



## **"Chinese, Please!" Lesson Plan for Homeschool**

### Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your "Chinese, Please!" box, this lesson plan divides your box into 3 45-90 minute lessons you can use and adapt to support your homeschool study, pre-k – middle school. Depending on your timeframe and child's age and engagement, these can be taught together or separated for a longer lesson. Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card. Happy cooking! Happy learning!

### **Lesson 1: Egg Drop Soup and a Silk Road Journey**

Activity Time: 45-90 minutes

#### **Learning Outcomes**

- Students will learn that not only goods, but also ideas, cultures and religion were exchanged through the Silk Road.
- Students will relate the ideas of trade and globalization from the Silk Road to today.
- Students will explore how people lived in earlier times and how their lives would be different today.
- Students will understand the concept of exchange and the use of money to purchase goods and services.
- Students will understand that some goods are made locally, some elsewhere in the same country, and some abroad.
- Older students will use maps and documents to identify physical and cultural features of the land to describe the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
- Older students will learn about the geography of China and the surrounding countries.



- Younger students will participate in a guided imagery "Journey Along the Silk Road."
- Students will make Egg Drop Soup.

### **Materials**

- Recipe guide, ingredients, and tools listed within
- Atlas
- Books about the Silk Road from the library. Some suggestions:
  - [A Single Pebble: A Story of the Silk Road](#), by Bonnie Christensen
  - [We're Riding on a Caravan](#), by Laurie Krebs
  - [The Silk Road: Explore the World's Most Famous Trade Route with 20 Projects](#), by Kathy Ceceri
  - [The Silk Route: 7000 Miles of History](#), by John S. Major

### **For Older Students**

- Maps of Silk Road Trade Routes
  - <http://education.asianart.org/sites/asianart.org/files/resource-downloads/silktrademap.pdf>
  - Sketch Map of the Silk Road (included)
- Access to the internet
- Paper and pencil for writing
- Videos
  - The Silk Road-Connecting the Ancient World Through Trade (5:19) <https://www.youtube.com/watch?v=vn3e37VWc0k>
  - The Silk Road (4:59) <https://www.youtube.com/watch?v=55YYTZew3aw>
  - Silk Road Virtual Tour (14:34) <https://www.youtube.com/watch?v=56lzyMfLJFA&t=190s>

### **For Younger Students**

- Guided Imagery for Silk Road Journey- Teacher Instructions (included)
- My Journey along the Silk Road (included)
- Paper and pencil for writing
- Paper and colored pens/pencils for drawing

### **Optional**

- Any items you have that were traded along the Silk Road for display:
  - Amber



- Silk
- Cashmere
- Jade
- Tea
- Dates
- Olive oil
- Additional suggestions:  
<http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school>
- Costumes for dramatization
- Video Camera

## Resources

- <http://education.asianart.org/explore-resources/lesson-oractivity/mapping-silk-road-lesson>
- <http://www.artic.edu/aic/exhibitions/silkroad/themes.html>
- <http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school>
- Videos
  - The Silk Road-Connecting the Ancient World Through Trade (5:19) <https://www.youtube.com/watch?v=vn3e37VWc0k>
  - The Silk Road (4:59) <https://www.youtube.com/watch?v=55YYTZew3aw>
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## 1. Introduction

### Younger Students

- **Tell** students to close their eyes (students may find this easier if their head is resting on the desk).
- **Ask:**
  - When I say the words Silk Road what do you picture?
  - Where does the road lead?
  - What does it feel like under your feet?
  - Where does it start or end?
- **Tell** students to open their eyes and **draw** a picture of their vision of the Silk Road.



- Have students **share** their pictures with their classmates.

### **Older Students**

- Do a **quick write** (5-7 minutes), by selecting one of these two prompts:
  - Think about a trip that you have taken that involved difficult terrain or weather conditions. Where did you go and why? What problems did you face? If you had not faced those difficulties, how different/ how much shorter would your travel have been?
  - Think of the longest trip you have taken, either by time or distance. Where did you go and why? How long did it take? What form of transportation did you use to get there? How would your travel have been different if you went by camel or by foot?
- Have students **share** their quick writes with a partner or to the whole class.

### **Learn about the Silk Road**

- **Read** the History Fun Bite **The Silk Road** on the Egg Drop Soup Recipe Guide.
- **Ask:** Is the Silk Road described here anything like the one you drew? Or like the trip that you wrote about?
- **Explain:** Today you are going to learn what the Silk Road was and how it shaped the world we know today.

## **2. History of the Silk Road**

- **Read** the History Fun Bite **The Silk Road** on the Egg Drop Soup Recipe Guide.
- **Ask:** Is the Silk Road described here anything like the one you drew? Or like the trip that you wrote about?
- **Explain:** Today you are going to learn what the Silk Road was and how it shaped the world we know today.
- **Share:**
  - **What:**
    - The Silk Road was not one road but an ancient network of trade routes that extended across Europe and Asia, linking powerful civilizations such as China and Rome.
  - **When:**
    - The Silk Road flourished for 3000 years! From about 1500 B.C. to A.D. 1500.
  - **Where:**
    - The route extended from China through Central Asia to the Caspian and Black Seas. Bounded by mountains to the north and



south, this central corridor consisted of a broad desert punctuated by oases.

- **How trade occurred:**
  - Oasis towns made the overland journey possible and became important trading posts—commercial centers where caravans would take on fresh animals, goods, and merchants. These cities prospered, with merchants and traders making large profits not only on the goods that were bought and sold, but also the coin they got for protecting traders from bandits!
  - Most traders sold their loads to middlemen who would make the final transaction further down the line. Very few caravans, including the people, animals, and goods they transported, would complete the entire route. Instead, goods were passed along through an intricate network of middlemen.
- **Dangers of the Silk Road:**
  - Traders had to contend not only with the usual concerns of supply and demand but also sandstorms, ice storms, thieves, and feudal warlords. Travel along the Silk Road was very difficult and extremely dangerous. Dry deserts with no water for miles and mountain passes with avalanches, heavy snow, and spring flooding made the road perilous at all times of year. Bandits lay in wait to rob travelers. To protect themselves, traders often traveled in large groups.
- **How travel occurred:**
  - Traders often used camels to travel the Silk Road and carry their goods from one place to another, because camels could travel a long distance without water.
  - Camels could not carry extremely heavy goods over the mountains and across the deserts. As a result, the Silk Road was not used to carry raw materials, such as lumber. Instead, it was used primarily to transport small, luxury goods such as silk and porcelain.
- **What was traded/exchanged:**
  - Silk was only a small portion of the trade along the Silk Road. Eastbound caravans brought gold, precious metals and stones,



- textiles, ivory, and coral; while westbound caravans transported furs, ceramics, cinnamon bark, rhubarb, and bronze weapons.
- While traders traveled the Silk Road, they spent many hours traveling and resting with people from many different cultures. During these interactions, people shared their food, religion and ideas. Many inventions came out of one idea being passed from person to person and improved upon!

