their environments

- satisfy their needs

-increase exploration and trade

-develop their cultures

E1: assess how physical environments affected ancient civilizations

Language Arts:

A1 use speaking and listening to interact with others for the purposes of

– contributing to group success

– discussing and analyzing ideas and opinions (e.g., debating)

- improving and deepening comprehension
- discussing concerns and resolving problems
- negotiating consensus or agreeing to differ
- completing a variety of tasks

B2: read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including

- non-fiction books
- textbooks and other instructional materials

C2: write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade

### Resource Critique:

#### Print:

- 1) Science in Ancient China by George Beshore (1998).  
This informational text is available at the UBC Education Library. It provides a lot of information about inventions from ancient China from a scientific perspective. There are a lot of great images throughout the book. Some of the vocabulary may be challenging for readers.
- 2) Technology in Times Past by Robert Snedden (2009).  
This informational text is available at the UBC Education Library. Provides numerous examples of technology. This book is a great resource.
- 3) Outlooks 7: Ancient Worlds by Arnold Toutant and Susan Doyle (2000).  
Available in class sets. Provides a good overview of ancient China that is appropriate for grade 7 students. Great student resource for teaching about trade however the text does not provide enough information about technology.

#### Web:

- 4) [http://www.ducksters.com/history/china/silk\\_road.php](http://www.ducksters.com/history/china/silk_road.php)  
Ducksters is a good online resource for students. While this page is focused on the Silk Road there are a lot of links to other Duckster pages about ancient China and other ancient civilizations. It is easy to read and focuses on the important facts. This site would be a good starting point for students working on projects.
- 5) <http://www.silkroadencyclopedia.com/Orient/ItemsProductsTrade.htm>  
This webpage has a lot of text and no pictures. Resource of teachers looking for more details about trade.
- 6) <https://sheilarlamb.files.wordpress.com/2013/02/silk-road-game.docx>  
I used this website as a starting point for developing my trading lesson. While it provides a starting point for trade, I modified the activity and objective of the game to meet the needs of my class.

Project Plan Overview

Lessons	PLOS and Objectives	Activities	Materials	Adaptations	Assessment
1) Introduction to Technology	<p>SS: B3, D2</p> <p>SWBAT identify technological inventions from ancient China that are still used today</p> <p>SWBAT define technology</p>	<ol style="list-style-type: none"> <li>1. Create a class definition of technology</li> <li>2. Students analyze photos of technology from Ancient China. Have students predict what the items are and what they were used for</li> <li>3. Reveal what the technologies are</li> <li>4. Exit slips</li> </ol>	<ul style="list-style-type: none"> <li>- Blank paper</li> <li>- Handouts</li> <li>- Enlarged photos of technology</li> </ul>	Students will have the option of working in groups to complete “I Wonder” activity	Students will complete exit slips.
2) Information Brochures	<p>SS: D2 LA: B2, C2</p> <p>SWBAT describe ancient Chinese technologies</p> <p>SWABT create a brochure to convey key information about technologies</p>	<ol style="list-style-type: none"> <li>1. Class investigation of brochures</li> <li>2. Students create information brochures in groups about 4 about the technologies discussed last day</li> </ol>	<ul style="list-style-type: none"> <li>- Information packages</li> <li>- Brochure template</li> <li>- Construction paper</li> <li>- Scissors</li> <li>- Glue</li> <li>- Sample brochures</li> </ul>	- Two of the students will only be required to include 3 facts in their section of the brochure.	-Students will be individually based on criteria.
3. Silk Road	<p>SS: D1, D2, E1, B3</p> <p>SWBAT: understand how trade occurred between Ancient China and neighboring civilizations.</p>	<ol style="list-style-type: none"> <li>1. Look at map of the Silk Road</li> <li>2. Define trade</li> <li>3. Play Kahoot to introduce students to important concepts</li> <li>4. Comprehension activity</li> </ol>	<ul style="list-style-type: none"> <li>- 30 computers or tablets</li> <li>- Projector</li> <li>- 30 follow up worksheets</li> <li>- Custom quiz created on Kahoot</li> </ul>	Students can complete Kahoot in pairs if they wish. Comprehension activity can be group based.	Formative: Students will be assessed on Kahoot participation. Students learning and understanding of the Silk Road will be assessed based on follow up sheet.
4. Silk Road Trade Simulation	<p>SS: A1, B3, D1, D2, E1 LA: A1</p> <p>SWBAT: understand how trade occurred between</p>	<ol style="list-style-type: none"> <li>1. Student are put into groups and are assigned to settlements on the Silk Road</li> <li>2. Each group has one person share with the class background information about their</li> </ol>	<ul style="list-style-type: none"> <li>- chart paper</li> <li>- construction paper</li> <li>- empty classroom</li> <li>- map of trading route</li> <li>- Necklaces with background information</li> </ul>	Students will be paired up by the teacher to ensure groups are balanced	Students will be assess based on ability to trade in groups in a respectful and cooperative manner.

