

**LESSON PLAN**  
(Template Created by Dr. Shen-Dietrich)

<b>Overview Information</b>
Unit Topic/Theme Trading along the Silk Road  Teachers: Jiabang Wu, Yu Miao
Language Level <b>Intermediate</b>
Grade Range <b>Grade 3-5</b>
<b>Unit Plan Outline</b>
Total Instructional Time (Class Periods) for the Unit 3 classes 45 mins each class
Curriculum Connection (Established Goal(s) & Standard(s)) <b>Social studies: Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.</b>
Unit Can-Do Statements Content: I can understand the concept of “trading” happened along ancient Silk Roads. Language: I can use “交换” and sentence stems “又...又”“因为, 所以”and “你有...吗” properly to exchange goods. I can use adjectives and degree adverbs.
Performance Assessment Task Simulation of ancient Silk Road trading and group report of what and with whom they’ve traded.
Lesson Plan Outline  Day 1 Activate prior knowledge of bundling in math and life cycle knowledge in science to introduce historical exchange happened along ancient Silk Roads. Brief background of geography with visual (paintings; statues; murals; museum exhibitions) and auditory aids (youtube videos)  Day 2 Students will work in groups to create props to represent their country using materials prepared by the teacher and themselves.  Day 3 Students will work collaboratively in groups of 4. Each group will study a dialogue on a video prepared by the teacher attached with a piece of information card featuring a place (India, Arabia, China, Persia), including what they have and what they need. They will simulate the process of exploring other countries and exchange goods based on the information card they got.



Show students \$1 and have students use that dollar to exchange an appropriate item with the teacher. 用钱介绍“交换“

Tell students that in ancient times, people did not have money, they use items to **exchange** for items.

Introduce that ancient Chinese people did the same thing. There was a silk road where people exchange their products.

Activity 2: use PowerPoint to introduce new vocabulary: teacher models each word's pronunciation(瓷器, 玻璃, 马 and 香料) . teacher models the first two word's TPR gestures, and then have students create gestures for the last two words. Review the previous learned words as the process is going.

Activity 3: “Simon Says” game with TPR. The teacher models Simon says game first and play the game with the students to reinforce memory.

Materials Needed (list authentic resources, supplies, and other materials you will use to implement the lesson plan)

- PowerPoints
- Objects from museum (pictures also work)
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### Lesson Plan (3rd day)

Total Instructional Time for the Lesson  
45 mins

Lesson Can-do Statement(s)

I can use focus vocabulary, sentence structures to present a performance showcasing understanding the process of trading goods alongside ancient Silk Road.

Vocabulary

- Adjectives and adverbs that describe products in individual countries.
- 瓷器
- 香料
- 马
- 丝绸

Grammatical Structures (incl. trunk of words, phrases, common expressions)

我有.....

谁有..... ?

因为.....所以.....

又.....又.....

Check for Learning (assessment task)

I have who has card game

kahoot it

locating place game

Learning Activities (Each activity should include detailed step by step description and the duration. Keep in mind that the purpose of the activity is not just for fun, it has to lead students to the lesson objective(s)—Can-Do statements and the performance task. Please use the StarTalk Learning Plan in your folder as a reference)

Activity 1: “I Have...Who Has...?” game. Students work in groups of 4. Each student will be randomly assigned a card on which there will be sentence like “我有丝绸，谁有香料?”. Students will read what they have, and then ask for what they need. The game ends when all students find what they need (said on their cards). Then one group can come to the front to present.

Activity 2: Kahoot it game.

Activity 3: Students will be grouped in 4 and collaboratively complete a task of matching countries with their specialties.

Activity 4: Show each group a different video prepared by the teacher and have them study the dialogue to understand each country’s needs. Then students will move around each booth to ask for trading goods using target language. In the end, each group will report whether they’ve found what they need.

Materials Needed (list authentic resources, supplies, and other materials you will use to implement the lesson plan)

- PowerPoints
- Objects from museum (pictures also work)
- “I Have...Who Has...” game cards
- Video and information card for each group

Ask yourself the following questions as you draft the lesson plan:

1. Are the desired objectives (can-do statements) aligned with established standards/goals?
2. Are the objectives attainable and appropriate at the student’s proficiency level?
3. Do the learning activities provide sufficient opportunity for students to acquire and process the language in meaningful context?

4. Do the learning activities provide sufficient opportunity for students to use the language in engaging and meaningful context?
5. Do the learning activities scaffold students to successfully carry out the performance task?
6. Is the performance task aligned with the lesson objectives? And does it yield sufficient and reliable evidence of the learning outcome?