### **Younger Students**

- **Read** [A Single Pebble: A Story of the Silk Road](#), by Bonnie Christensen or another picture book about the Silk Road.
- **Discuss** how we get items today compared to how they were transported in the Silk Road era.

### **Older Students**

- **Watch** a video about the Silk Road
  - The Silk Road-Connecting the Ancient World Through Trade (5:19) <https://www.youtube.com/watch?v=vn3e37VWc0k> (recommended)
  - The Silk Road (4:59) <https://www.youtube.com/watch?v=55YYTZew3aw> (includes mention of violence)
  - Silk Road Virtual Tour (14:34) <https://www.youtube.com/watch?v=56lzyMfLJFA&t=190s> (maps the route with google earth)
- **Discuss** how we get items today compared to how they were transported in the Silk Road era.

## **3. Explore the Silk Road**

### **Younger Students**

- a. Follow instructions on the sheet "**Guided Imagery for Silk Road Journey-Teacher Instructions**" (included)
- b. Have students complete the worksheet "**My Journey Along the Silk Road**" (included)

### **Older Students**

- a. Look at the Sketch Map of Silk Road (included) and follow the instructions.



- a. Review this list for items traded along the Silk Road.  
<http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school>

#### **Extension Ideas**

- Write a travel journal entry, or create a dramatic presentation, as if you were traveling along the Silk Road. Are you a traveler in a caravan, a merchant at an oasis outpost, a missionary, or a camel? What do you trade? How do you travel? Where are you from and where are you going? Describe the sights, sounds, people, and adventures you encounter on your journey.
- Compare modern day global shipping to the Silk Road trade.
- Explore how silk is made.

#### **4. Kitchen Prep**

- a. Read the Egg Drop Soup recipe card together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Discuss kitchen safety. Specifically, stove top safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).
- e. Read the Featured Culinary Skill - **Mastering Measuring Spoons.**

#### **5. Prepare Egg Drop Soup**

- a. Ask children to read or describe each step.
- b. Together, follow the steps in the recipe.
- c. Give each child a turn to grate, measure and slice.
- d. When the Egg Drop Soup is ready, eat, taste and share!
- e. While friends are eating have a conversation about what and how things were traded along the Silk Road. Students can share drawings, stories and maps.



## Lesson 2: New Year's Dumplings and Chinese Calligraphy - Writing or Art?

Activity Time: 45 minutes

### Learning Outcomes

- Students will show an understanding of visual arts in relation to history and cultures.
- Students will make connections between visual arts and other disciplines (writing, communication).
- Students will learn about the historical development of written communication in Asia.
- Students will learn, identify and describe the calligraphy in terms of *line*, and *shape*.
- Students will learn several Chinese characters.
- Students will create their own character keeping in mind the history of developing language and the art values of line and shape.
- Students will make New Year's Dumplings to share with their friends and family.

### Materials

- Recipe guide and ingredients and tools listed within.
- Calligraphy drawing tools – options:
  - Paintbrushes and black tempera paint
  - Black markers (chisel tip is best)
- White paper
- (Optional) Traditional Chinese Music
  - [www.ibiblio.org/chine-music/html/traditional.html](http://www.ibiblio.org/chine-music/html/traditional.html)

### Resources

- Chineasy - a method of learning Chinese characters using pictures:
  - [www.chineasy.com/basics](http://www.chineasy.com/basics)
- Origin and Evolution of Chinese Characters:
  - [cn.hujiang/new/p345990](http://cn.hujiang/new/p345990)
- Chinese Calligraphy- Explanation of the traditional tools:
  - <https://www.travelchinaguide.com/intro/arts/chinese-calligraphy.htm>
- Evolution of Chinese characters:
  - <http://www.china-family-adventure.com/chinese-writing-symbols.html>.
- Art In The Classroom- An Integrated Approach to Teaching Art in Canadian Elementary and Middle Schools by Irene Russell Naested





- Videos:
  - Chinese is not Picture Writing- History of Writing Systems #5 (5:09) <https://www.youtube.com/watch?v=QvGPeezXDlg>

## 1. Introduction - Where does an alphabet come from?

- **Sing** the ABC song.
  - **Ask:**
    - Do you know how many letters there are in the alphabet that we use? (you can count with younger students)
    - Do you know the name of our alphabet? (Roman or Latin)
      - **Explain:**
        - The Roman alphabet is a writing system originally used by the ancient Romans to write in the Latin language.
        - It is thought that the Romans adopted the Cumae alphabet, a variation of the Greek alphabet, in the 7<sup>th</sup> Century BC.
  - **Ask:** How many languages do you think use the Roman alphabet to write their language down? Can you name some?
    - **Explain:** The Roman alphabet is used to write 131 different languages. Some examples are: English, Spanish, French, Vietnamese (formerly used Han-Nom), Welsh, Zulu, Slovak, Norwegian, Navaho, Icelandic etc.
  - **Explain:**
    - Today, in China, there are more than 3000 dialects of Chinese being spoken. However, for all 3,000 of them the writing symbols, their alphabet, is the same. Chinese writing characters go back more than 3,000 years. The symbols began as pictures drawn to look like the thing they represented.
    - A standard set of Chinese characters began to be used around 221 BC when China was unified for the first time. The Emperor Qin decreed that the same symbols should be used by everyone.
    - Chinese characters number in the ten thousands! To be able to read enough to understand the world around you as an adult you would need to have learned and know between three to four thousand characters!

## 2. Calligraphy

- **Explain the history:**



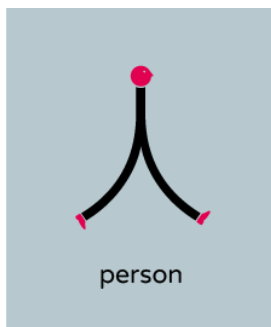
- It was during the Shang Dynasty (approximately 1600-1050 BC) that many important things were invented. Some of the most influential were the use of bronze weapons, chopsticks and a system of writing called calligraphy.
- In ancient China, calligraphy was not only a means of communication but also a way to express yourself. Noble and royal children had to learn calligraphy. Students had to memorize many pictures or characters each week and use brushes and ink to paint the “words”. Even emperors practiced! The ability to write in calligraphy showed control, inner peace, and was a sign of status.
- **Explain the tools:**
  - Chinese calligraphy traditionally uses a specific set of tools. You need to have a brush, ink, paper and an ink stone. These are called the Four Treasures of the Study.
  - See here for more details:  
<https://www.travelchinaguide.com/intro/arts/chinese-calligraphy.htm>
- **Explain the art concepts of calligraphy:**
  - **Line**
    - The mathematical definition of a line as “a point moving through space” can be applied in art. Lines suggest movement, and they are found in both natural and constructed objects. They are used to define space (lines as edges) or create decoration, pattern or texture.
    - Lines can evoke emotion, depending on how they are drawn. The shape of a line can give a feeling.
      - Examples: straight lines are rigid and precise; diagonal are exciting; vertical are dignified; horizontal are quiet and restful; and curved are soft.
    - Lines can also create the sensation of movement- exploding, drooping, spiraling, pooling.
    - Lines can also have varying thicknesses. Heavy lines can feel bold while thin are exacting.
  - **Shape**
    - Shapes are generally classified as geometric (rectangular, triangular, mathematically designed) or organic (made up of the curving outside edges found in nature).



