



The Silk Roads

11

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and China on a map or globe
- ✓ Describe contributions of ancient China (e.g., silk)
- ✓ Explain the steps to make silk

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount favorite story from either ancient India or ancient China (RL.2.2)
- ✓ Identify that the main topic of the read-aloud is about silk in ancient China (RI.2.2)
- ✓ Describe how ancient Chinese inventions have changed the lives of the world (RI.2.3)
- ✓ Describe the connection between The Silk Roads and trade with ancient China (RI.2.3)
- ✓ Plan and write an informative text that gives instructions about how to make silk (W.2.2)
- ✓ With assistance, categorize images from the read-aloud to show the steps to make silk (W.2.8)
- ✓ Create drawings to accompany definition and description of core vocabulary word *barriers* (SL.2.5)
- ✓ Use irregular past tense verbs correctly in oral language exercises (L.2.1d)

- ✓ Create sentences using irregular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *spin* (L.2.4a)
- ✓ Identify real-life connections between words—*silk*, *route*, *emerge*, *plunged*, *spin*, and *barriers*—and their use (L.2.5a)
- ✓ Identify and use the antonyms *emerge* and *plunged* appropriately in oral language (L.2.5a)

Core Vocabulary

barriers, n. Things that separate or block the way

Example: The heavy snowstorm left icy barriers all along the sidewalks and streets.

Variation(s): barrier

emerge, v. To come out or rise into view

Example: Whales must emerge from below the water so they can breathe.

Variation(s): emerges, emerged, emerging

plunged, v. Threw oneself or pushed something forcefully into a liquid or other material

Example: The hot children jumped off the dock and plunged into the cool water below.

Variation(s): plunge, plunges, plunging

trade, n. The process of buying, selling, or exchanging goods; an exchange

Example: The spice trade led people to travel far and wide in search of new spices to buy and sell.


Variation(s): none

Vocabulary Chart for The Silk Roads			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	cocoons explorer hatched moth <i>silk</i> silkworms	barriers* emerge/plunged* fabric faraway invented/invention material remarkable/ remarkably <i>route</i>	caterpillars clothing eggs secret thread
Multiple Meaning	<u>spin</u>	steps trade	leaves spread
Phrases	natural barriers shipping ports The Silk Roads	from . . . to . . . risking their lives not disappointed	find out about five thousand miles
Cognates	explorador(ora) barrera natural	barrera* inventaron/ invención material <i>ruta</i>	secreto

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 11A-1: Chinese inventions
2. 11A-2: Map of The Silk Roads
3. 11A-3: Silk clothing, ties, etc.
4. 11A-4: Mulberries and mulberry leaves
5. 11A-5: Silkworms eating mulberry leaves
6. 11A-6: Silkworms and cocoon
7. 11A-7: Silk cocoons in a basket
8. 11A-8: Cocoons in hot water
9. 11A-9: Silk thread

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Story Review	Response Cards 4, 5, 7; world map	15
	Chinese Inventions	Response Card 6; images 8A-5, 9A-8, 9A-9	
	Vocabulary Preview: Silk, Route		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Silk Roads	world map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	world map	10
	Word Work: Emerge/Plunged		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Spin	Poster 5M (Spin)	20
	Syntactic Awareness Activity: Irregular Past-Tense Verbs		
	Vocabulary Instructional Activity: Barriers	drawing paper, drawing tools; world map	
	End-of-Lesson Check-In: Steps for Making Silk	Instructional Masters 11B-1, 11B-2; scissors; glue or tape	

Advance Preparation

For Story Review, invite students to retell their favorite story from this domain, using the story’s Response Card as a prompt. You may wish to have small groups work together to sequence each member’s favorite part of the story by having members in the small group stand in the order that their favorite parts happen in the story, from left to right, and retell their favorite part of the story. [Model this procedure as necessary. You may need to designate different students to talk about the beginning, middle, and end of the stories.]

Bring in several items made from silk (e.g., scarves, handkerchiefs, or ties), so that students can describe the look and feel of silk.

