

Trade Across Time and Culture, by Susan Marlow (National Geographic School Publishing. Washington, DC. 2005). The complete set includes four titles: *Spices* (ISBN 0-7922-4735-3), *Silk* (0-7922-4734-5), *Salt* (0-7922-4736-1), and *Fur* (0-7922-4737-X)

Literature Annotation: This series of books, written to meet four different readability levels, explains how the desire for four different types of goods –silk, spices, salt, and fur – led to the development of various trade routes around the world.

Grade Level: 4 or 5

Duration: Two 45-minute lessons

Maryland State Curriculum

Economics

4.A.4 Explain the consequences of specialized work on interdependence, **trade**, and economic growth before 1790.

History

5.B.1 Explain the significance and chronology of key historical events during the age of European exploration.

College and Career Ready Standards for Reading Informational Text

- RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI3 Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.
- RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Objective: Students will be able to describe how exploration results in the exchange of goods and ideas.

Vocabulary: trade, specialized work, interdependence

Materials:

- Four signs labeled “Silk Route,” “Spice Routes,” “Salt Routes,” and “Fur Routes”
- Copies of the 4 books in the series
- Resource 1: *Discussion Cards*, cut apart, 1 card for each group of students
- Resource 2: *Discussion Guide* (for use with a document camera or overhead)
- Samples of silk cloth, rock salt, mustard seeds/whole cloves/ or cinnamon sticks, and a patch of fur
- Paper or laminated map of the world, 1 per group of students
- Resource 3: *Sample Assessment Items*

Motivation

Create a “Mystery Box” that has a small hole in the top. Place the samples of silk cloth, rock salt, fur, and spices inside the box. After allowing students to reach blindly into the box and feel the items, have students suggest what they think is inside of the box. Reveal the contents to the students. Tell students that people in the past often set out on dangerous explorations to get these kinds of goods.

Development

Divide the class into 4 groups based on trading goods: Salt, Fur, Spices, and Silk. Place one of the signs with a trading good by each group. (You may want to match the readability level of the books to the students when you form the groups. See the “dots’ on the back cover.)

Distribute the books so that the topic of the book matches the group’s sign.

1. Have the class preview and read aloud p. 4, which is the same text in all four versions. Have each group preview and read pp. 5-7 in their books to find out about a specific trade good and where and when it was traded.
2. Distribute one discussion card to each group from Resource 1. Have the groups use questions 1 and 2 at this time to guide their group discussion.
3. Distribute a map to each group. Have each group mark its map to show the trade routes for its product.
4. Display Resource 2: *Discussion Questions* and point to questions 1 and 2. Have the groups share what they’ve learned about their trading good and show the group map to the class.
5. As a class, put the trading goods signs in order from the oldest trade route to the most recent: Silk Route (1 A.D.), Salt Routes (1100s-1400s), Spice Routes (1300s-1400s), and Fur Routes (1500s-1800s).
6. As a class, have students read the key concept at the top of p.8. Ask students to find the glossed words “exploration” and “exchange” on pp. 8-9 and discuss the definitions.
7. Have the students read aloud questions 3 and 4 on the discussion card. Use these questions to set a purpose for reading pp. 8-11 in the text. Have the students read for information to answer their discussion questions.

Summary

1. Allow time for groups to discuss the rest of the questions.
2. Display the transparency of the discussion questions. Share information as a class.

Formative Assessment: Distribute Resource 3: *Trade Across time and Culture: Sample Assessment Items*

Lesson Extension: Have the students search newspapers and current events magazines for articles related to trade in the world markets today.

Discussion Cards

<p>Name of Trade Good _____</p> <ul style="list-style-type: none"> 💡 What main idea and details did we learn about our trade good on p.6 of the text? 💡 Where and when was the trade route used? 💡 How did exploration result in the exchange of goods? 💡 How did exploration result in the exchange of ideas? 	<p>Name of Trade Good _____</p> <ul style="list-style-type: none"> 💡 What main idea and details did we learn about our trade good on p.6 of the text? 💡 Where and when was the trade route used? 💡 How did exploration result in the exchange of goods? 💡 How did exploration result in the exchange of ideas?
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Discussion Guide

- 💡 What main idea and details did we learn about our trade good on p.6 of the text?

- 💡 Where and when was the trade route used?

- 💡 How did exploration result in the exchange of goods?

- 💡 How did exploration result in the exchange of ideas?

Trade Across Time and Culture
Sample Assessment Items

1. In this article, the word **trade** means –
 - Ⓐ customers.
 - Ⓑ all those of a certain business or kind of work.
 - Ⓒ the act of giving one thing for another; exchange
 - Ⓓ any work done with the hands that needs a special skill.

2. Which of the following sentences **best** states the main idea of the article?
 - Ⓐ Some of the early explorers traded to get rich.
 - Ⓑ Exploration results in the exchange of goods and ideas.
 - Ⓒ Explorers brought back stories of new lands and people.
 - Ⓓ Silk, spices, furs, and salt were some of the items that explorers traded.

3. Explain how goods and ideas were exchanged along trade routes. Use information from the text in your response.

What do I think? My thoughts...	Why do I think that? Information from the article...

Write your response in the space below.

Go on to the next page.

A large rectangular box containing ten horizontal lines, intended for student responses.

Name of Trade Good _____

4. What is main idea of p.6 of the text?
 - How might the title help you to determine the main idea?
 - What details did the author include that helped you to understand the main idea?

5. According to the text, why did people trade this good?

6. Where and when was the trade route used?
 - How did the text features help you to answer this question?
 - Do you have any questions after reading these two pages?

7. How did exploration result in the exchange of goods?
 - How did the glossed words help you to understand *exploration* and *exchange*?
 - Who was involved in the trading?
 - Name some of the trading centers along the trade route.

8. How did exploration result in the exchange of ideas?
 - What skills were exchanged?
 - How did explorers learn new ideas and ways of doing things?
9. You have read about an early trade route. Do trade routes exist today? Explain.