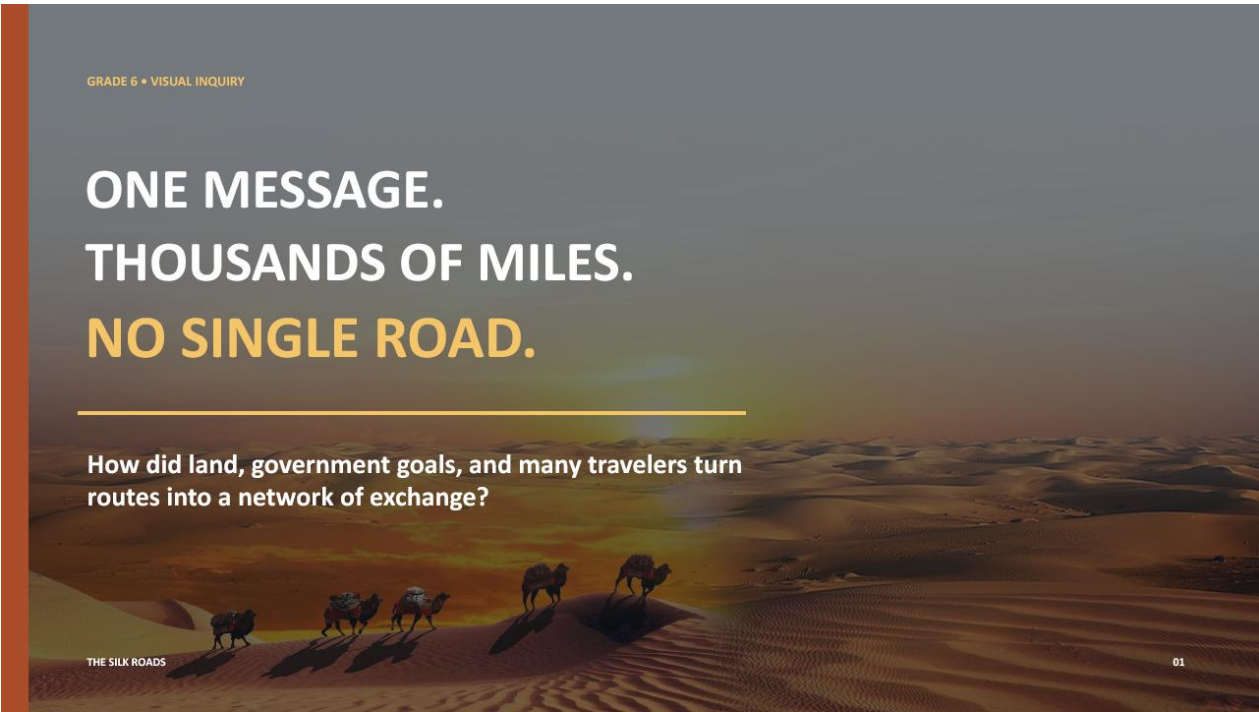


TEACHER GUIDE + ANSWER KEY

# The Silk Roads

Grade 6 • 60-minute core • six optional/reference slides



|                            |                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------|
| <b>COMPELLING QUESTION</b> | How did land, Han goals, and many travelers turn routes into a network of exchange? |
|----------------------------|-------------------------------------------------------------------------------------|

Package alignment: 22-slide PPT • 7-page handout • five-question quiz • source/asset ledger

LESSON AT A GLANCE

# A real 60-minute core

Slides 17-22 are optional or teacher reference and are excluded from the total.

| Slides                                           | Phase                          | Minutes |
|--------------------------------------------------|--------------------------------|---------|
| 1-2                                              | Mission launch                 | 5       |
| 3-6                                              | Map and geography              | 16      |
| 7-10                                             | Zhang Qian and source analysis | 16      |
| 11-13                                            | Roles, relay trade, exchange   | 12      |
| 14-15                                            | Route synthesis and talk       | 8       |
| 16                                               | CER exit ticket                | 3       |
| TOTAL      5 + 16 + 16 + 12 + 8 + 3 = 60 minutes |                                |         |

## Evidence collected

| Checkpoint        | Student evidence |
|-------------------|------------------|
| Map reasoning     | Handout Q1-Q4    |
| Source reasoning  | Handout Q5-Q9    |
| Network model     | Handout Q10-Q12  |
| Route plan        | Handout Q13-Q14  |
| Final explanation | Handout Q15 CER  |

PREP + SUPPORT

# Ready before students enter

*Keep the core printable, teachable, and accessible.*

| Item            | Preparation                                                    |
|-----------------|----------------------------------------------------------------|
| PowerPoint      | Open the v4 deck and use Presenter View for complete notes.    |
| Student Handout | Print pages 1-6 for the core; page 7 only for extensions.      |
| Map tools       | Provide pencils plus two colors for north/south route marking. |
| Grouping        | Pairs for source lab; individual CER exit ticket.              |
| Quiz            | Optional; print the one-page Five-Clue Quick Quiz.             |

