

# LESSON PLAN

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Overview Information
Unit Topic/Theme: Trade on the Silk Road
Language Level: Novice mid to high
Grade Range: 9-12th
Unit Plan Outline
Total Instructional Time (Class Periods) for the Unit: 5 class periods
Curriculum Connection (Established Goal(s) & Standard(s)) : <b>Communication</b> <b>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b> 1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <b>Cultures</b> <b>Interact with cultural competence and understanding</b> 1. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

### **Connections**

**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations**

1.Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

2.Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

### **Comparisons**

**Develop insight into the nature of language and culture in order to interact with cultural competence**

1.Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

2.Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### **Communities**

**Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world**

1.School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

2.Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Unit Can-Do Statements:

I can identify different products from different countries on the silk road.

I can describe the features and functions of each product.

I can conduct a trading as a merchant with selling techniques.

I can compare and contrast international trading in the past and today.

I can create a business plan to sell a product on the Chinese shopping website.

Performance Assessment Task

Start My Business on Taobao

Students will brainstorm and find one product to create a business plan. They will write a description including its color, size, origin, features, functions and price, as detailed as possible. Take some photo shots in different angles. Record a 15 seconds video commercial. Post at least one promotion like buying one getting one for free or buying one getting a gift for free. Students will also prepare a presentation to promote this product in front of the whole class by sharing a story of what inspired him/her to sell this product.

### Lesson Plan Outline

Day 1: Identify the four different countries and their unique products on the silk road. Pronounce the new words correctly. Brainstorm if there are any unique products that can't/rarely to be found in China. Take/search some pictures of that and share with the class.

.....有/没有.....

Day 2: Describe the functions and characteristics of each product from four countries. Write a draft description for the product student found.

又.....又..... , .....是用.....做的, .....可以做.....

Day 3: Read a short story about the Silk Road. Role play the trading among four different countries.

我和.....用..... 换了..... , 从.....买.....卖到.....

Day 4: Compare the globalization in the past and today.

Day 5:Based on Taobao's template to make sales page. And present it to the audience.

Lesson Plan (Day 3)

Total Instructional Time for the Lesson: 50 minutes

Lesson Can-do Statement(s)

I can identify different products from different countries on the silk road.

I can describe the features and functions of each product.

I can conduct a trading as a merchant with selling techniques.

Vocabulary

[https://quizlet.com/\\_6vtieu](https://quizlet.com/_6vtieu)

See the Appendix 2

丝绸之路 (sī chóu zhī lù ) the Silk Road

玻璃 (bō li) glass

丝绸 (sī chóu) silk

羊毛 (yángmáo ) wool

棉花 (mián huā) cotton

波斯 (Bō sī) Persia

中国 (Zhōng guó) China

罗马 (Luó mǎ) Rome

印度 (Yìn dù) India

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

我和 people 用 number+product A 换了 number+product B

从 country A 买 product 卖到 country B

Check for Learning (assessment task)

Pear Deck Questions, Group/individual report, Exit ticket

Activity 1:

5min story telling + 5min Pear Deck questions

Tell a story(Appendix 1) about the silk road and answer the questions by using Pear Deck.

Activity 2:

Read and Share

5min reading and answering + 4min preparing + 4min recordings 2min watching videos

Students will split into four different groups to represent the merchants from four countries. Each group will have pictures and short reading about their products. During the reading time students need to gather information about the features and finish an info card for each product. At the end, students need to use a commercial introduce where those products come from, the characteristics and functions of those goods. They also need to apply the grammar structures and the information from the info card as much as possible in the 15 seconds product commercial.

Activity 3 : Role play-trading activity

2min explaining rules+8min trading game+5min trading report

Students will have 6 minutes to complete the task on the mission card and 5 minutes to write a trading report as their exit ticket.

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

Reading, Picture of products, Maps,

## Appendix 1: Reading

## 丝绸之路的故事

很久以前，中国没有棉花。中国的皇帝很喜欢棉花，棉花又白又暖，可以做被子，所以他想要棉花。可是中国没有棉花。他听说印度有棉花。

印度的国王很喜欢中国的丝绸，丝绸又轻又薄，可以做衣服。但是，印度没有丝绸，所以他很想要中国的丝绸。

中国和印度的商人们听说了这件事，他们有的人从中国买丝绸卖到印度，有的人从印度买棉花卖到中国。所以现在中国有了棉花，印度也有了丝绸。

罗马和波斯的商人听说了中国和印度没有玻璃和羊毛，他们带着玻璃和羊毛去中国和印度换丝绸和棉花，他们走的这条路就是丝绸之路。

( Q&A )