	<p>Ancient China and neighboring civilizations.</p> <p>SWBAT: simulate trade in the classroom in a cooperative and respectful manner</p>	<p>settlement, the goods they have, and they want to acquire</p> <p>3. Students trade</p> <p>4. Debrief</p>	<p>- trading supplies</p>		
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## Ancient China Lesson 1: Introduction to Ancient Chinese Technology

Grade: 7

Time: 45 minutes

Objective(s):

- 1) SWBAT identify technological inventions from ancient China that are still used today
- 2) SWBAT define technology

IRP Connections:

Social Studies:

B3- identify influences and contributions of ancient societies to present-day cultures

D2 -assess ways technological innovations enabled ancient peoples to

-adapt to and modify their environments

- satisfy their needs

-increase exploration and trade

-develop their cultures

Materials:

- 30 handouts
- White Paper (30)
- White board
- Lined paper

**Teaching the Lesson:**

Introduction	<ul style="list-style-type: none"><li>- First, have students draw the first thing that comes to mind when they think of technology</li><li>- Then, have students draw what they envision when they think about ancient technology</li><li>- Gallery walk</li><li>- Brainstorm on board the differences between the two different drawings</li></ul>	5 minutes
Procedure	<ul style="list-style-type: none"><li>- Create a classroom definition of Technology.</li><li>- Hand out “I Wonder” worksheets and larger colored photos. Have the students complete the first two columns</li></ul>	15-20 minutes
	<ul style="list-style-type: none"><li>- Ask students for some of their predictions.</li><li>- Reveal answers</li></ul>	10 minutes
Closure	<ul style="list-style-type: none"><li>- Discussion: Which inventions do we still see today? Why are these inventions significant? What are characteristics of a good invention?</li></ul>	5 minutes

Assessment	<ul style="list-style-type: none"><li>- Assessment will be formative based on exit slips: A) Define technology. B) Why is ancient Chinese technology significant?</li></ul>
Extension	<ul style="list-style-type: none"><li>- Create an invention of your choice. What would it look like? What would you do and why.</li></ul>
Adaptations	<ul style="list-style-type: none"><li>- Students have the choice of working individually or in groups to complete the “I Wonder” handouts</li></ul>

Name: \_\_\_\_\_

I Wonder??

<u>Image of Technology</u>	<u>Description of Object and Possible Use(s)</u>	<u>Actual Use</u>	<u>New Questions</u>


## Ancient China Lesson 2: Information Brochures

Grade: 7

Time: 45 minutes

Objective(s):

- 1) Students will be able to describe ancient Chinese technologies
- 2) Create a brochure to convey key information about technologies

IRP Connection(s):

Social Studies:

- D2 assess ways technological innovations enabled ancient peoples to adapt to and modify their environment, satisfy their needs, increase exploration and trade, develop their cultures.

Language Arts:

- B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
  - non-fiction books- textbooks and other instructional materials
- C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade

Materials:

- Example brochures
- Pencil crayons
- Information handouts about technologies (photocopies from relevant source)
- Index cards
- Scissors
- Glue
- Construction paper
- Brochure templates

**Teaching the lesson:**

Introduction	<ul style="list-style-type: none"><li>- Handout example brochures to student and have them investigate their features.</li></ul>	5 minutes
Body	<ul style="list-style-type: none"><li>- Ask students- what is the purpose of a brochure?</li><li>- Activate prior knowledge: review 6 ancient Chinese technologies from last day.</li><li>- Brochure criteria: key information about 4 of the innovations. Drawings of each. Colorful. Accurate. Minimum 4 paraphrased facts about each technology.</li><li>- Students will work in groups of 4</li></ul>	30 minutes
Closure	<ul style="list-style-type: none"><li>- Popcorn: share one interesting fact you learned?</li></ul>	5 minutes
Assessment	<ul style="list-style-type: none"><li>- Brochure will be evaluated based on the criteria given to the class.</li></ul>	



	Assessment will be based on individual contribution.	
Extensions	- Create an invention of your choice. What would it look like? What would you do and why.	
Adaptations	- Two of the students will only be expected to have 3 facts on their page.	

Assessment: Information Brochures

4 – Exceeding expectations	<ul style="list-style-type: none"> <li>- More than 4 accurately paraphrased facts</li> <li>- Great attention to detail</li> <li>- Illustration</li> <li>- Colorful</li> </ul>
3- Meeting expectations	<ul style="list-style-type: none"> <li>- 4 accurately paraphrased facts</li> <li>- Illustration</li> <li>- Colorful</li> </ul>
2- Approaching expectations	<ul style="list-style-type: none"> <li>- Less than 2-3 facts</li> <li>- Not all facts are paraphrased</li> <li>- Illustration or color missing</li> </ul>
1- Not yet meeting expectations	<ul style="list-style-type: none"> <li>- 1 or no facts</li> <li>- Facts are copied directly from text</li> <li>- Illustration and/or colors missing</li> </ul>

### Ancient China Lesson 3: The Silk Road

Grade 7

45 Minutes

Objective(s):

- 1) SWBAT: Understand how trade occurred between Ancient China and neighboring civilizations.

