

Teacher's Supplement



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Year One

the Silk Road

Teacher’s Guide for *Dig: Year One*

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OVERVIEW

*In this magazine, readers will learn about key elements of life along the Silk Road in 1 A. D. **Dig: Year One** includes information about*

Ancient China and Ancient Rome, including aspects of religion and culture as well as trade and conflicts.

ESSENTIAL QUESTION:

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 15

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts
C3 Framework for Social Studies State Standards

Key Vocabulary
CCSS.Reading.4

Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach reading and writing standards
CCSS.Writing.1, 2, 3 & 6

TEACH A MINI-UNIT PAGES 17 - 20

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (*CCSS.InfoText.1*)

Describe Relationships (*CCSS.InfoText.3*)

Analyze Text Structure (*CCSS.InfoText.5*)

Interpret Visual Information (*CCSS.InfoText.7*)

Summarize (*CCSS.InfoText.2*)

Determine Word Meaning (*CCSS.InfoText.4*)

Understand Author’s Point of View (*CCSS.InfoText.6*)

Explain Reasons and Evidence (*CCSS.InfoText.8*)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

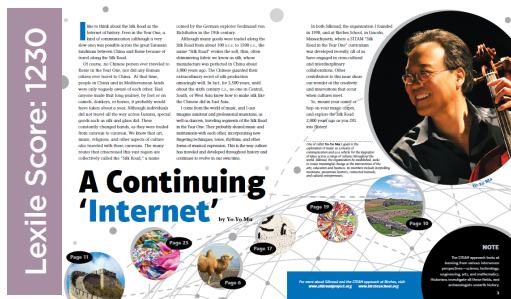
Whole Class: Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 17 – 20) as well as the **Article Pages** (pgs. 4 - 15) for ways to incorporate writing into your instruction.

ARTICLE: A Continuing 'Internet'

Magazine pages 2 - 3, Expository Nonfiction



Yo-Yo Ma explains the importance of the cultural exchanges that occurred on the Silk Road and ties them to his organization, Silkroad, and the Birchles School curriculum "Silk Road in the Year One."

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Trade can facilitate cultural exchange.

CROSS-CURRICULAR EXTENSION

Music

Research instruments that might have been played along the Silk Road in 1 A.D.

KEY VOCABULARY

collaborate (p. 2) to work with another person or group in order to achieve or do something

expression (p. 2) the act of making your thoughts, feelings, etc., known by speech, writing, or some other method

vague (p. 2) not completely formed or developed

PREPARE TO READ

Explain that the Silk Road stretched from Rome into Asia and allowed for trade between different peoples. Discuss possible outcomes of this trade.

CLOSE READING QUESTIONS

- Underline details in the text that refer to means of travel along the Silk Road.
- What else was likely to have been shared along the Silk Road? Use details from the text to support your answer.
- What does the author claim to have in common with other contributors to this issue of *Dig*?

COMMON CORE CONNECTIONS

Determine Point of View *CCSS Info Text 6*

What point of view does the author use for the narrator in the article? Why might this point of view have been chosen?

Interpret Words *CCSS Info Text 8*

What does the author mean by the term Internet? How is the modern Internet related to the Silk Road? Use details from the text to support your answer.

Explain Reasons & Evidence *CCSS Info Text 8*

The author claims that culture has traveled via musical exchange. What reasons does he give for this and what evidence does he use to support it? Is it sufficient?

ARTICLE: Before We Begin..

Magazine page 4, Expository Nonfiction



The Roman and Chinese Han empires had a lot in common, including the “Silk Road” which was traveled in “Year One,” the first year of the Common Era.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Changes in how time is counted are examples of historical change.

CROSS-CURRICULAR EXTENSION

Math

Select ancient events and compute the number of years that passed since them and between them.

KEY VOCABULARY

neutral (p. 4) not expressing strong opinions or feelings

prominent (p. 4) important and well-known

vast (p. 4) very great in size, amount, or extent

PREPARE TO READ

Consider the title. What happens before a beginning? How might those things relate to the article?

