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| Lesson Topic |  Music Along the Silk Road (Primary Sources for the Ear) |
| Class/Grade | Asian History Class, Grades 9-12 |
| Activity Type | Research Presentation |
| Lesson Objectives | **The student will be able to:*** understand why similar musical instruments and musical styles are found in

far-flung locations along the Silk Road. * find information on an example of musical instrument diffusion which occurred

along the Silk Road. * prepare and present a PowerPoint presentation which includes images and musical excerpts relating to the student’s example of musical instrument diffusion.
* answer questions about the student’s example of musical instrument diffusion.
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| Essential Questions | How do ideas spread and change? |
| Standards/Benchmarks | KSDE Social Studies: 5.3 The student will investigate and connect dynamic relationships to contemporary issues.KSDE Literacy/Common Core: WHST.11-12.7Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| Sources Used | DVD: “The Road to Beijing,” from *The Road to Beijing: Lessons for High School Classrooms*, 2008, Stanford Program on International & Cross-Cultural Education. Available at <http://spice.fsi.stanford.edu/multimedia/road-beijing> *Musical Instruments of the World*, 1976, The Diagram Group. ISBN: 0-8160-1309-8 <http://www.amazon.com/Musical-Instruments-World-Illustrated-Encyclopedia/dp/0871963205>  |
| Required Materials | * Internet access
* Microsoft PowerPoint software
* Laptop computer for each student

Projection machine |
| Time Requirement | One 45-minute class period to watch and discuss the DVD “The Road to Beijing,” about Yo-Yo Ma and the Silk Road Ensemble.One 45-minute session to read and discuss the first page of the article, “The Silk Roads: An Educational Resource,” and introduce the topic of musical instrument diffusion.One week to put together a PowerPoint presentation.One to two 45-minute session(s) to present the PowerPoint presentations and answer questions. |

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| Procedure |  |
| Pre-lesson Preparation | Day 1: We will watch the DVD “The Road to Beijing” (20 minutes) as a jumping off point to begin our discussion of the diffusion of musical instruments and musical styles along the Silk Road.    |
| Lesson introduction | Day 2: Pass out a copy of page one of “The Silk Roads: An Educational Resource” to each student. Read and discuss the following points: * + What countries/regions did the Silk Road pass through?
	+ What are some of the similarities and differences found among the peoples of these regions?
	+ How might commerce have affected the diffusion of music and musical instruments along the Silk Road?

Assign PowerPoint projects based on student interest. Give students ideas as to where they can find information about and recordings of music along the Silk Road.  |
| Activity | Students will have one week to complete their PowerPoint presentations. In the presentation, each student will compare and contrast two similar musical instruments and/or musical styles found in different places along the Silk Road, and inform us as to how the diffusion process took place. Musical examples and pictures/photos are to be included in the presentations. |
| Wrap-up | Students will present their PowerPoint presentations to the class, and will answer questions from the teacher and classmates regarding their research. |
| Extension/Assessment | Students will be assessed according to how well they presented their argument regarding diffusion, the overall quality of the presentation (did it include graphics? Music?) and how well they were able to answer questions from the class |