- Shapes can define positive shapes (the object) and negative shapes (the empty area around the positive shape.)

### 3. Chinese Characters

- **Explain:** Many Chinese characters began from a picture that looks like the word it is describing and then evolved into something a bit simpler to write.
  - **Review** a chart of “Some Popular Chinese Characters and Their Evolution” here: <http://www.china-family-adventure.com/chinese-writing-symbols.html>.
- **Explore** the website Chineasy ([www.chinaeasy.com/basics](http://www.chinaeasy.com/basics)) together
  - See how the Chinese character for person looks like someone walking or how the one for roof looks like the top of a building with a chimney.
  - **Discuss** the use of line and shape in creating the meaning of the characters.



- **Explore** the Building Blocks section.
  - You can choose a simple Chinese character (e.g. fire) and see how it looks like the word it is describing and how to combine it with other characters.



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- Have students **pick** a character they like and **practice** drawing it a few times. Instruct them to begin with a pencil and then after practicing, create their final version either with a black marker or with paint.
  - **ASK:** How do the lines and shapes of your character evoke the meaning of the word?
- Have student **create** their own symbol for something they feel strongly about.
  - Examples:
    - A favorite stuffed toy
    - Delicious kind of food
    - Something in nature
    - A family member
    - A feeling (love, sadness, excitement)
  - **Ask:** How do the lines and shapes of your character evoke the meaning of your word?
  - Have students make a final version of their character in marker or ink.
  - (*Optional*) Have students draw a picture around their character like those on Chineasy.

### Extension Ideas

- Use Chineasy.com to learn more Chinese characters.
- Create your own language of characters with a friend and write each other secret messages.
- Explore another alphabet system (Arabic, Cyrillic, Hebrew etc.)
- For Older Students that are interested in deepening their understanding- watch the video: Chinese is not Picture Writing- History of Writing Systems  
<https://www.youtube.com/watch?v=QvGPeezXDlg>

### 4. Kitchen Prep

- Read the New Year's Dumpling recipe card together.
- Identify and gather ingredients and tools.
- Read the **Featured Culinary Skill – Kitchen Cleanliness**
- Discuss kitchen safety. Specifically, stove top safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).



## 5. Prepare New Year's Dumplings

- Ask children to read or describe each step.
- Give each child a turn grating, forming, and flipping.
- When the New Year's Dumplings are ready, eat, taste, and share!
- Create a gallery with their Chinese Character Calligraphy Creations and describe their meanings using the art terminology of line and shape.



### **Lesson 3: Beef & Broccoli Stir-Fry and Everybody Eats Rice**

Activity time: 60 minutes

#### **Learning Outcomes**

- Students will recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry.
- Students will explore the forms of diversity in their community.
- Students will learn the benefits and challenges of a diverse population.
- Students will understand the importance of rice as a cultural and economic product in Asia.
- Students will learn the cycle of rice production.
- Students will learn the term *staple* food.
- Students will teach others the rice cycle through drawing, writing, diorama, or drama.
- Students will make Beef and Broccoli Stir-Fry.

#### **Materials**

- Recipe guide and ingredients and tools listed within
- Everybody Cooks Rice by Norah Dooley
  - Alternative: Read Aloud Video: Everybody Cooks Rice (8:54)  
<https://www.youtube.com/watch?v=qwzjX7PSvwc&t=47s>
- Atlas, globe or world map
- Different kinds of rice that you already have at home. (Basmati, Arborio, brown, etc.)
- **“What is the Rice Growing Cycle?”** (included)
- Writing and art materials as needed
  - Markers and paper
  - Costumes
  - Play dough and a shoe box, etc.

#### **Resources**

- Rice Growing Cycle  
<http://nationalgeographic.org/media/vintage/www.nationalgeographic.com/xpeditions/lessons/15/gk2/rhythmicteacher.pdf>



- Everybody Cooks Rice by Norah Dooley

#### YouTube Videos

- Everybody Cooks Rice (8:54)  
<https://www.youtube.com/watch?v=qwzjX7PSvwc&t=47s>
- Remarkable Rice How does it grow (2:45)  
<https://www.youtube.com/watch?v=kxAEiHCErSA>
- Growing Rice in Jiuxiancun China (3:09)  
<https://www.youtube.com/watch?v=TlorhIHOkLs>

#### Lesson Plan Adapted From

- <http://nationalgeographic.org/archive/xpeditions/lessons/15/gk2/rhythmrice.html>

### 1. Introduction- Everybody Eats Rice

- **Bring** some different kinds of rice to the lesson to display.
- **Ask:**
  - Do you eat rice?
  - Do you like it? Why or why not?
  - How have you eaten rice prepared? (steamed, fried rice, risotto)
  - Do you know where that rice dish comes from?
    - Show where that is on a map.
- **Share:** For many people around the world, rice is a *staple* food. A *staple* is a basic food that is eaten regularly by people of a particular region.
  - **Ask:** What is a staple of your diet? (pasta, apples, milk, and meat.)
- **Read** Everybody Cooks Rice by Norah Dooley or listen here:  
<https://www.youtube.com/watch?v=qwzjX7PSvwc&t=47s>
  - While reading, pause and have students locate the places mentioned.
  - **Ask:**
    - What are they cooking?
    - Why do you think that rice dish comes from that region?
    - What flavors are used? (sour, spice, etc.)
    - Which of the dishes would you like to try and why?
    - Why do you think that people eat rice in so many places around the world?