CLOSE READING QUESTIONS

- Underline the commonalities between ancient China and ancient Rome.
- What is meant by the term Common Era? Use details from the text to support your answer.
- Will every article in the issue take place during 1 A.D.? Highlight the text that answers this question.

COMMON CORE CONNECTIONS

Interpret Phrases *CCSS Info Text 4*

What is meant by the term “as the crow flies?” Is the meaning literal or figurative?

Analyze Text Structure *CCSS Info Text 5*

Reread the text and pay special attention to the paragraph about counting time. How is this concept introduced, and how does it tie into the rest of the text?

Write Opinions *CCSS Writing 1*

The terms B.C. and A. D. were common in many countries including the United States. Why do you think this changed? What does the change say about American culture?

ARTICLE: A Great Match

Magazine pages 5 - 7, Expository Nonfiction



As human ancestors travelled out of Africa, camelid ancestors travelled out of North America. Eventually they met and formed a lasting relationship.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Human-environment interactions have reciprocal influences.

CROSS-CURRICULAR EXTENSION

Science

Compare the size, ability to carry goods, relationship with humans, adaptations to the environment, and native territories of each species of camelid.

KEY VOCABULARY

gait (p. 6) a particular way of walking

metabolism (p. 5) the chemical processes by which a plant or an animal uses food, water, etc., to grow and heal and to make energy

recline (p. 6) to sit back or lie down in a relaxed manner

PREPARE TO READ

Show pictures of camels and ask the students what they know about the animals.

CLOSE READING QUESTIONS

- Highlight dates mentioned in the article. Create an annotated timeline of these dates.
- Underline details in the text that explain why camels are well-suited to desert climates.
- Create a chart comparing dromedaries and Bactrian camels.

COMMON CORE CONNECTIONS

Interpret Phrases *CCSS Info Text 4*

What is meant by the phrase “ships of the desert”? How are camels like ships?

Interpret Visual Information *CCSS Info Text 7*

Study the images that accompany the text. How does each add to your knowledge of the relationship between camels and humans?

Author's Purpose *CCSS Info Text 6*

What is the author's purpose in writing this text? Which specific words and phrases help you determine that purpose?

ARTICLE: What's the Date?

Magazine pages 8 - 9, Expository Nonfiction



The Roman calendars evolved into the calendar we use today, but the Chinese followed a lunar calendar 3,000 years before the Romans had any calendar.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Changes in how time is counted are examples of historical change.

CROSS-CURRICULAR EXTENSION

Astronomy

Study the lunar phases and explain why they appear as they do to observers on Earth.

KEY VOCABULARY

presume (p. 8) to think that something is true without knowing that it is true

respect (p. 9) a particular way of thinking about or looking at something

revolution (p. 9) the action of moving around something in a path that is similar to a circle

PREPARE TO READ

Show the students examples of historical calendars and modern calendars used by different groups. Explain when and where each was used.

CLOSE READING QUESTIONS

- Underline the reasons for leap year.
- Highlight text that explains how each Roman changed the calendar.
- Why is a lunar calendar seen as problematic? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

Why are the section titles all questions? How do they contribute to the ideas presented in the text as a whole as well as in each section?

Explain Reasons & Evidence *CCSS Reading 8*

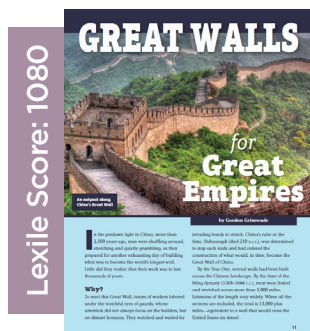
Why isn't there a "year zero"? Explain the reasons and evidence the author presents. Is the evidence sufficient?

Research-Based Writing *CCSS Writing 3 & 7*

Research modern cultures that use lunar calendars and explain how they compensate for lunar drift if they do.

ARTICLE: Great Walls for Great Empires

Magazine pages 11 - 13, Expository Nonfiction



The Great Wall of China and Hadrian's Wall were both built to stop invaders. Each long-term project was successful enough to prompt further building.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Human-induced environmental changes can serve political purposes.

CROSS-CURRICULAR EXTENSION

Engineering

Build a scale model of a part of one of the walls mentioned in the article.

KEY VOCABULARY

foothold (p. 11) a position that makes it possible to begin an activity or effort

precise (p. 12) very careful and exact about the details of something

shuffle (p. 11) to slide your feet along the ground or back and forth without lifting them completely

PREPARE TO READ

Read and discuss the poem "Mending Wall" by Robert Frost. Discuss the purposes of walls.

CLOSE READING QUESTIONS

- Underline purposes of walls.
- Make a chart comparing the size, building materials, features, and purposes of Hadrian's Wall and the Great Wall of China.
- Were the walls effective? Highlight details from the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Key Elements *CCSS Info Text 3*

How does the author introduce Hadrian's Wall? What method is used to incorporate it into the prior concepts mentioned? What role does it serve in the text?

Summarize Main Ideas *CCSS Reading 2*

What is the main idea of each section of the article and of the article as a whole? Use the main ideas to write a summary of the article.

Write Arguments *CCSS Writing 1*

There is political discussion today about building a wall between the United States and Mexico to keep illegal immigrants from crossing the border. Do you believe such a wall would be effective? Why or why not?

ARTICLE: The Power of Paper

Magazine pages 16 - 17, Expository Nonfiction

Lexile Score: 1250



The Power of PAPER

Calligraphy is the art of making beautiful handwriting. It is a skill that has been practiced for centuries in many cultures. In the Islamic world, calligraphy was used to create beautiful manuscripts and documents. The art of calligraphy was also used in the Chinese world to create beautiful documents and books. Calligraphy was also used in the Islamic world to create beautiful manuscripts and documents. The art of calligraphy was also used in the Chinese world to create beautiful documents and books.

Waterlogged is a word that means filled or soaked with water. It is a word that is often used to describe a piece of paper that has been damaged by water. Waterlogged paper is often difficult to read and can be very fragile. Waterlogged paper is often difficult to read and can be very fragile.

The Chinese invented paper. People in other parts of the world used papyrus, wood, wax tablets, and parchment until paper spread from China across the Islamic world.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Changes in technology represent examples of historical change.

CROSS-CURRICULAR EXTENSION

Family and Consumer Science

Make paper.

KEY VOCABULARY

calligraphy (p. 16) the art of making beautiful handwriting

waterlogged (p. 16) filled or soaked with water

PREPARE TO READ

Make a list of every kind of paper you can and discuss how paper is used today.

CLOSE READING QUESTIONS

- Make a chart of all the products used instead of paper. When did they come into use, where were they used, and what were the methods for using them?
- Underline details in the text that show the ancient purposes of paper.
- How did paper help unify the Islamic world? Highlight details from the text that support your answer.

COMMON CORE CONNECTIONS

Make Inferences *CCSS Reading 1*
What can you infer about the earliest examples of paper based on the lack of archaeological evidence? Use details from the text to support your answer.

Interpret Visual Information *CCSS Reading 7*
Study the illustrations that accompany the text. Note which section of the text each relates to. How does each improve your understanding of the topic?

Write Narratives *CCSS Writing 3*
Imagine a world without paper and write a story about it.

ARTICLE: A Prized Commodity

Magazine page 18, Expository Nonfiction



Silk was an important and expensive product in ancient Chinese commerce with Rome.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Physical characteristics of places influence the goods produced there.

CROSS-CURRICULAR EXTENSION

English Language Arts

Write a short story about a secret. It can focus on keeping the secret or what happens when the secret gets out.

KEY VOCABULARY

commodity (p. 18) something that is bought and sold

floss (p. 18) fluffy fibrous material

incentive (p. 18) something that encourages a person to do something or to work harder

PREPARE TO READ

Show pictures of silkworm larvae and pass around a sample of silk. Ask the students what the two might have in common.

