

9th Grade Silk Road Inquiry

Should We Call It the “Silk Road”?

Staging the Question: Brainstorm the meaning of Ferdinand von Richthofen’s label of the Eurasian trade networks as the “Silk Road,” paying attention to the individual implications of both terms (i.e., “Silk” and “Road”).

Social Studies Practices

🗳 **Gathering, Using, and Interpreting Evidence**
🗳 **Comparison and Contextualization**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What was the “Silk Road”?	Why was silk so important?	What, besides silk and other goods, was shared on the Silk Road?	What else could this trade network be called?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a map that illustrates exchanged commodities and their movement along the trade routes.	Write a paragraph on the silk market’s impact on Chinese and Western societies.	Create a T-chart that lists cultural and technological knowledge shared along the Silk Road.	Propose a different name for the Silk Road and cite reasons for your suggestion.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: States and verifies what is known and makes connections to prior knowledge about the Silk Road by brainstorming what the “Silk Road” title implies about the trade network. Graphic Organizer: Connect#14	Connect:	Connect:	Connect: Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest about this trade network. Graphic Organizer: Connect#20
Wonder: Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about the Silk Road. Graphic Organizer: Wonder#8	Wonder: Analyzes and evaluates what is known, observed, or experienced to form tentative thesis or hypothesis about the importance of silk. Graphic Organizer: Wonder#12	Wonder: Focuses the purpose of the research by formulating specific questions to be answered about what else might have been shared on the Silk Road.	Wonder: Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.
Investigate: Uses different formats as sources of information by reading an excerpt from Marco Polo’s travelogue and articles describing the trading of various commodities in greater detail and by examining maps of various scales. Graphic Organizer: Investigate#75	Investigate: Takes notes using one or more of a variety of notetaking strategies while reading a description of the functionality of silk and a description of the role, value, and uses of silk. Graphic Organizer: Investigate#85	Investigate: Uses a variety of search engines to do advanced searching to conduct further research after reading a discussion of religious conversions in Eastern societies and overviews of the knowledge, ideas, and technological innovations shared.	Investigate: Seeks and uses many different sources in a variety of formats to obtain balanced and complex information about the topic and to fill information needs successfully by reading varied historiographical perspectives concerning the Silk Road label’s impact and by conducting further research. C3 Resources
Construct: Creates a map that illustrates exchanged commodities and their movement along the trade routes.	Construct: Draws conclusions based on explicit and implied information about the importance of silk. Graphic Organizer: Construct#30 and Construct#31	Construct: Creates a T-chart that lists cultural and technological knowledge shared along the Silk Road.	Construct: Combines ideas and information to develop and demonstrate new understanding.
Express:	Express: Writes a paragraph on the silk market’s impact on Chinese and Western societies.	Express:	Express: Proposes a different name for the Silk Road and cites reasons for their suggestion.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#20 and Reflect#21

Summative Performance Task: Argument: Should we call it the “Silk Road”? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. **Extension:** Create an eBook of your community that highlights your local culture(s). Share with international students through Skype Classroom.