## 2. How does rice grow?

- **Ask:** What is needed for plant growth? (soil, sun, water, food).
  - **Explain:** All plants have four basic needs, and they need different amounts of each. Depending on the region, plants may thrive, or grow better, in one location over another. For example, one plant might need a lot of water and a lot of sun, while another needs shade and very little water.
- **Ask:** What else might affect how a plant grows? (rainfall, average temperature, seasonal and climatic variations, length of daylight, soil conditions, altitude, etc.).
- **Show** students a globe or map and point to Southeast Asia.
  - **Ask:** What do you think the temperature, moisture, altitude, etc. are likely to be in that region?
    - **Explain:** The region is moist and very warm, which are the perfect growing conditions for rice. The thousands of varieties of rice are actually forms of grass that must be replanted each year for harvesting. Because rice is easy to grow and is very nutritious, it has been a *staple* for many years in Asia.
- **Explain:** Rice is a very important part of life in Asia. The lives of the people of Asia are affected by the cycle of the production of rice, both on a daily basis and on a seasonal basis.
  - Use the sheet: **“What is the Rice Growing Cycle?”** (included) to explain the steps.
  - **Watch** these videos to illustrate the cycle:
    - Remarkable Rice How does it grow (2:45) <https://www.youtube.com/watch?v=kxAEiHCErSA>
    - Growing Rice in Jiuxiancun China (3:09) <https://www.youtube.com/watch?v=TlorhIHOKLs>

## 3. Students Teach the Rice Growing Cycle

- Now that students have learned the Rice Growing Cycle, have them **teach** it to their family and friends.
- Have students decide how they want to **share** the information.
  - Procedural writing- First, next, finally...
  - Draw the cycle with labels.
  - Act out the process.
  - Make a diorama.
- **Include:**





- Everything rice needs to grow (soil, water, labor etc.)
- All the step of the process:
  - Paddy Preparation
  - Planting
  - Transplanting
  - Growing
  - Harvesting
  - Preparing the Grain
  - Another Beginning
- **Explain** why growing rice is so important in China.

#### **Extension Ideas**

- Investigate the nutritional value of rice.
- Research the production and export of rice in the United States. Have students compare and contrast the U.S. growing techniques and rice cycle to the Asian growing techniques and rice cycle.
- Pick another kind of staple food and learn its growth cycle.

#### **4. Kitchen Prep**

- Read the Beef and Broccoli Stir-Fry recipe card together.
- Identify and gather ingredients and tools.
- Read the **Featured Culinary Skill – Using Chopsticks**.
- Discuss kitchen safety, especially stove top safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).

#### **5. Prepare Beef and Broccoli Stir-Fry**

- Ask children to read or describe each step.
- Give each child a turn rinsing, slicing and searing.
- Once the Beef and Broccoli Stir-Fry is ready, gather your family and friends together to eat, taste and share!
- While everyone is eating, teach them all the work that is involved in growing the rice that they are enjoying with their meal.

## Guided Imagery for Silk Road Journey

### *Teacher Instructions*

- a. Have students sit comfortably. They can put their heads down on their desks or even lie on the floor. Have students close their eyes and take three long breaths counting to four in their heads while they inhale and then four as they exhale.
- b. Tell students that for this activity when you ask them questions they shouldn't talk, they should just imagine and picture the answers in their head. Tell them that after they are done with the activity they will share what they saw.
- c. Speak slowly and allow time for students to picture the world you are creating for them. Walk students through a journey along the Silk Road
  - i. It is the night before an amazing adventure. You are lying in bed trying to sleep. Are you a child, an old man, a camel? How does your body feel? You must wake up early in the morning to begin a journey that will take you weeks to complete. Everything is prepared for the trip. You have food, clothes, transportation, and the most important thing: your item to trade.
  - ii. What are you bringing with you across the land to trade with other people far away? Is it precious? Is it small or big? Is it an idea or a belief that you think others should know about? Is it an invention that will change lives?
  - iii. Where are you beginning your journey? Are you in China, the far east traveling to the west? Or are you in the west, in Italy beginning a journey to the east? Or somewhere in between? Is the land where you are beginning a city or a small village?
  - iv. It is the morning of your journey and you are about to set out. What is the weather like? Is it a fair day with sunshine and clear skies? Or are you beginning on a dark winter's day? Or are the winds of autumn blowing strongly?
  - v. How will you make this journey? Are you setting out on foot- walking until you meet up with a caravan of others? Or are you riding a camel or a horse?
  - vi. You are now a couple of weeks into your trip. You have passed through narrow mountain passes and made your way across wide deserts with sand storms so thick it was hard to tell what direction you were going. You have crossed swift moving rivers and slept many nights under the open sky. Through it all you have protected your item to trade and kept it safe.
  - vii. Then one day you encounter a danger worse than all the others! What does it feel like? Are you frightened? Do you feel frozen or full of action? How do you overcome this danger so that you can continue on your journey to deliver your item?
  - viii. You are getting near to your destination. You have met many new people on your adventure. People speaking languages you never heard before, playing instruments with sounds new to your ears. And each carrying treasures, stories and ideas across the land.
  - ix. You arrive at the end of your journey. Is there one person you are delivering your item to or are you looking for a marketplace to find buyers for your goods? Are you successful in trading? Do you get paid in coins, gold, or other special items that you will trade with others? How do you feel now that you have completed your quest? Has the trip changed you? Is your body stronger from all the walking or weak from not eating enough

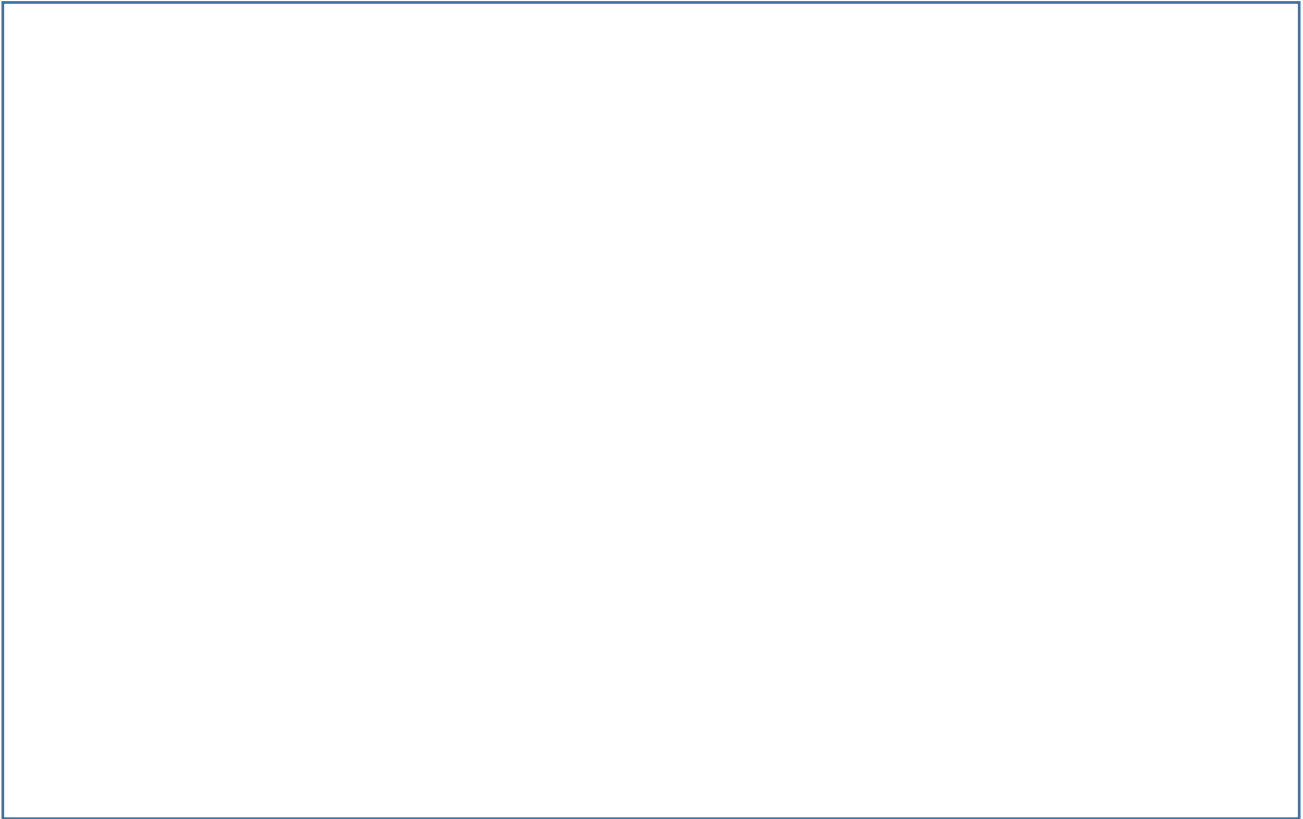
food? Is your mind full of new ideas that you want to share with your friends and family? Or did you find the ideas of others uninteresting?