Note to Teacher

The activity in the End-of-Lesson Check-In asks students to sequence and write about the steps making silk. This activity may take longer than the time allotted for Extensions, so please plan accordingly. To save time, you may wish to have students sequence the images and orally explain the steps.



The Silk Roads

11A

Introducing the Read-Aloud

15 minutes

Story Review

- Ask students, “What are the titles of the stories you have heard in this domain?”
 - “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush”
- Then have a student point to where the stories come from on a world map
 - either ancient India or ancient China
- Ask students which story is their favorite. Take a quick class tally.
- Invite students to retell their favorite story, either to their partner or in small groups, according to favorite story.

Chinese Inventions

- Say to students, “Take a look at Response Card 6. Which inventions from ancient China have you learned about so far?”
 - farming inventions such as the seed drill, iron plow and harness, and water pump; paper; woodblock printing
- You may wish to review images 8A-5, 9A-8, and 9A-9, one by one, and ask how these inventions have changed our lives.



← Show image 11A-1: Chinese inventions

- Tell students there are many, many more inventions that come from ancient China. They have heard about the two images on the left—calligraphy writing and the iron plow. Have students talk with their partner about the other items they see in the image. Then ask volunteers to tell the rest of the class what are some other inventions of the ancient Chinese.
 - gunpowder, kites, matches, fireworks

Vocabulary Preview

Silk



← Show image 11A-3: Silk clothing, ties, etc.

1. In today's read-aloud, you will hear about a material called *silk*.
2. Say the word *silk* with me three times.
3. Silk is a smooth, thin, soft, and durable material made from the cocoon of a silkworm.
4. Silk was a popular item that was traded during the early Asian civilization.
Jaehyun gave her grandmother a colorful silk scarf.
5. [Pass around items made out of silk.] How does silk look? How does silk feel?

Route

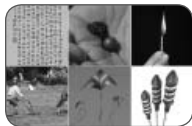
1. Today you will learn about a famous *route* that connected ancient China with the rest of the world.
2. Say the word *route* with me three times.
3. A route is a way to get from one place to another place. A route is the roads or paths you take to get to where you need to go.
4. Explorers took the same route over and over again to get into China. Hua remembers the route to get to her grandmother's house.
5. Do you know the route you take to get to school? Or, can you think of some things you see on the route to school?

Purpose for Listening

Tell students that in this read-aloud they will hear about another important contribution of the ancient Chinese—silk. Explain that the steps to making silk were kept a secret for a long, long time. Have students listen carefully to find out the secret of how to make silk.

By the end of the lesson, students should be able to:

- ✓ Describe contributions of ancient China (e.g., silk)
- ✓ Explain the steps in making silk



The Silk Roads

← Show image 11A-1: Chinese inventions

[Point to the pictures in this image and ask if students can name them.

Reinforce that the items in the picture were invented by the ancient Chinese.]

These are just some of the many things invented by the ancient Chinese that we still use today. But how did these inventions spread to other parts of the world?

[Have students think with their partner of ways these inventions might have spread from China to other parts of the world. Call on a two volunteers to share.]

During the early Chinese civilization there were no telephones, no computers, no airplanes, and no cars. There were many natural **barriers** in the way. **Barriers** such as mountains, oceans, deserts, and rivers. So how did people in other parts of the world find out about inventions in faraway China?

[On a world map, point out some natural barriers in and around China, such as the Himalayas to the west, the Yellow and China Seas to the east, the Gobi Desert to the north, and the Yellow and Yangtze Rivers within China.]

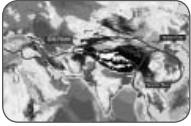
These **barriers** blocked the way for people to get from one place to another. But these natural **barriers** did not stop the curious explorers during the ancient times from risking their lives and traveling out from Europe, Africa, and other parts of Asia in search of new lands and people.

[Point to these continents on a world map and show the path they would have to travel in order to get to China.]

