ELL Adaptation For

The Silk Road: An Ancient Internet
Students examine how goods and ideas moved along an ancient trade route between China and Europe.

Author
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Grade Level
6-8

Duration
1-2 class periods

ELL Adaptation by
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**SIOP Elements**

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**TESOL Standard(s)**

ELL I-B. Create a variety of written communication.

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**Arizona ELL I Reading Standard**

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.

Beginning: The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.

Intermediate: The students will respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.

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**Arizona ELL III Reading Standard**

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.

Beginning: The student will identify main ideas and key details of text.

Intermediate: The student will identify the main ideas, key words, and important details in text that requires some level of inference.
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Arizona ELL I Writing Standard
Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will respond with drawings to stories dramatized or conceptualized by the teacher.
Intermediate: The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

Arizona ELL III Writing Standard
Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will use the writing process to write short, single paragraphs.
Intermediate: The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by identifiable main ideas that contains general supporting details.

Overview
For nearly 1500 years, a network of trade routes connected Asia with Europe. Over these routes traveled a myriad of goods, ideas, technologies, and cultures, much like on today's Internet. So valuable was the Silk Road that it was fought over by the Chinese, Turks, Mongols, and various nomadic tribes.

Key Vocabulary
Begins – Where the route started
Ends – Where the route stopped
Route – Road traveled
Items – Things
Caravans - A group traveling across the desert and mountains facing many dangers
Implication – Result of

Additional Materials Needed for ELL
- Silk Road Assessment for ELLs and Answer Key
- Student Writing Prompt
- Vocabulary cards
- OPTIONAL: Words to Know worksheet for vocabulary, as needed.

Procedures
1. Distribute vocabulary cards to ELLs. Read the book, The Silk Route, to the students.
2. During the reading, ask students to do two things: connect the cities on their Silk Road maps to trace the route of the Silk Road, and record in chart form items that are traveling along that route. The chart should have three vertical columns. The headings will be: To Europe, To China, Both Places. Model this as you read the book with a master chart and map on the overhead/board. Discuss after each section what could be added to the chart and add to the route as it is discussed in the book. The students will be doing the same on their papers. Students should use the reference page to help identify what the words mean as they write them down. (Preparation: Adapting content; Scaffolding: Modeling, guided practice; Integrating Processes: Listening, writing)
3. Have students compare their maps with the transparency map and make corrections on their map if needed.
4. Hand out the Silk Road Data Sheet from original lesson.
5. Have the students highlight places and items as you review the route and items while going over the data sheet. (Grouping: Whole class; Scaffolding: Comprehensible input)
6. Discuss what “Implications” are. Define it on the board/overhead and give examples from daily life/school life. Be as visual as you can with your examples. (Ex: An implication of giving a gift would be a verbal thank you, a thank you card, a smile. An implication of taking something from someone would
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be a frown, discipline from a parent/teacher.)
(Application: Meaningful)

7. Discuss how this trade may have affected the people of the ancient world. Go through each implication on the data sheet with visual examples, dramatizing to ensure understanding. You may decide to discuss in detail a few of the implications rather than all of them. (Scaffolding: Comprehensible input; Preparation: Strategies used)

Assessment

The students will do an assessment on the Silk Road that includes ten multiple-choice questions. They may use their notes from the discussions. Mastery will be considered 8 out of 10 correct. (Assessment: Individual)

Students will write a paragraph using their chart, map, and notes as a reference. The paragraph will be graded using the traits of ideas, word choice, and organization. Mastery will be considered 4 or higher on the 6 Traits Writing Rubric. (Assessment: Written)