CLOSE READING QUESTIONS

- Underline details in the text that explain how silk is made.
- What can you infer about the discovery of silk?
- Highlight details from the text that allow you to compare how silk was used in Rome and China.

COMMON CORE CONNECTIONS

Analyze Key Elements *CCSS Info Text 3*

How does the author introduce and elaborate on the idea that silk was a symbol of high status in Rome and China?

Analyze Text Structure *CCSS Reading 5*

What information does the legend add to the article? Why might the author have chosen to include it? How does it contribute to the overall development of the theme?

Present Claims *CCSS Speaking and Listening 4*

Create a PowerPoint presentation that shows what you think might have happened if Rome had discovered the secret of silk production. Use your knowledge of history and other sources to support your opinions.

Lexile Score: 940

A Closer Look at Silk

by Thomas H. Davenport



What is Text?
The author explains the history of silk, the process of silk production, and the uses of silk. The text is an informational text that provides facts and details about silk. The author uses a variety of text features, including a title, a byline, a subheading, a main heading, a paragraph, a section heading, a list, and a text box. The text is written in a clear, concise, and informative style. The author uses a variety of text features, including a title, a byline, a subheading, a main heading, a paragraph, a section heading, a list, and a text box. The text is written in a clear, concise, and informative style.

Scientists use the silk from *Bombyx mori* to make more than just fabric. They have learned how to control hardness and durability so that they can make objects from medical implants to cups in a sustainable way.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Advances in technology represent examples of historical change.

CROSS-CURRICULAR EXTENSION

Science

Study binomial nomenclature and learn how *Bombyx mori* got its name.

KEY VOCABULARY

- disperse (p. 21)** to spread apart
- luster (p. 20)** the shiny quality of a surface that reflects light
- robust (p. 21)** strongly formed or built
- sustainable (p. 21)** involving methods that do not completely use up or destroy natural resources

PREPARE TO READ

Hypothesize with students about the kinds of research scientists might be doing on caterpillar silk.

CLOSE READING QUESTIONS

- Why is the silk of *Bombyx mori* so special? Use details from the text to support your answer.
- Highlight details from the text that allow you to compare the process the caterpillar uses to make silk to the process scientists use.
- Underline the environmental benefits of using silk.

COMMON CORE CONNECTIONS

Interpret Phrases *CCSS Info Text 5*

Look for a metaphor in the text. What items are being compared and how are they alike? Use details from the text to support your answer.

Interpret Visual Information *CCSS Reading 7*

Study the images that accompany the text. Note the sentence or paragraph that each relates to. How does each increase your understanding of the topic?

Write Reflections *CCSS Writing 4 & 9*

Conduct further research on the possibilities for silk products and write a reflection on how this might impact our future.



Silkmoths are easy to grow and can be cared for and observed throughout their entire life cycle.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Advances in scientific understanding represent examples of historical change.

CROSS-CURRICULAR EXTENSION

Science

Raise silkmoths and observe all phases of their life cycle. Experiment with their genetics as suggested in the article.

KEY VOCABULARY

gorge (p. 22) to eat large amounts of food

onerous (p. 22) difficult and unpleasant to do or deal with

voracious (p. 22) having or showing a tendency to eat very large amounts of food

PREPARE TO READ

Ask the students what they know about the life cycles of butterflies and moths. Ask if they have had any close encounters with either at any phase of development.

CLOSE READING QUESTIONS

- Create a step-by-step list of the process of caring for silkmoths.
- Underline reasons that caring for silkmoths is fun and interesting.
- Why do farmers intervene before the moths break out of the cocoons? Highlight details from the text that support your answer.

COMMON CORE CONNECTIONS

Explain Reasons and Evidence *CCSS Info Text 8*

Why does the author suggest that silk farming is more beneficial than harmful? Are the reasons and evidence sufficient?