- x. Will you make the long journey back to your home? Or has this trip made you want to travel to other places and see new things?
- d. Repeat the three long breaths from the beginning of the exercise and tell student to open their eyes.
- e. Have the students share with one another what the experience was like.
- f. Have students complete the My Journey Along the Silk Road worksheet (included).

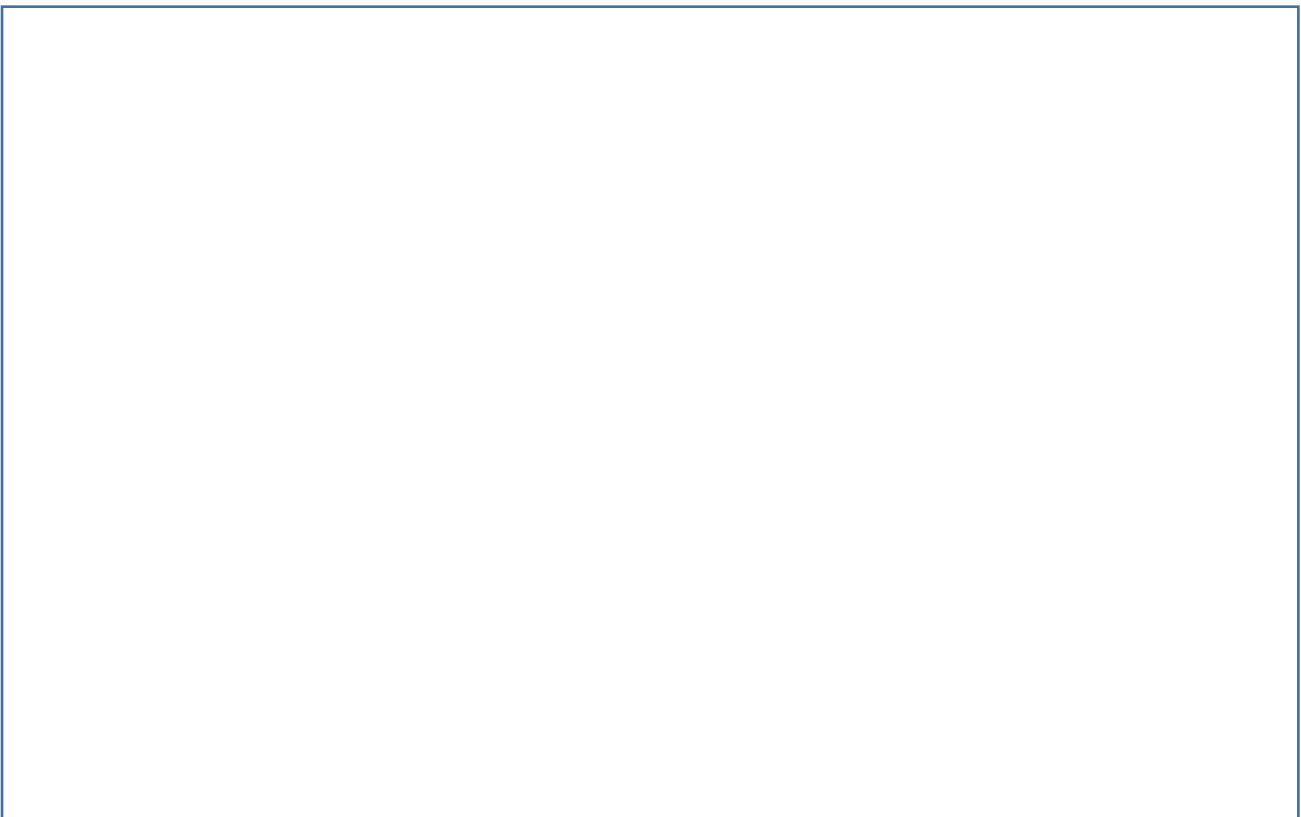
# My Journey Along the Silk Road

In each of the boxes below draw a picture and write or dictate a sentence to explain.

Who are you?

A large, empty rectangular box with a thin blue border, intended for a student to draw a picture and write or dictate a sentence explaining their identity.

What special good are you carrying to trade?

A large, empty rectangular box with a thin blue border, intended for a student to draw a picture and write or dictate a sentence explaining the special good they are carrying to trade.