IRP connection(s):

- 1) D1 describe various ways ancient peoples exchanged goods and services
- 2) D2 assess ways technological innovations enabled ancient peoples to increase exploration and trade develop their cultures
- 3) E1 assess how physical environments affected ancient civilizations
- 4) B3 identify influence and contributions of ancient societies to present day cultures

Materials:

- 30 computers or tablets
- Projector
- 30 follow up worksheets
- Custom quiz created on Kahoot

**Teaching the lesson:**

Introduction	<ul style="list-style-type: none"><li>- Project map of Silk Road</li><li>- What is trade</li><li>- Identify where trade started</li><li>- <i>Handout laptops or tablets</i></li></ul>	5 minutes
Body	<ul style="list-style-type: none"><li>- Get everyone logged onto Kahoot (Kahoot.it)</li><li>- User name: first and last initials</li><li>- Complete Kahoot- students will use prior knowledge to predict what the best answers are. Teacher then goes over what the actual answer is.</li><li>- Follow up comprehension activity</li></ul>	20 minutes
Closure	<ul style="list-style-type: none"><li>- Go over answers to activity</li><li>- Next week we will be doing our own trading</li></ul>	10 minutes
Extension	Students will complete brochures	
Adaptations	Students can complete Kahoot in pairs if they wish. Comprehension activity can be group based.	
Assessment	Formative: Students will be assessed on Kahoot participation. Students learning and understanding of Silk Road will be assessed based on follow up sheet.	

## The Silk Road

1) What is trade?

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2) Trade was slow on the Silk Road because of the distance between settlements and hazards. What are three examples of hazards that traders faced on the road?

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3) Originally, trade occurred on land. With the invention of larger and stronger \_\_\_\_\_ and navigation tools, maritime trade routes developed. Therefore, trade became \_\_\_\_\_ and individuals could trade with people other than their neighbors.

4) Although the purpose of trade was to exchange items between people, the Silk Road also allowed for the spread of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## Ancient China Lesson 4: Silk Road Trade Simulation

Social Studies

Grade 7

45 Minutes

### Objective(s):

- 1) SWBAT: understand how trade occurred between Ancient China and neighboring civilizations.
- 2) SWBAT: simulate trade in the classroom in a cooperative and respectful manner

### IRP Connection(s):

#### Social Studies:

- 1) A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- 2) B3 identify influence and contributions of ancient societies to present day cultures
- 3) D1 describe various ways ancient peoples exchanged goods and services
- 4) D2 assess ways technological innovations enabled ancient peoples to increase exploration and trade develop their cultures
- 5) E1 assess how physical environments affected ancient civilizations

#### Language Arts:

- 1) A1 use speaking and listening to interact with others for the purposes of
  - contributing to group success
  - discussing and analyzing ideas and opinions (e.g., debating)
  - improving and deepening comprehension
  - discussing concerns and resolving problems
  - negotiating consensus or agreeing to differ
  - completing a variety of tasks

### Materials

- chart paper
- tape
- construction paper
- empty classroom
- map of trading route
- location necklaces
- trading supplies

### **Teaching the lesson:**

Introduction	<ul style="list-style-type: none"><li>- Welcome to the Silk Road! You are no longer Grade 7 students but merchants and traders on the Silk Road.</li><li>- Get students into groups (5 groups of 3). Everyone gets necklace – where they are, what they have, what they want. One person from each group will share information with the rest of traders. Each</li></ul>	10-15 minutes
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	<p>group will have a map.</p> <ul style="list-style-type: none"> <li>- Go over trading rules and value of goods.</li> <li>- Explain hazard cards- Sandstorm, thieves, disease</li> <li>- Model a trade- example: if Rome wants to get X from Y how would we do it.</li> <li>- Goal of the game: try to get all the items that are on your “want” list found on your name tag.</li> <li>- Questions?</li> </ul>	
Body	<ul style="list-style-type: none"> <li>- Let the trading begin!</li> <li>- Half way through- now stronger boats and navigation has been invented. Now can trade with everyone.</li> </ul>	25 minutes
Closure	<ul style="list-style-type: none"> <li>- Was it harder to trade than previously thought? What were some of the issue that came up and how were they solved?</li> <li>- Significance</li> <li>- Ancient versus modern trade</li> <li>- Return all items collected to original place</li> </ul>	10 minutes
Extension	<ul style="list-style-type: none"> <li>- Supply and demand- trade again but all of the sudden the value of this product has increased because of theft.</li> </ul>	
Adaptations	- Students will be paired up by teacher to ensure groups are balanced and can participate	
Assessment	Participation - ability to trade in groups in a respectful and cooperative manner.	

### Trade Assessment

3 😊	Student demonstrated knowledge of trade on the Silk Road and participated in a respectful and cooperative manner
2 😊	Student demonstrated basic knowledge of trade on the Silk Road and was generally respectful and cooperative.
1 😊	Student was unable to trade effectively and did not work well with their peers.