When these explorers crossed the many **barriers** and finally reached China, they were not disappointed by what they found.

[Ask students, “What do you think the explorers found when they reached ancient China?”]

They found new types of clothing, new tools, and new ways of farming. These explorers wanted to bring the things and ideas the Chinese invented to their lands and people.



← **Show image 11A-2: Map of the Silk Roads**

Thus, **trade** began between people from different lands. Over time, people from one area of the world started to take the same paths to **trade** with people from other areas of the world, over and over and over again. Several permanent **trade** routes—or ways and roads to travel from one place to another—were created. One of the longest and most important **trade** routes was a web of roads known as The Silk Roads.

[Point out how The Silk Roads reach several ports near the sea, goes through ancient India (present-day Pakistan), and extends toward east Africa to the Mediterranean Sea.]

These roads crossed many **barriers** and joined towns and shipping ports to different towns in China. For hundreds of years, Chinese inventions spread to other continents along the five thousand miles of The Silk Roads.

[For reference, you may wish to explain that The Silk Roads were much longer than the United States is from coast to coast.]

Do you suppose The Silk Roads were actually made out of silk?

[Pause for student responses.]

The Silk Roads were not made out of thousands of miles of silk. They were called The Silk Roads because silk was the main item **traded** on these roads.



← **Show image 11A-3: Silk clothing, ties, etc.**

Take a look at these pictures of items made from silk. Silk is a type of material that is very smooth, thin, and lightweight, but it is also durable. It can be used for many, many things from making weapons and musical instruments to being used for paper and money. Everyone who touched this remarkably smooth fabric wanted it for themselves. China was known as “the land of silk” and many people were willing to travel over dangerous **barriers** to buy and **trade** goods in exchange for this remarkable cloth.

For a long, long time, the Chinese kept how to make silk a deep secret.



← **Show image 11A-4: Mulberries and mulberry leaves**

The secret to making silk starts here, in this mulberry tree. Special moths, that are blind and unable to fly, lay hundreds of tiny eggs on mulberry leaves. You probably cannot see the eggs here because the eggs are so tiny.



← **Show image 11A-5: Silkworms eating mulberry leaves**

When the eggs hatch, caterpillars, called silkworms, appear and begin munching—and feeding—on the mulberry leaves, day and night.

[Ask students, “What two words do you hear in *silkworm*? What hints do the words tell you about what a silkworm is and what a silkworm does?”]

- a worm that makes silk

The silkworms grow bigger and bigger until one day . . .



← **Show image 11A-6: Silkworms and cocoon**

They spin a single long thread around themselves, forming a cocoon.

[Point to the cocoon. Have students say *cocoon* with you.]

If these white, puffy balls were left alone, what do you suppose would **emerge**—or come out?

[Pause for student responses.]

A new moth!

But the Chinese discovered how to get silk from the cocoon before the caterpillar—or silkworm—turns into a moth.



← **Show image 11A-7: Silk cocoons in a basket**

They collected the eggs of the silkworms and placed the eggs in special trays with pieces of mulberry leaves.

What came out from the eggs when they hatched? What did they eat?

[Pause for student responses.]

The newly hatched caterpillars—or silkworms—munched on the pieces of mulberry leaves while the Chinese waited for them to spin their cocoons.

[Ask students what they see in this image.]

- many silkworm cocoons in a basket

The Chinese let cocoons rest for nine or ten days. Then the cocoons were baked—or put into a hot oven.



← **Show image 11A-8: Cocoons in hot water**

After the cocoons were baked, they were **plunged** into hot water. **Plunging** the baked cocoons into hot water helped to loosen the silk thread. The cocoons are forced down into the hot water so that the silk surrounding the cocoon could be loosened and unwound.

[Invite a student to point to the silk thread from the unwound cocoon.]



← **Show image 11A-9: Silk thread**

These same steps to make silk are still used in China today. But now these steps to make silk are no longer a secret!

