

A rationale for the proposed unit: This group of lessons was compiled together to blend cross-curricular elements from 6th grade History and 6th grade English. The students will use the knowledge they gained from their History class and apply it to the figurative language and poetry they are learning. The element of listening to music will help in connecting the students to the time period and cultures they are working with. Additionally, music can be used to help the focus of the students. This hands-on approach will aim to bring about more emotion in the students' work.

Sharing Cultures through Poetry and Music

Grade Level: 6th

Essential Understanding: Learning about the different people who traveled along the Silk Road around 300BCE.

Learning Outcomes: Understanding that these traders/travelers shared their culture with others along the journey and learning to write poetry that conveys emotion through the use of figurative language.

Common Core Standard(s):

[CCSS.ELA-LITERACY.SL.6.2](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[CCSS.ELA-LITERACY.SL.6.5](#)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

[CCSS.ELA-LITERACY.L.6.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

6.MU:Re7.1 Select music to listen to and explain connections to specific interests or experiences for a specific purpose.

Questioning: Why was it important that music, culture, and religion were shared along the Silk Road, crossing boundaries between cultures?

Day 1	Resources
<p><u>Intro/Warm-up:</u> Students listen to Youtube music (in resources) as they come into the classroom or Zoom. The task on the board (or screen) tells the students to quietly listen to the music and write down any feelings or emotions they experience from the music.</p> <p>The music represents Ancient Civilizations the students are studying in History class.</p>	<p>https://www.youtube.com/watch?v=eIERNFoEf3Y</p> <p>https://www.youtube.com/watch?v=oX9dp4XStqU</p>
<p><u>Activity:</u> Students will have a discussion (whole group) talking about different people traveling along the Silk Road, using knowledge they gain from the readings for History class. Teacher will ask guiding questions about what things might have been exchanged along the journey. (ie what was traded or shared other than physical items?)</p>	
<p>Day 2</p>	
<p><u>Guided Practice:</u> Students will listen and watch the first 30 seconds of each of the attached Youtube videos. The first video shows Ancient Greece images and ancient lyre and harp music, consisting of some surviving fragments of music of Ancient Greece. The second video displays images of Ancient China along with music in the likeness of traditional Ancient Chinese styles. The bamboo flute As a class, we will compile thoughts about how the music made us feel and imagery we relate to the clips. We will use figurative language to explain our thoughts and put it together in a poem. We will write down the different types of figurative language we have learned and keep them on the board as a visual aide.</p>	<p>https://www.youtube.com/watch?v=pBOKeVsiJho</p> <p>https://www.youtube.com/watch?v=dRYYG5E0E3I</p>
<p><u>Independent Practice:</u> The students will then work independently while listening to each of the music/video clips for about 8 minutes per clip. They will write down their feelings while experiencing the music. They will work to create 2 separate poems that show the influences of the music of the different cultures.</p>	
<p><u>Differentiation:</u> Students who have trouble focusing/need additional support can watch the clips individually on their iPads with headphones. If needed, students can choose one country's music to listen to and create only one poem. In addition, students could work in pairs. Students could have their own list of figurative language to choose from.</p>	

Day 3	
<u>Intro/Warm-up:</u> As a whole group, we will discuss the differences of the poems and how these cultures could have shared their music and poetry along the Silk Road.	
<u>Sharing/Reflection:</u> Students can present their poems in front of the class or share them on flip grid.	
<u>Assessment:</u> Students will have an exit ticket where they write down how music could be shared along the Silk Road in during ancient civilizations.	

Follow up: The following week, the students will begin to write narrative journals as a traveler along the Silk Road.

Extension(s): Listening to music from a 3rd Ancient civilization that was traveling along the Silk Road that the students are studying during this time.