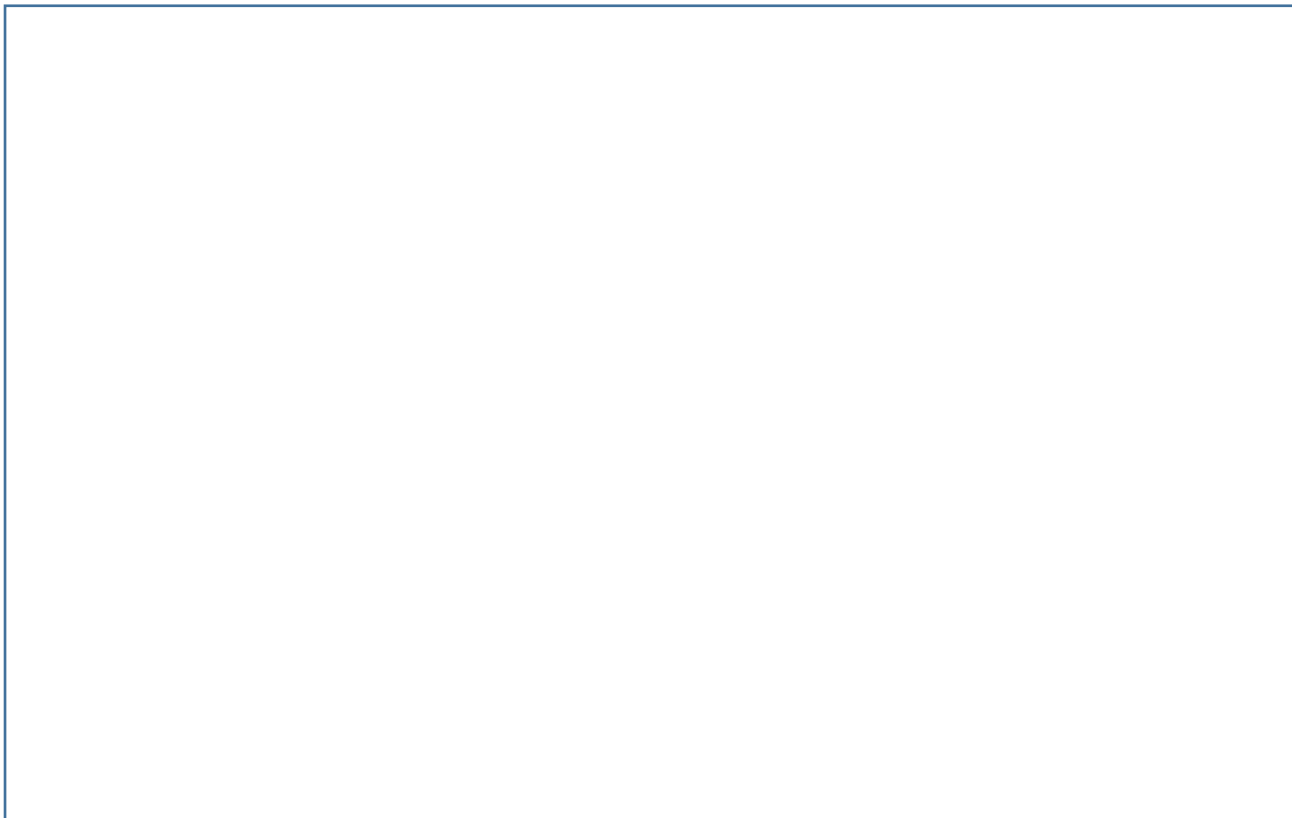
Where did your journey begin?

A large, empty rectangular box with a thin blue border, intended for the user to write their answer to the question above.

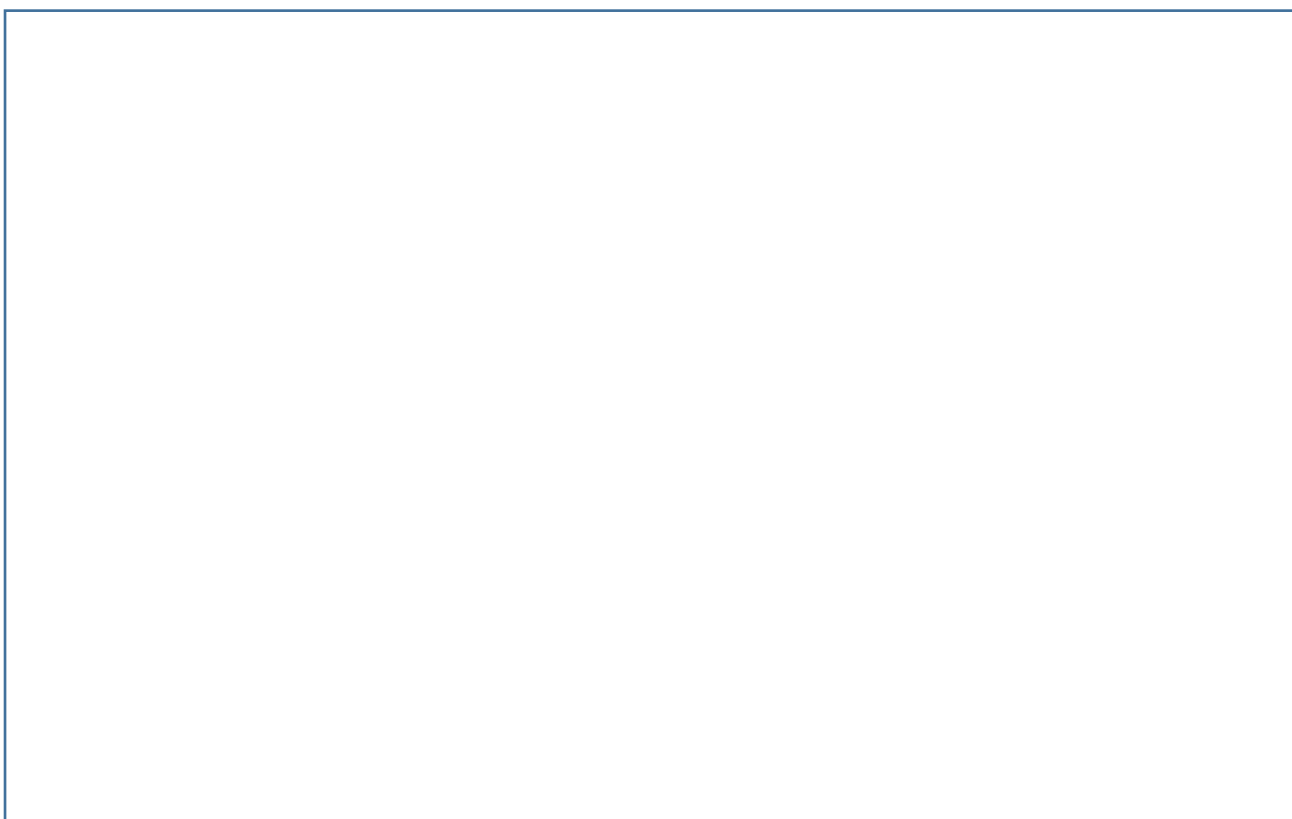
How are you traveling? (walking, caravan, etc.)

A large, empty rectangular box with a thin blue border, intended for the user to write their answer to the question above.

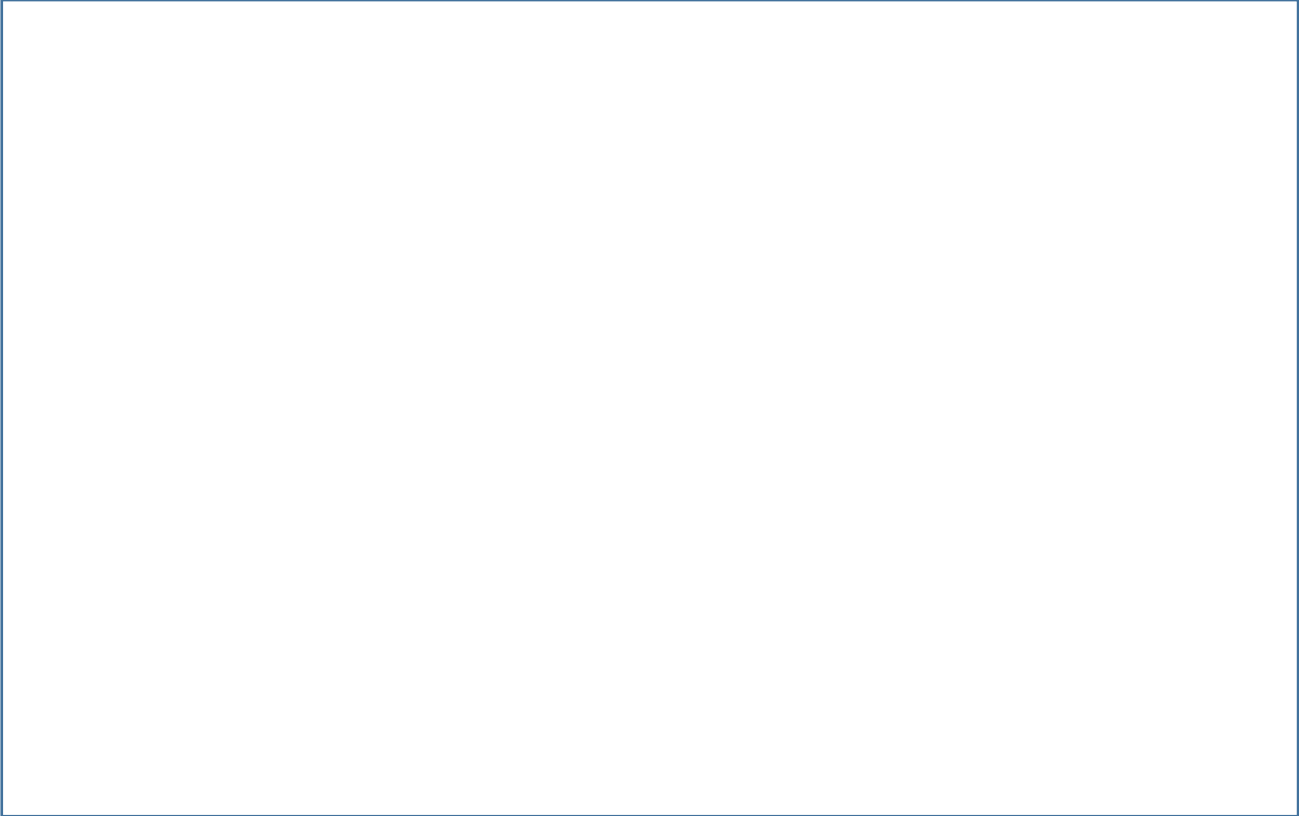
What dangers did you face along the way? (bandits, flooding, cold, etc.)

A large, empty rectangular box with a thin blue border, intended for the user to write their response to the question about dangers.

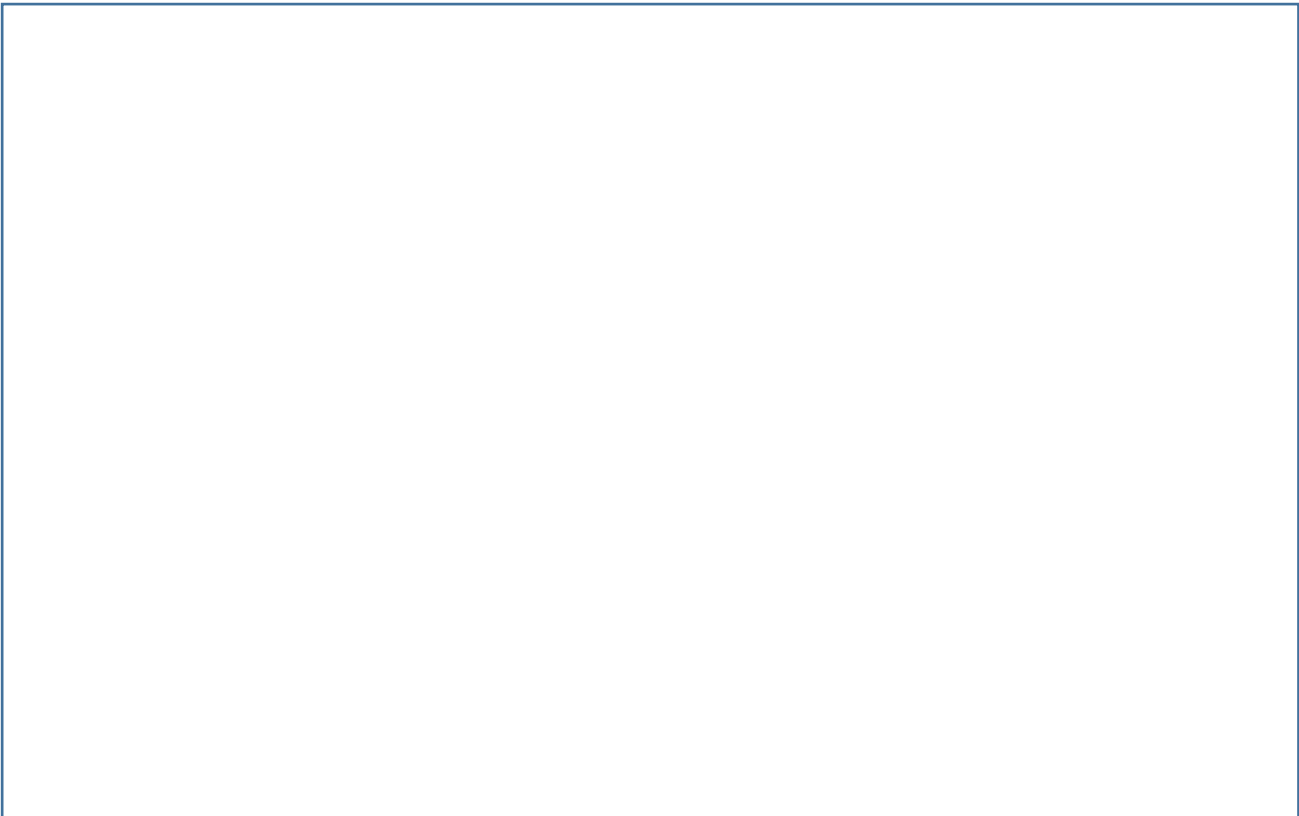
Did you make it to your destination? Who did you deliver your goods to?