Make Inferences *CCSS Reading 1*

What can you infer about the effects of cold on silkworm eggs?

Writing Nonfiction *CCSS Writing 2*

Write an essay detailing the steps involved in taking care of a pet, sibling, plant, or anything that may need special care.

ARTICLE: Divining the Future

Magazine pages 28 - 29, Expository Nonfiction



People have been tossing coins into fountains for centuries. Originally, these were offerings to a god or saint who may have visited the area.

ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Religious beliefs influence the daily lives of people in both nearby and distant places.

CROSS-CURRICULAR EXTENSION

Math

Use probability to divine the outcomes of a number of coin tosses or spins of a spinner.

KEY VOCABULARY

aspect (p. 28) a part of something

assault (p. 29) a military attack

auspicious (p. 29) showing or suggesting that future success is likely

PREPARE TO READ

Introduce modern forms of divination, such as throwing a coin in a fountain or reading your horoscope. Explain their ancient origins.

CLOSE READING QUESTIONS

- Underline the steps in alectryomancy.
- Highlight details from the text that explain why Lamblicus's attempt to determine the emperor's successor was a disaster.
- Compare Roman and Chinese forms of divination.

COMMON CORE CONNECTIONS

Analyze Key Elements *CCSS Info Text 3*

What method does the author use to introduce divination? How does this method help the reader understand the concept?

Analyze Author's Point of View *CCSS Info Text 6*

Does the author believe in divination? Which specific words and phrases lead you to your conclusion?

Research-Based Writing *CCSS Writing 2 & 7*

Research other aspects of ancient Chinese religion and write an essay explaining them.

Lexile Score: 1160



Journey to the Afterworld
The Chinese and the Romans had different views of the afterlife, but each gave the dead what they thought was needed for a positive experience of it.

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ESSENTIAL QUESTION

What was life like in Rome and China in 1 A.D. and how did the cultures interact?

SOCIAL STUDIES CONCEPT

Religious beliefs influence the daily lives of people in both nearby and distant places.

CROSS-CURRICULAR EXTENSION

Art

Create a three-dimensional figure representing something you would take as a mingqi.

KEY VOCABULARY

complement (p. 33) to complete something else or make it better

mirror (p. 32) to be very similar to (something)

PREPARE TO READ

Ask the students what happens after you die. Encourage all answers.

CLOSE READING QUESTIONS

- Underline details in the text that explain how the Chinese viewed the afterlife.
- Underline details in the text that explain how the Romans viewed the afterlife.
- Highlight the text that indicates a similarity between the two groups.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

Why did the author begin the text with questions? How does this structure contribute to the development of the ideas in the text?

Determine Word Meaning *CCSS Reading 4*

Use context clues to determine the meanings of the words “soul” and “spirits” as used in the text. Do the words mean the same thing each time they appear? Use a dictionary to gain a better understanding of the terms.

Summarize Main Ideas *CCSS Reading 2*

What are the main ideas of each section of the text and of the text as a whole? How do they relate to each other? Use these ideas to write a brief summary of the text.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Refer to various articles to learn the importance of animals to ancient cultures. Explain the roles they served.
- Use “A Prized Commodity” and “Precious Glass” to compare the impacts and value of glass and silk.
- Reread all of the articles to find the relationship between the information given and 1 A.D.
- Refer to several articles for information about Ancient China and Ancient Rome. Compare the two cultures.
- Refer to “A Prized Commodity,” “A Closer Look at Silk,” and “Growing *Bombyx mori*” to determine the changing roles of silk and silkmoths from ancient times to today.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