## Differentiation without lowering the thinking

| Need                           | Support                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------|
| Language support               | Preteach oasis, corridor, envoy, and intermediary with slide visuals; allow oral rehearsal. |
| Reading support                | Read the adapted source aloud and highlight purpose, evidence, and limit in three colors.   |
| Writing support                | Keep the reasoning demand; reduce copying with sentence starters or scribing.               |
| Extension                      | Require a counterclaim or a second route with different seasonal conditions.                |
| <b>TECHNOLOGY<br/>FALLBACK</b> | <b>Every core task can be completed from the printed handout if projection fails.</b>       |

ALIGNMENT

# PPT -> Handout -> Answer

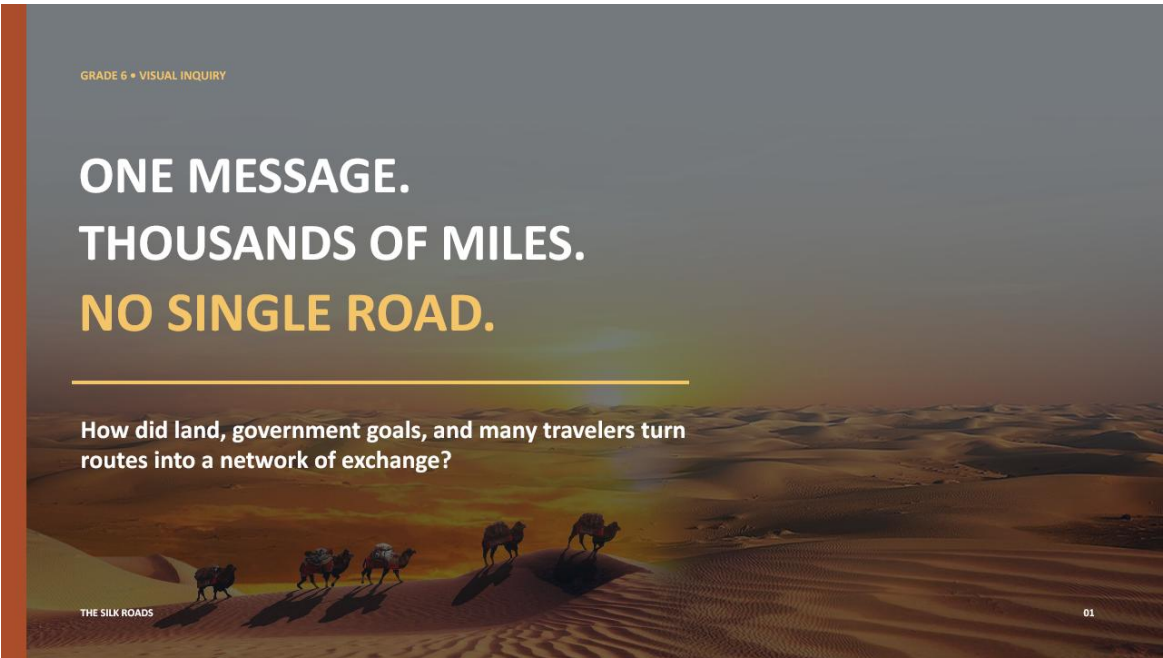
Every student question has one identifiable answer or scoring rule.

| PPT                                                                                             | Handout | Question | Answer focus                       |
|-------------------------------------------------------------------------------------------------|---------|----------|------------------------------------|
| 3                                                                                               | p. 2    | Q1       | network map evidence               |
| 4                                                                                               | p. 2    | Q2       | barrier cause and effect           |
| 5-6                                                                                             | p. 2    | Q3-Q4    | route decision and oasis reasoning |
| 7-8                                                                                             | p. 3    | Q5-Q6    | envoy role and mission outcome     |
| 9                                                                                               | p. 3    | Q7-Q8    | purpose and report details         |
| 10                                                                                              | p. 3    | Q9       | source limitation                  |
| 11                                                                                              | p. 4    | Q10      | network roles                      |
| 12                                                                                              | p. 4    | Q11      | relay trade                        |
| 13                                                                                              | p. 4    | Q12      | objects, skills, ideas             |
| 14-15                                                                                           | p. 5    | Q13-Q14  | route plan and oasis debrief       |
| 16                                                                                              | p. 6    | Q15      | CER exit ticket                    |
| 18/20                                                                                           | p. 7    | Q16-Q17  | artifact and relay extensions      |
| NUMBERING CHECK Slide 21 launches the five-question quiz. Slide 22 is teacher source reference. |         |          |                                    |

