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| **Instructor:** Natali Ramon  | **Unit:** Trade andCultural Encounters between Latin America and Asia  |
| **Mendez High School**  | **Course:** Spanish 1 for Native Speakers  |

1. **A rationale for the proposed unit**

This unit will explore the connection between the Latin America and Asia. The lesson will be executed in Spanish, but it is written in English and can easily be picked up in other social science classes. This will be a three-part lesson that explores how China and Latin America established ties. The first installment of this series of lessons will look into the beginnings of the Silk Road and the beginning of European conquest in the Americas. We will be focusing Spanish intervention. For our second lesson, we will explore how Spain began interactions with Latin America, specifically through the Manilla Galleons and the role of silver from Mexico, lastly this will lead us into the last installment of this segment in which students examine how commercial interaction between Spain and China led to a cultural confluence in Latin America. Students will examine some cultural figures and artifacts to analyze the blending of Asian and Latin American Influences.

1. **Detailed lesson plan**

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| **Essential Question/Theme** |
| What open-ended philosophical, moral, and intellectual question will guide students’ inquiry into this topic?* What is the Silk Road? How did it connect different parts of the world to one another?
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| **Learning Objectives** |
| **Objective:** Students will familiarize themselves with the Silk Road, and they will know who participated and what products were traded both along the overland route and the sea routes.  |
| **Be Able To Do – Skills** |
| What intellectual/academic skills or processes will students be taught, introduced to, or expanded upon? * Students will identify the geographic regions included in the Silk Road by annotating a map.
* Students will know who participate in the Silk Road and what products they contributed to the trading network by engaging in a class-wide collective map in which the trace and origin and destination of trade goods.
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| **Assessment** |
| In what multiple ways will you be assessing student learning of both the content and the academic/intellectual skill set you are teaching them? What will the final assessment be? How will you teach to it?* In their groups, students will determine what their assigned region of the world contributed to the Silk Road, they will show mastery of this by creating mini-profiles that will go in the class collective map.
* A student presenter from each group will inform the class about their findings on their region of the world, this will allow the instruction to assess the accuracy of their research information.
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|  Day 1Entry Point - How will you introduce students to the inquiry? |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Do Now
* Students will write a brief paragraph on the quote “Every (Wo)man lives by exchanging.”
* Guiding questions:
	+ Explain why you agree/disagree.
	+ Describe a time in your life in which you exchanged something in your life. How did you benefit from this transaction? How did it change you habits/the way you do things?
 | * PowerPoint slide
* Projector
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| **Transition**How will you transition students from the first activity to the next? How will they connect?Students will share their responses to the Do Now prompt. They will be informed that the lesson for the day will talk about the importance of trade, and in particular one of the first major trade networks in human history. I will explain students that this is the first installment and the seed of Asia’s interaction with Latin America.  |
| **Activity 2** |
| **Time** | **Description of Activity** | **Materials** |
| 15 minutes | * Direct Instruction
* Students will take brief notes on the Silk Road, and they will annotate the map with the major regions and maritime and overland trading routes of the Silk Road.
 | * PowerPoint slide with images and notes to be copied by students.
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| **Transition**How will you transition students from the previous activity to the next? How will they connect?I will tell students that they will take a deeper look into who participated and what was traded in this network through a group activity.  |
| **Activity 3** |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Direct Instruction: In their small groups, students will select any one of the following regions:
	+ Asia
	+ Europe
	+ Middle East