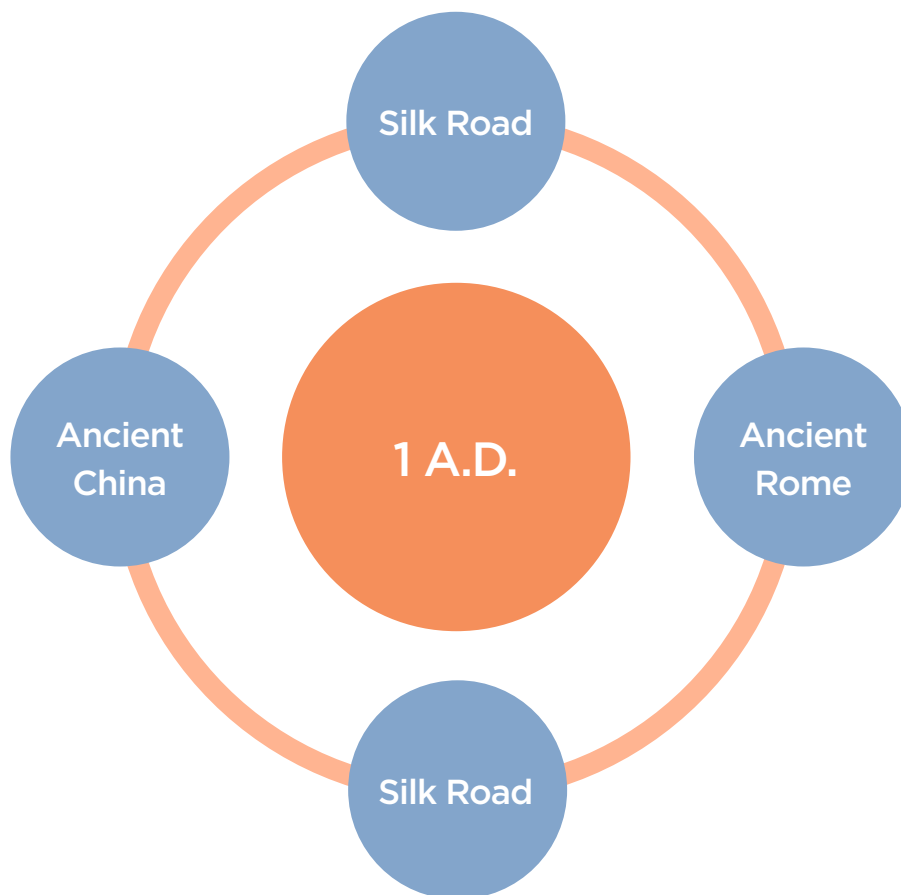
Ancient China and Ancient Rome both had desirable commodities to trade along the Silk Road. Culture was traded alongside the commodities. This Mini-Unit will pit one culture against the other in a game created and played by students.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Use the graphic organizer below to show how China and Rome were connected in 1 A.D. Have the students tell you everything they know about the element in each circle.



Share the essential question:

What was life like in Rome and China in the 1 A.D. and how did the cultures interact?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Before We Begin” (pg. 4) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 5 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Dig: Year One*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 16 to compare articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ *CCSS Reading 1* Mark the text, noting the similarities between China and Rome as well as the reasons year one was selected as a focus point for the issue.

SUMMARIZE MAIN IDEAS *CCSS Reading 2* What is the main idea of each paragraph of the text? How do these ideas fit together to make a main idea for the entire text? Work with a partner and write a summary of the article using the main ideas.

DETERMINE AUTHOR’S PURPOSE *CCSS Reading 6* What is the main purpose of this article, and which words and phrases helped you determine that purpose?

APPLY: ANCIENT CULTURES: THE GAME SHOW

China and Rome weren't in competition with each other, but they soon will be. Your students will use this issue and other sources to research both cultures and write questions about them. Then each team will answer as many questions as they can. May the best team win.

Step 1. Divide the class into two teams, Team China and Team Rome, and explain the game they will play. (See Step 7 below.)

Step 2. Assist the teams as they separate into pairs that will develop questions on specific aspects of their culture.

Step 3. Introduce the Q & A Organizer. Explain that questions are to be written larger than answers and answers are to be written on the bottom of each card. Students should write their names on the back of questions they write.

Step 4. Have students write questions and answers on the organizer and make a separate list of the resources they used to find the information.