很久以前，中国没有棉花。对还是不对？

有的人从中国买丝绸卖到印度。对还是不对？

印度的国王想要丝绸还是棉花？

波斯商人带着玻璃还是羊毛去中国？

商人们走的这条路叫什么名字？

**Appendix 2 : Vocabulary**

丝绸之路 (sī chóu zhī lù )            the Silk Road

玻璃(bō li)    glass

丝绸 (sī chóu)            silk

羊毛( yángmáo ) wool

棉花(mián huā) cotton

波斯(Bō sī)    Persia

中国(Zhōng guó) China

罗马(Luó mǎ)            Rome

印度(Yìn dù) India


### Appendix 3:


#### Activity 2.1: Create a product commercial

1. Read the article for your group and fill the info Card.


读短文填空

2. After finishing the Info card, Please use all the information to make a 15 second commercial  
用信息卡的信息做一个 15 秒的广告

印度	<p>棉花从印度来。因为它又白又暖和，人们用它做布 ( bù )、衣服、鞋子和袜子。印度人听说中国人喜欢棉花，就用丝绸之路把它卖到中国。</p>
	
棉花	

罗马	<p>玻璃最 ( zuì ) 早从罗马来。人们很喜欢玻璃。玻璃杯能装水和酒 ( jiǔ )。玻璃碗 ( wǎn ) 能装 ( zhuāng ) 饭菜。有的人用玻璃做门和窗 ( chuāng )，因为玻璃又漂亮又实用。</p>
	

玻璃	
波斯	<p>羊毛很实用 ( shíyòng ) 。波斯人用羊毛做地毯和毛衣。</p> <p>羊毛地毯很美丽。羊毛帐篷 ( zhàngpéng ) 很暖和 ( nuǎnhuo ) 。中国人和罗马人都很喜欢波斯的羊毛。</p>
	
羊毛	

中国	<p>中国的丝绸很华丽 ( huáli. ) 。丝绸又薄，又轻，又光滑。它们有不同的颜色：有黄色、有红色、有黑色，还有白色。用丝绸做衣服很美丽。罗马的贵族 ( guìzú ) 非常喜欢丝绸。罗马商人用玻璃换中国的丝绸。</p>
	
丝绸	

### The Info Card

You need to read the article and fill this Card



### Info Card

产品名称 product name :

产地 origin :

特征 features :

用途 usage :

### Answer Key

Info Card: 丝绸 产地 : 中国 特征 : 轻、薄、滑、漂亮 用途 : 衣服、床单、围巾	Info Card: 玻璃 产地 : 罗马 特征 : 实用、透明、彩色、坚硬 用途 : 杯子、花瓶、窗户、屏风
Info Card: 棉花 产地 : 印度 特征 : 柔软、暖和、轻 用途 : 衣服、裤子、被子、桌布	Info Card: 羊毛 产地 : 波斯 特征 : 保暖、漂亮、实用 用途 : 地毯、帐篷、装饰

### Activity 2.2 Create a product commercial

#### Example :

### Info Card

产品名称 product name : 茶

产地 origin : 中国

特征 features : 好喝 健康 香

用途 usage : 喝的 药 吃的

我有中国的茶。我的茶又香又好喝。很健康对身体好。可以做吃的，喝的，还可以做药。

Example video:

<https://flipgrid.com/s/03a7e4ecbbb3>

Appendix 3

Exit ticket : Trading Report

我是 \_\_\_\_\_ 商人。

我要换 \_\_\_\_\_ 、 \_\_\_\_\_ 和 \_\_\_\_\_ 。

我和 \_\_\_\_\_ 用 \_\_\_\_\_ 换了 \_\_\_\_\_ 。

我从 \_\_\_\_\_ 买了 \_\_\_\_\_ 。我卖给 \_\_\_\_\_ 。

我现在有 \_\_\_\_\_ 、 \_\_\_\_\_ 、 \_\_\_\_\_ 和 \_\_\_\_\_ 。

Mission Card	Mission Card
<b>Chinese merchants:</b> Your group has 40 bolts of silk. If you get 100 packs of wool, 20 glass cups and 200 packs of cotton, you will win the game.	<b>Persian merchants:</b> Your group has 400 packs of wool. If you get 10 bolts of silk, 20 glass cups and 200 packs of cotton, you will win the game.
Mission Card	Mission Card

**Indian merchants:** Your group has 800 packs of cotton. If you get 10 bolts of silk, 20 glasses cups and 100 packs of wool, you will win the game.

**Roman merchants:** Your group has 80 glass cups. If you get 10 bolts of silk, 200 packs of cotton and 100 packs of wool, you will win the game.

Product Cards:

丝绸 40, 5\*8 张

羊毛 400, 50\*8 张

玻璃杯 80, 10\*8 张

棉花 800, 50\*16 张



50 包(bāo)棉花

5 匹(pǐ)丝绸



10 个玻璃杯



50 包(bāo)羊毛

Now you have a coherent lesson plan, with logical and scaffold activities. Good job!