Up to two groups can sign up for each region. They will create mini-profiles for each product contributed by their region in the half sheets of card stock paper they receive (one piece of cardstock paper for each product). From these small groups, students will select one student speaker to present their group’s region during presentations. Three students can serve as cartographers. They will trace a large map of Eurasia on a large butcher paper. Major geographic areas in the map must be labeled.  | * Projector
* Butcher paper
* Cardstock papers cut in half
* Markers/crayons
* Handouts on Silk Road Products
* World Maps (if necessary) for students to locate different regions
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| **Activity 4**  |
| **Time** | **Description of Activity** | **Materials** |
| 20 minutes | * Students work on their assigned tasks.
 | * Butcher paper
* Cardstock papers cut in half
* Markers/crayons
* Handouts on Silk Road Products
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| Day 2Entry Point - How will you introduce students to the inquiry? |
| **Time** | **Description of Activity** | **Materials** |
| 15 minutes | * Do Now
* Students take a mini review quiz (Day 2 Lesson Resources)
 | * PowerPoint slide
* Projector
* Notebook Paper
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| **Transition**How will you transition students from the first activity to the next? How will they connect?We will revise Do Now mini quizzes on yesterday’s information. I will then inform students that today we will explore who the main participants of the Silk Road were, and what products they contributed to this trading network.  |
| **Activity 2** |
| **Time** | **Description of Activity** | **Materials** |
| 20 minutes | Direct Instruction: Our map makers will post the large traced map on one of our cork boards, each group will take turns coming up to present on their assigned region. The presenter will tell the class on three main products they learned about as two other group members pin all product profiles on their country of origin and a string of twine that shows were the product went. Student present.  | * Twine
* Large Poster
* Cork Board
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| **Transition**How will you transition students from the previous activity to the next? How will they connect?I will tell students we will focus on another trading network between Europe and the Americas, and we will see how Spain’s role in the trading network created one of the most expansive trade routes that encompassed both the Eastern and Western Hemisphere.  |
| **Activity 3** |
| **Time** | **Description of Activity** | **Materials** |
| 20 minutes | * Direct Instruction: Students will briefly hear a lecture in Spain’s intervention in the Americas. Students will learn that one of the most valuable resources extracted from the Americas was Silver. They will view a map that shows the major locations for silver mining and they will annotate their own map handouts.
* At this point students will see a small clip on the silver mines of Mexico (this clip is in Spanish, but instructors may want to look for a similar clip in English)
* Students will then annotate their maps with trade routes that show movement from Latin America to Asia.
 | * Projector
* Slide with Map
* Map Handout
* Video Clip: https://www.youtube.com/watch?v=PxudEXQpdDo
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| **Day 3****Entry Point - How will you introduce students to the inquiry?** |
| **Time** | **Description of Activity** | **Materials** |
| 10 minutes | * Do Now
* Students write a paragraph on the following prompt:
* Think about a trip you would like to take to the other side of the globe. Money is no object and you can stop and visit any other places along the way as you travel there.
* Guiding Questions:
* Where is your final destination?
* What route would you take? Why?
* What stops would you make? What items would you buy in these stops that you make?
 | * PowerPoint slide
* Projector
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| **Transition**How will you transition students from the first activity to the next? How will they connect?Students will share their responses to the Do Now prompt. I will inform them that for today’s lesson we will explore what it was like to travel one of the trading routes used to transport silver in exchange for luxury goods from Asia.  |
| **Activity 2** |
| **Time** | **Description of Activity** | **Materials** |
| 25 minutes | Directions: Students will split up in 3 groups. Each group will be responsible for reading a section of an article on the trade route connecting Latin America to Asia. Each group must select one of the following sections * Mexican traders reach Manilla
* Pirates in Baja California
* Dividing up the Products

Students will read each section as a group and they will produce a poster that depicts and important aspect of their section. Students may produce a picture of a galleon, the weather described, a map of the route taken, the products brought from Asia, etc. They must also include 5 substantial summary points from their selected section.  | * Poster Paper
* Markers/Crayons
* Article:

http://www.huffingtonpost.com/bob-schulman/silks-for-silver\_b\_5425454.html  |
| **Transition**How will you transition students from the previous activity to the next? How will they connect?I will tell students that in the next section of our lesson, we will explore how Asian culture and the different cultures from Latin America blended as a result of the trading networks.  |
| **Activity 3** |
| **Time** | **Description of Activity** | **Materials** |
| 20 minutes | * Students can individually select the subject they are most interested in. They will read about their selected area of interest, and they will write a one-page reflection on the following prompt:

How does your selected artifact reflect the blending of cultures? How did the trade routes help to promote the creation of your selected artifact?  | * PowerPoint slide with writing prompt
* Printed Articles of the following (students may select one):

The Traditions of Mexico: La China Poblana<http://www.houstonculture.org/mexico/lachina.html>Talavera de Puebla <http://www.metmuseum.org/toah/hd/tala/hd_tala.htm>(Can be supplemented with the following article on Chinese export of porcelain)<http://www.metmuseum.org/toah/hd/ewpor/hd_ewpor.htm>Foods that show how Latin America and Asia have influenced each other’s cuisines  <http://remezcla.com/lists/food/8-foods-show-latin-america-asia-influenced-others-cuisines/> |