Possible Categories:

Size of Empire	Accomplishments
Natural Resources	Political Structure
Religious Belief	Impact on Today
Economic Activities	Social Structure

Tips:

- Glue the paper Q & A squares to card stock for durability.
- Color code cards by category and team
- Keep answers in black

Step 5. Have the groups exchange resource lists and allow time for them to study for the game.

Step 6. Choose the best questions from each team, or have them do so, and make sure they each have the same number of questions.

Step 7. Play the game. Have the teams take turns reading and answering the questions. You may have individuals ask and answer or allow collaboration when answering. Mark a point for each correct answer. The team with the most points wins. *For fun, students can dress in costumes or a color that represents their team's culture.*

GROUP MEMBERS:

Mini-Unit Graphic Organizer

Q & A Organizer

Q:	Q:
A:	A:
Q:	Q:
A:	A:
Q:	Q:
A:	A:
Q:	Q:
A:	A:

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

aspect a part of something

*The ancient Romans were religious people who worshiped many different gods with powers over various **aspects** of life. (p. 28)*

assault a military attack

*In the third century B.C.E., when Rome was fighting Carthage during the First Punic War, a Roman general named Publius Claudius Pulcher decided to attack despite the fact that his chickens had refused to eat on the morning of the planned **assault**. (p. 29)*

auspicious showing or suggesting that future success is likely

*The heat would create cracks that could then be read either as **auspicious** or inauspicious, depending on the direction and symmetry of a crack. (p. 29)*

calligraphy the art of making beautiful handwriting

*In the years shortly before 712 C.E., a local ruler who lived in a castle outside Samarkand took Chinese paper with **calligraphy** written on one side, turned it over, and wrote on the other side. (p. 16)*

collaborate to work with another person or group in order to achieve or do something

*In both Silkroad, the organization I founded in 1998, and at Birches School, in Lincoln, Massachusetts, where a STEAM “Silk Road in the Year One” curriculum was developed recently, all of us have engaged in cross-cultural and interdisciplinary **collaborations**. (p. 2)*

commodity something that is bought and sold

*Silk was always a prized **commodity** in China, and many Chinese were involved in its production. (p. 18)*

complement to complete something else or make it better

*After giving the soul some special water to make it forget its past, the judges sent it to the region that best **complemented** its life on earth. (p. 33)*

disperse to spread apart

*They can even be implanted in the human body or **dispersed** in the environment without causing any harm. (p. 21)*

expression the act of making your thoughts, feelings, etc., known by speech, writing, or some other method

*They probably shared music and instruments with each other, incorporating new fingering techniques, tones, rhythms, and other forms of musical **expression**. (p. 2)*

floss fluffy fibrous material

*Records show that the Romans thought it might be a pale **floss** that grew on trees. (p. 18)*

foothold a position that makes it possible to begin an activity or effort

*The Romans were having a difficult enough time just getting a **foothold** in Britain. (p. 11)*

gait a particular way of walking

*The **gait** of camels is unusual: They move both legs on one side of their bodies, then both legs on the other side. (p. 6)*

gorge to eat large amounts of food

*When the larvae finally stop **gorging**, they will devote all their energy to forming elegant cocoons. (p. 22)*

incentive something that encourages a person to do something or to work harder

*Wages and taxes were often paid in silk, and the government gave it to tribes bordering China as a kind of bribe or **incentive** to keep the peace. (p. 18)*

luster the shiny quality of a surface that reflects light

*Throughout this time, weavers have created **lustrous** textiles worn originally by the nobility and now by many of us. (p. 20)*

luxury something that is expensive and not necessary

*Did you wonder if the Romans had anything of equal value that they could offer to traders bringing silk and other **luxury** goods from China? (p. 19)*

master to develop the knowledge and skill that allows you to do, use, or understand something very well

*However, for hundreds of years, they could not **master** the technology used in the Roman world to produce fine, translucent glass. (p. 19)*

metabolism the chemical processes by which a plant or an animal uses food, water, etc., to grow and heal and to make energy

