3b The Asian world

## Focus

China

## Overview

Connections people have to places across a range of scales. Exploration of trade that links people to many places.

Duration – 3 lessons

## Content

Contacts and conflicts within and/or with other societies, resulting in development such as expansion of trade, the rise of empires and the spread of philosophies and beliefs.

Students:

* explain the consequences of these contacts with other societies- trade/goods and religious beliefs
* outline significant contacts with other societies.

### Stage 4 outcomes

A student:

* describes major periods of historical time and sequences events, people and societies from the past HT4‑2
* uses evidence from sources to support historical narratives and explanations HT4‑6
* selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4‑10

### Learning across the curriculum content

* Critical and creative thinking
* Intercultural understanding
* Literacy
* Numeracy

[History K-10 syllabus](https://syllabus.nesa.nsw.edu.au/hsie/history-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

## Learning progressions – literacy

### Writing

| Sub-element | Indicators |
| --- | --- |
| Creating texts (CrT) | CrT7, CrT8, CrT9 |
| Grammar (GrA1)\* |  |
| Punctuation (PuN)\* |  |
| Spelling (SpG)\* |  |
| Handwriting and keyboarding (HwK)\* |  |

### Reading and viewing

| Sub-element | Indicators |
| --- | --- |
| Understanding texts (UnT) |  |
| Phonological awareness (PhA)Phonic knowledge and word recognition (PKW) | These are constrained skills gained in the early years of learning. There may be students who are identified as needing individual assistance with PhA and PKW in the secondary years. These students must be referred to the LaST for further intervention. |
| Fluency (FlY)\* |  |

### Speaking and listening

| Sub-element | Indicators |
| --- | --- |
| Listening (LiS) |  |
| Interacting (InT) | InT4, InT5 |
| Speaking (SpK) | SpK7, SpK8 |

## Learning progressions – numeracy

### Number sense and algebra

| Sub-element | Indicators |
| --- | --- |
| Quantifying numbers (QuN) |  |
| Additive strategies (AdS) |  |
| Multiplicative strategies (MuS) |  |
| Operating with decimals (OpD) |  |
| Operating with percentages (OpP) |  |
| Understanding money (UnM) |  |
| Number patterns and algebraic thinking (NPA) |  |
| Interpreting fractions (InF) |  |
| Comparing units (CoU) |  |

### Measurement and geometry

| Sub-element | Indicators |
| --- | --- |
| Measuring time (MeT) |  |
| Positioning and locating (PoL) | PoL4, PoL5 |
| Understanding geometric properties (UGP) |  |
| Understanding units of measurement (UUM) |  |

### Statistics and probability

| Sub-element | Indicators |
| --- | --- |
| Interpreting and representing data (IRD) |  |
| Understanding chance (UnC) |  |

Note – indicators for the sub-elements in red\* can be identified once work samples from students have been collected and analysed.

## Teaching and learning activities

* Introduce the Silk Road
* View and take notes on the following introductory video clip that will help respond to the question – [“How did the Silk Road bridge east and west civilisations?”](https://www.youtube.com/watch?v=vn3e37VWc0k)
* Locate the Silk Road on a world map, naming some of the major cities where trading occurred in China, India, Persia, Mongolia, Anatolia and Arabia. Annotate this map with pictures of the origins of goods (gun powder, paper, glass ware, livestock, artworks…) traded and the origins and spread of religions (Buddhism, Hinduism, Christianity, Islam).
* Writing a short exposition, answer the following question:
	+ “How did the Silk Road bridge east and west civilisations?”

### Evaluate

**Formative feedback**

* Teacher observe the websites students are accessing to garner information for their task.
* Completed annotated Silk Road map.
* Student-teacher conferencing of the draft exposition which provides the foundation for the written response.

**Summative feedback**

* Submitted written response.

### Assessment task

The written response to the question: “How did the Silk Road bridge east and west civilisations?”, listing arguments, giving evidence, cause and effects and using convincing language.

### Linking to the learning progression indicators (observable behaviours)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Indicator | Where to next (indicator) | Suggested learning activity |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |