Day 4: Economic System (Movement of People, Goods, and Ideas)

**Standard**: 6th Grade Social Studies

**Strand**: History

**Topic**: Early Civilizations

**Content** **Statement**: 2 – Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Standard**: 6th Grade Social Studies

**Strand**: Geography

**Topic**: Human Systems

**Content** **Statement**: 6 – Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

**Standard**: 6th Grade Social Studies

**Strand**: Economics

**Topic**: Scarcity

**Content** **Statement**: 14 – When regions and/or countries specialize, global trade occurs. **Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Integration of Knowledge and Ideas

**Content** **Statement**: 6-8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Craft and Structure

**Content** **Statement**: 6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Objectives**

Students will understand and be able to explain that the geography of China created a civilization that was isolated, which affected its economy.

Students will be able to explain how the Silk Road affected China’s culture and the culture of the world.

**Intro**

The class will begin with a mini-lesson where students will be given cards with items they have to trade on them, based on the agriculture lesson from the day before. Students will engage in “trade” within China. After a few minutes, the class will stop, students will find a partner and think of reasons why they were only trading within China. Then, the Silk Road will open up, students will be given new cards with new exports from China and imports from other countries. Students will “trade” with each other again, and then be asked to stop. Students should be asked how this is different from the last time, considering the impact, the different goods, and what this means to China and the world.

Students should be given time to take some notes in their learning logs, working together and meeting as a group to check in.

**Lesson Activities**

The rest of class will be time for students to conduct further research using the provided links (or printed versions) or going further on their own. They can work on how they will represent their information in their final project during this time, too. This will also be time to meet with students from the previous day’s lesson who didn’t understand the agriculture lesson, as evidenced by their learning log entries.

**Closure**

Students will go to their learning logs and make sense of the economic system of ancient China on the left-hand side. They should be guided to focus on how the geography of China influenced its economy (what it could trade, who it traded with, and the effects of those trades).

**Annotated Bibliography**

**Ancient China economy. (2010, March 29). *Globerove.com.* Retrieved July 14, 2013, from**[**http://globerove.com/china/ancient-china-economy/2411**](http://globerove.com/china/ancient-china-economy/2411)

This site goes through the timeline of China to show changes in its economy, as well as economic advancements. A discussion of items traded, as well as the introduction of money is included. Additionally, the idea of regions is brought up, with a discussion of regions that are not unified and how their economies interacted.

**Ancient Chinese economy. (n.d.). *Historyforkids.org*. Retrieved July 14, 2013, from**[**http://www.historyforkids.org/learn/china/economy/**](http://www.historyforkids.org/learn/china/economy/)

This site gives information about the use of money and the different items that were traded.

**Cassel, S. (2006). The Silk Road linking Asia, the Middle East, Northern Africa, and Europe as evident by the spread of the Black Death. *Flamingnet.com.* Retrieved July 14, 2013, from**[**http://www.flamingnet.com/bookreviews/resources/essays\_bookreviews/silk.cfm**](http://www.flamingnet.com/bookreviews/resources/essays_bookreviews/silk.cfm)

This is at a higher reading level and addresses a much later time in history, but might be appropriate for students looking to extend their research and look at more connections due to the Silk Road opening.

**Culture of Silk Road. (n.d.). *TravelChinaGuide.com*. Retrieved July 31, 2013, from**[**http://www.travelchinaguide.com/silk-road/culture.htm**](http://www.travelchinaguide.com/silk-road/culture.htm)

This site discusses how things like religion and technology were introduced along the Silk Road.