*This is because of their unusual **metabolism** and extraordinary cooling system. (p. 5)*

mirror to be very similar to (something)

*They imagined it to be a place that **mirrored** the world they knew. (p. 32)*

neutral not expressing strong opinions or feelings

*However, as there are other religions on our planet besides Christianity, especially along the Silk Road, we use here the more **neutral** term “Common Era.” (p. 4)*

onerous difficult and unpleasant to do or deal with

*If taking care of a cat or dog seems too **onerous** or long-term, here’s a suggestion to consider. (p. 22)*

precise very careful and exact about the details of something

*The Romans were quite **precise** about where they placed their forts and gates. (p. 12)*

presume to think that something is true without knowing that it is true

*It was based on the **presumed** date of the founding of Rome—753 B.C.E. (p. 8)*

prominent important and well-known

*In some cases, we will fast-forward hundreds of years to talk about trade goods that may have had their origins in about the Year One, but became **prominent** in people’s lives much later. (p. 4)*

recline to sit back or lie down in a relaxed manner

*It is not possible to overload camels because, even if they are beaten, they will refuse to rise from a **reclining** position if they cannot carry the load. (p. 6)*

respect a particular way of thinking about or looking at something

*The result, while appealing in many **respects**, has a problem: The time it takes for the moon to circle the earth 12 times is not exactly equal to the time it takes for the earth to circle the sun once. (p. 9)*

revolution the action of moving around something in a path that is similar to a circle

*The result is a calendar that makes a complete **revolution** through all four seasons of the year in the course of 32 solar years. (p. 9)*

robust strongly formed or built

*The fact that silk can be a **robust**, technological material has inspired new approaches to the design of devices. (p. 21)*

shuffle to slide your feet along the ground or back and forth without lifting them completely

*In the predawn light in China, more than 2,500 years ago, men were **shuffling** around, stretching and quietly grumbling, as they prepared for another exhausting day of building what was to become the world’s longest wall. (p. 11)*

sustainable involving methods that do not completely use up or destroy natural resources

*One of the main advantages of using the same materials the Bombyx mori caterpillar uses is the **sustainability** of the process. (p. 21)*

vague not completely formed or developed

*At that time, people in China and in Mediterranean lands were only **vaguely** aware of each other. (p. 2)*

vast very great in size, amount, or extent

*The routes that crossed this **vast** terrain are called the “Silk Road” because of the Chinese silk that was prized by people all along its many paths. (p. 4)*

voracious having or showing a tendency to eat very large amounts of food

*During this time, they eat **voraciously**, so require fresh mulberry leaves throughout the day. (p. 22)*

waterlogged filled or soaked with water

*Examples of wax tablets have been found in **waterlogged** deposits in a fort along Hadrian’s wall. (p. 16)*

“What’s the Date?”

- <http://www.chinahighlights.com/travelguide/guidebook/chinese-calendar.htm>

Learn about the Chinese calendar.

- http://www.islamicity.com/science/islamic_calendar.shtml

Read about the Islamic calendar.

- <http://www.jewfaq.org/calendar.htm>

Read about the Jewish calendar.

- <https://www.timecenter.com/articles/brief-history-of-the-hindu-calendar-by-timecenter/>

Learn the history of the Hindu calendar.

“The Power of Paper”

- <http://pioneerthinking.com/crafts/makingpaper>

Learn how to make paper.

“Precious Glass”

- <http://www.lifeinitaly.com/murano/murano-history-1.asp>

Read articles on the history of Murano glass.

- <http://www.touregypt.net/historicalessays/lifeinEgypt12.htm>

Read about the history of Egyptian glass.

“Divining the Future”

- <http://quatr.us/china/religion/>

Read about Buddhism, Taoism, and Confucianism, the ancient religions of China.

- <http://www.travelchinaguide.com/intro/religion/>

Read an article that details how China’s three ancient religions impact the modern world.