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of today's read-aloud?
 - The main topic of today's read-aloud is silk; The Silk Roads; the steps to make silk.
2. *Literal* You heard that some explorers were willing to risk their lives and travel through the natural barriers to reach China. What are some of the natural barriers that surround China?

[Point to the natural barriers on a world map.]

- Natural barriers that surround China are the Himalayas to the west, the Yellow and China Seas to the east, and the Gobi Desert to the north.
3. *Inferential* How were people from other parts of the world able to travel to and trade with the ancient Chinese?
 - People from other parts of the world were able to travel to and trade with the ancient Chinese through The Silk Roads.
 4. *Literal* Why was this trade route called The Silk Roads?
 - This trade route was called The Silk Roads because silk was the main item traded on these roads.

5. *Evaluative* Why do you think silk was such a desirable and popular item to trade?
 - Answers may vary, but should hint that silk is desirable material that, at the time, only the ancient Chinese knew how to make.
6. *Literal* Where does silk come from?
 - Silk comes from the cocoons of silkworms.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Are the steps to make silk still a secret? (Yes/No)

I think the Chinese kept the steps to make silk a secret because . . .

I think others found out about the steps to make silk by . . .

7. *Evaluative Think Pair Share:* Why do you think the Chinese kept the steps to make silk a secret for so many years? How do you think others found out about the steps to make silk?
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Emerge/Plunged

1. In the read-aloud you heard, “If these [cocoons] were left alone, what do you suppose would *emerge*—or come out? You also heard, “Then the cocoons were *plunged* into hot water to loosen the thread.”
2. Say the word *emerge* with me three times. [Have students raise their hands upward.]
Say the word *plunged* with me three times. [Have students push their hands downward.]
3. *Emerge* means to come out or rise into view. *Plunged* means forcefully pushed into a liquid like water.
Emerge and *plunged* are antonyms, or opposites.
4. Dolphins emerge from below the water for air.
After they performed their flips, the dolphins plunged back into the water.

5. Have you ever seen an insect or animal emerge from a hole, a cocoon, or the water? Try to use the word *emerge* when you tell about it. Have you ever seen something plunged into a liquid? Try to use the word *plunged* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw a/an _____ emerge from _____. I saw a/an _____ plunged into _____."
6. What are the words we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: Listen carefully to my sentences about what I saw. If what I saw is an example of *emerge*, stand up and say, "You saw _____ emerge from _____." If what I saw is an example of *plunged*, quickly sit down and say, "You saw _____ plunged into _____."

1. I saw [name of student] get up from his desk. (stand up)
 - You saw [name of student] emerge from his desk.
2. I saw fish being poured into a fish bowl. (sit down)
 - You saw fish plunged into a fish bowl.
3. I saw a baby chick coming out from its shell. (stand up)
 - You saw a baby chick emerge from its shell.
4. I saw socks thrown into the washing machine. (sit down)
 - You saw socks plunged into the washing machine.
5. I saw the sun rise from behind the hill. (stand up)
 - You saw the sun emerge from behind the hill.
6. I saw children jumping into a swimming pool. (sit down)
 - You saw children plunged into a swimming pool.



Complete Remainder of the Lesson Later in the Day



The Silk Roads

11B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Spin

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Spin).] In the read-aloud you heard, “[The silkworms] *spin* a single long thread around themselves.” Which picture shows this?
 - one
2. *Spin* also means to add something made-up to a story, especially to a story that you create from your imagination. Which picture shows this?
 - three
3. *Spin* also means to turn around and around. Which picture shows this?
 - two
4. Now that we have gone over the different meanings for *spin*, quiz your partner on these different meanings. For example, you could say, “Chi-En likes to spin stories in her mind and then tell them to her friends.” And your partner should respond, “That’s number three.”