A large, empty rectangular box with a thin blue border, intended for the user to write their response to the question about reaching the destination and delivering goods.

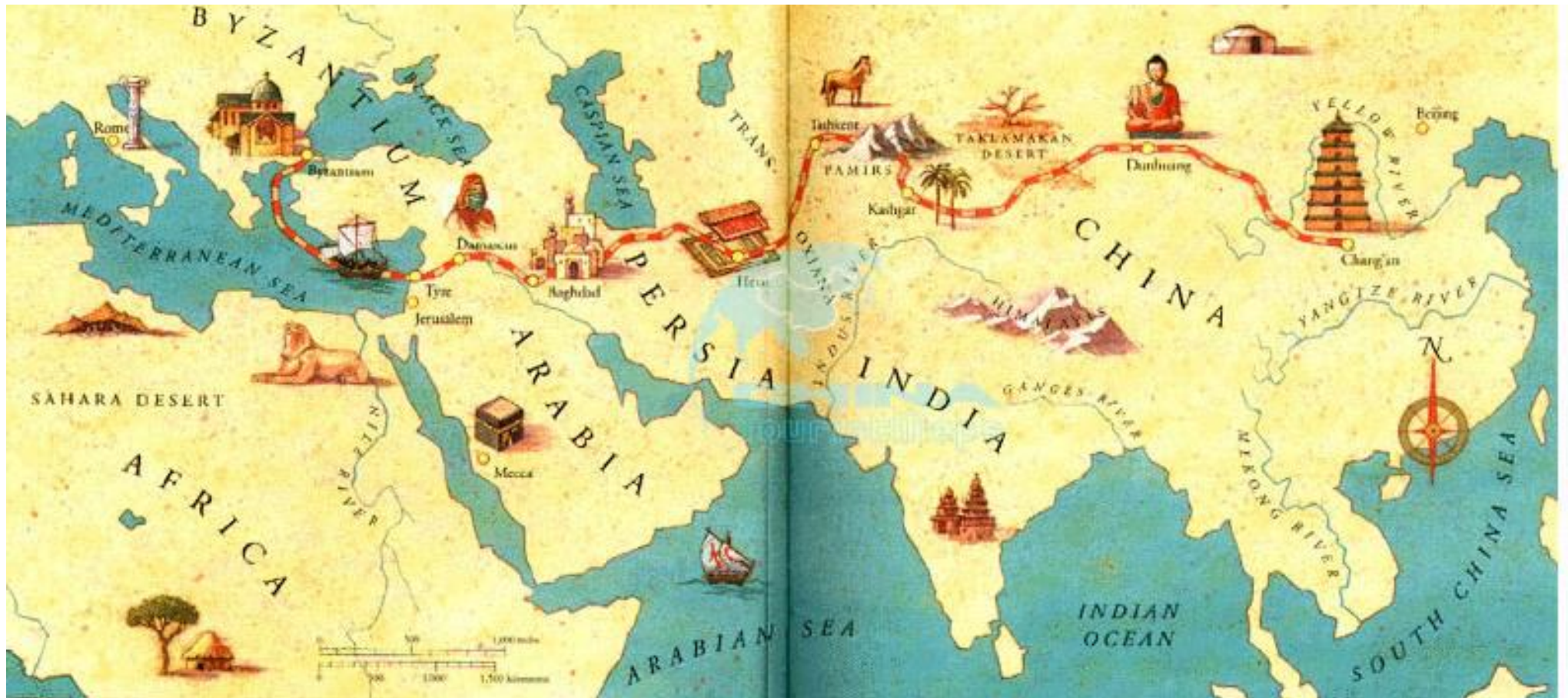
What was your payment? (coins, another special item traded)



On your journey, what did you learn about yourself, others or the world?



## Sketch Map of the Silk Road



<http://www.chinatouristmaps.com/assets/images/travelmapxz/Sketch-Map-of-Silk-Road.jpg>



## Instructions

- Explore the map
  - Compare the Sketch Map above with a topographical map in an atlas.
  - Questions:
    - What geographical obstacles did the traders along the Silk Route have to navigate? (name the mountain ranges, deserts, etc.)
    - What distances did the traders travel?
- Explore a trade item
  - Choose one thing that was traded along the Silk Road.
  - Map its journey.
  - Explain (in writing or dramatically) the significance of the item's spread across the world.

## **What is the Rice Growing Cycle?**

### **Paddy Preparation**

The field, or paddy, is tilled (loosened up) so that a sturdy root system will develop to support the plant and to give them access to nutrients. The land must be level to ensure water is used efficiently and to help in controlling weeds. A drainage system that allows the fast removal of water is also made at this time. Fertilizer may also be used to prepare the soil.

### **Planting**

The rice cycle is generally about three months long, with rice seeds typically planted in early spring. Seeds are often put into seedbeds for germination (sprouting) and early growth. While seeds can be spread directly onto the land, saving labor cost and time, this results in far lower crop yields. As the seeds germinate, the land is flooded in preparation for transplanting.

### **Transplanting**

When the seeds have germinated, they are transplanted by hand to the wet rice paddies. Depending on the environment and type of rice, this transplantation may occur from 20 to 80 days after planting the seeds. During this process, the fields are drained of excess water to the level of the lowest leaves on the rice plant and carefully monitored. (Please note: This step is unnecessary if the seeds have been cast by hand or dropped from a plane.)

### **Growing**

The fields are then irrigated and fertilized until the plants are mature. During the growing phase the plant flowers and begins to develop four or five tillers along its main stem. Each tiller has a head, or panicle, that actually produces the grains of rice.

### **Harvesting**

When the rice is ready to be harvested, the paddies must be completely drained and the field allowed to dry. Harvesting has several steps: cutting the plants, moving the crop to another location, threshing (separating the grain from the rest of the plant), cleaning, and storage. While harvesting can be accomplished using machinery, in many areas it is also carried out by hand in the traditional methods that have been used for generations.

### **Preparing the Grain**

The rice that we eat is actually a grain that is found inside the seed hull. During milling, the hull (or outside layer) is removed, leaving brown rice. White rice is the result of more processing that removes the outer layers of bran until it is a translucent white grain.

### **Another Beginning**

When the harvest is over, seeds are also stored for the next crop. Finally, the land is irrigated again in preparation for a new crop. This process also provides a sanctuary and feeding ground for wildlife, including waterfowl.



Source:

<http://nationalgeographic.org/media/vintage/www.nationalgeographic.com/xpeditions/lessons/15/gk2/rhythmiceteacher.pdf>