

CLASS: 7 th Grade World History	DATE: Tuesday, November 12, 2012	UNIT: Early Civilizations – Ancient China: The Silk Road
ENDURING UNDERSTANDING: What will my students be able to do or understand by the end of class?		
1) SSU the route of the Silk Road and how it was impacted by geography and human settlement. 2) SSU why the Silk Road developed and how it benefited both China and the West. 3) SSU the cultural diffusion that occurred because of the Silk Road, including Buddhism.		
ESSENTIAL QUESTION: What 1-2 major themes/ideas do I want to explore with students in this unit?		
1) How did the Silk Road impact both Chinese and Western culture? 2) How did geography play a role in altering human movement and trade?		
MICHIGAN GLCE: Which state standards does my plan address?		
1) 7 – W3.1.6: Use historic and modern maps to locate and describe trade networks among empires in the classical era. 2) 7 – W3.1.7: Use a case study to describe how trade integrated cultures and influenced the economy within empires.		

HOOK/INITIATION: What will you do to get the students invested in the lesson?
<ul style="list-style-type: none"> • 10 minutes - To help students transition into the Silk Road, we began class by discussing their work from the previous day, which dealt with the Han Dynasty. By reviewing the Han Dynasty, students will understand the achievements of the Han and will connect the advancements made to the development of the Silk Road.
TEACHER ACTIVITIES: How will I convey the knowledge/skills of the lesson to help my students understand?
1. 25 minutes – Silk Road Interactive Activity <ul style="list-style-type: none"> a. I will begin the activity by having students draw a slip of paper from a hat. Some slips have important cities, empires, physical features, or goods that were traded along the Silk Road. Some slips were blank. Those who have words on their slips will come to the front of the room and use the Mimio Board to place their item on a Silk Road map. I will then call on students to answer questions about the items, so all students are held accountable. This will also help to guide discussion about the items.
STUDENT ACTIVITIES What will the students do to demonstrate their understanding?
1. Silk Road Interactive Activity <ul style="list-style-type: none"> a. Students will draw a slip of paper from the hat. If they have a word, on their slip, they will come to the front of the room, when they are called, to use the Mimio Board and place their item on the map. All students should be ready to answer questions, for I will be calling randomly to get all students involved and hold each accountable.
CLOSURE/SHARE BACK: How will the students share/interpret knowledge for others in the class?
<ul style="list-style-type: none"> • 25 minutes – Ancient China Test Review <ul style="list-style-type: none"> a. In preparation for their test tomorrow, I will lead discussion about the information we have covered thus far, using the students’ study guide. Students will answer questions, ask questions, and will fill in their study guide with missing information.

MATERIALS: Mimio board, Projector, Laptop, Study Guide, Worksheet 6.5	ANNOUNCEMENTS:
	<ul style="list-style-type: none"> • Ancient China Test is Tomorrow • Vocabulary Quiz 2 is Friday
	HOMEWORK:
	<ul style="list-style-type: none"> • Study Vocabulary 8 words for Friday