↔ Syntactic Awareness Activity

Irregular Past-Tense Verbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. We have been talking about some verbs or action words that are *irregular*—which means not regular and different. These verbs are irregular because you do not add *-ed* to the end of the word when you are writing about an action that has happened already, and you do not add the sound /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already. Now I will say two sentences related to what you heard in the read-aloud about silk. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.
 - The explorers *find* silk in China.
 - The explorers *found* silk in China.
2. What did the verb *find* change into to show it already happened?
 - *found*

Notice I did not say *finded*; I said *found*.

3. Let's play a game with irregular verbs you heard in the read-aloud. I will say my sentence as if the action is happening today or now. You will say the sentence to show that it already happened or that it happened long ago.

Note: If students have difficulty saying the past tense of each irregular verb, give them with the incorrect form for contrast. For example, you might ask students, "Should we say, 'The silkworm *spinned* their cocoons already,' or 'The silkworms *spun* their cocoons already'?" Guide students in recognizing that the past tense of *spin* is *spun*, not *spinned*. Tell students that the more they listen to stories and hear these irregular verbs, the more they will remember them and use them when they talk.

1. Today, the silkworms spin their cocoons. > The silkworms spun their cocoons already.
2. Today, the silkworms eat the mulberry leaves. > The silkworms ate the mulberry leaves already.
3. Today, China keeps how to make silk a secret. > A long time ago, China kept how to make silk a secret.
4. Today, Chinese inventions spread to all parts of the world. > A long time ago, Chinese inventions spread to all parts of the world. [**Note:** There was no change in the verb.]

5. Today, explorers take The Silk Roads to go to China. > A long time ago, explorers took The Silk Roads to go to China.

↔ Vocabulary Instructional Activity

Word Work: Barriers

1. In the read-aloud you heard, “[M]any people were willing to travel over dangerous *barriers* to buy and trade goods in exchange for [silk].”
2. Say the word *barriers* with me three times.
3. Barriers are things that separate or block the way.
4. The snowstorm left icy barriers all along the sidewalks. Yanrong and his friend removed the barriers of sticks on the road before riding their skateboards on the road.
5. What do you think of when you hear the word *barrier*? [Ask two or three students. If necessary guide and/or rephrase the students’ responses: “When I hear the word *barrier*, I think of . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: In the read-aloud you heard about the natural barriers that surround China, such as mountains, oceans, deserts, and rivers. [On a world map, review some natural barriers in and around China, such as the Himalayas to the west, the Yellow and China Seas to the east, the Gobi Desert to the north, and the Yellow and Yangtze Rivers within China.] Draw a picture showing the barriers the explorers needed to cross to get to China. Describe the barriers you have drawn and how they hindered—or kept—explorers from reaching China.

⑩ End-of-Lesson Check-In

Steps for Making Silk (Instructional Masters 11B-1 and 11B-2)

- Remind students that today they heard about how silk. Remind students that when traders traveled along The Silk Roads for silk, the silk-making process was a secret, but today anyone can learn about the process.
- Tell students that as a class they are going to pretend to be workers who produce silk thread. They are going to teach each other how to make silk thread.

- Tell students that they will sequence the steps to make silk and write instructions (either phrases or sentences) next to the pictures.
- Using Instructional Master 11B-1, have students talk about each image and which steps of the silk-making process the image represents.
- Once they think they have the images in order. Have them cut and glue or tape the images on Instructional Master 11B-2 according to the steps they would take to make silk thread.
- ✈ Above and Beyond: For any students who are ready to complete this on their own, they may write their own instructions using Instructional Master 11B-2.
- Have students write instructions (either phrases or sentences) next to the pictures. Have students suggest sentences for each step that you will then write on chart paper, a chalkboard, or a whiteboard. Demonstrate to students the use of correct capitalization, punctuation, and complete sentences. [Encourage the use of temporal words: *First, Next, Then, Finally.*]
 - Step 1: First, collect the eggs. Put them in a special tray.
 - Step 2: Next, feed caterpillars chopped mulberry leaves. Wait for them to spin their cocoons.
 - Step 3: Then, let them rest for nine to ten days. Bake the cocoons.
 - Step 4: Finally, plunge the cocoons in hot water to loosen the silk thread.