SLIDE 1 • 2 MIN

# Teach slide 1

Handout p. 1



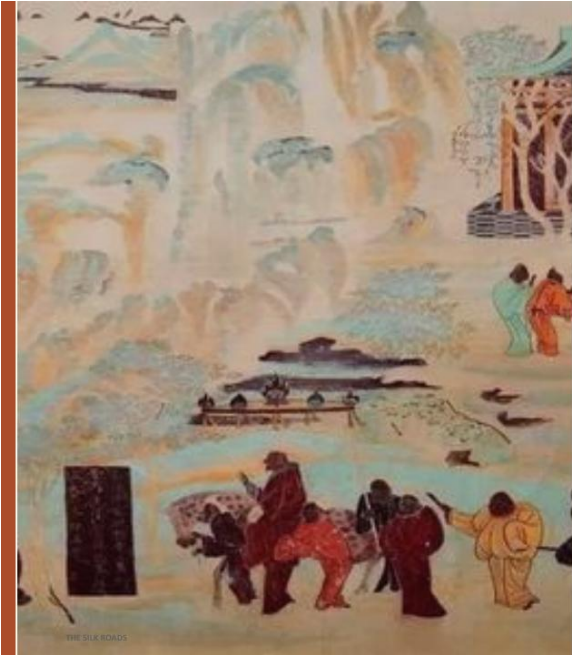
Projected slide 1 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                        |
|--------------|--------------------------------------------------------------|
| Purpose      | Launch the network question.                                 |
| Say          | Read the three lines slowly. Emphasize that roads is plural. |
| Ask          | What makes this journey difficult?                           |
| Expected     | Distance, water, terrain, safety, or language.               |
| Watch for    | One paved road.                                              |
| Transition   | Move into the student mission.                               |
| Student link | Handout p. 1                                                 |

SLIDE 2 • 3 MIN

# Teach slide 2

Handout p. 1



MISSION 01

**You are carrying a Han court message west.**

---

Your map is incomplete.  
Your water is limited.  
No one traveler knows the whole route.

Today you must decide:

**Where will you travel—and whom will you trust?**

THE SILK ROADS

CORE • 60 MIN 02

Projected slide 2 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                                             |
|--------------|-----------------------------------------------------------------------------------|
| Purpose      | Place students inside a historical problem.                                       |
| Say          | Students are one traveler in a larger network, not a person crossing all Eurasia. |
| Ask          | What information would you want before leaving?                                   |
| Expected     | Routes, water, supplies, allies, weather, or languages.                           |
| Watch for    | Every traveler knew the whole route.                                              |
| Transition   | Reveal the broad map.                                                             |
| Student link | Handout p. 1                                                                      |

SLIDE 3 • 4 MIN

# Teach slide 3

Handout p. 2, Q1

READ THE MAP

## A network stretched across Eurasia



Silk Road Map 300 BCE–100 CE

LOOK FOR

branches

gaps

meeting places

Why might the routes split instead of staying in one line?

THE SILK ROADS

CORE • 60 MIN03

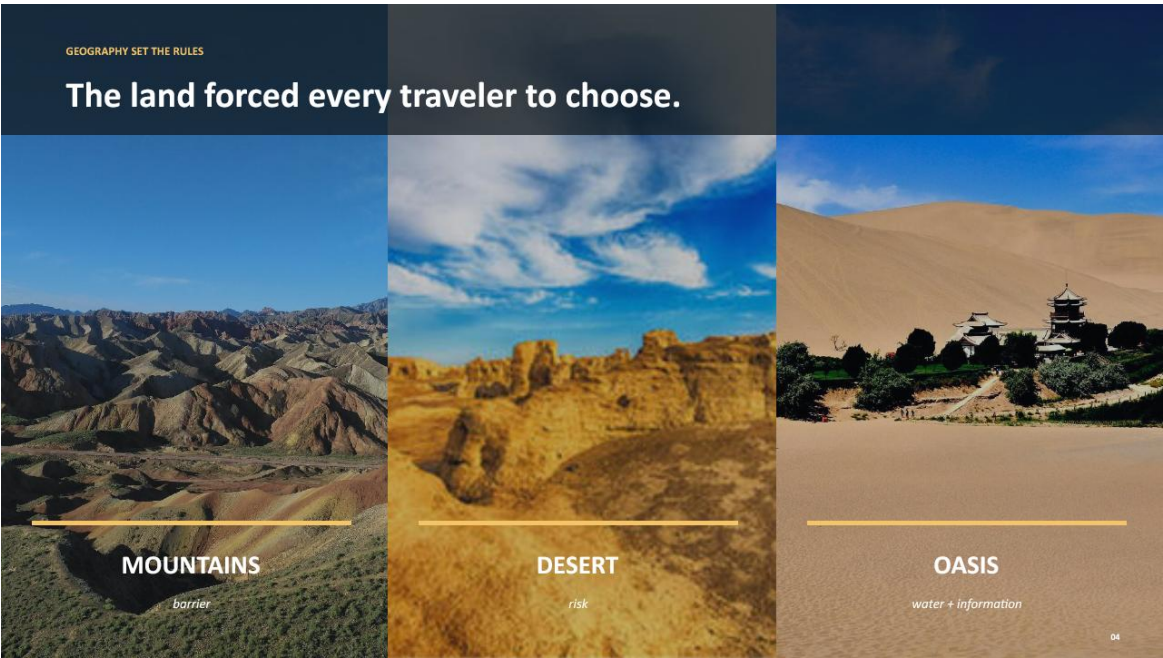
Projected slide 3 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                        |
|--------------|--------------------------------------------------------------|
| Purpose      | Read branches and nodes on a Eurasian map.                   |
| Say          | Explain that all route lines are simplified and approximate. |
| Ask          | Where do routes split and meet?                              |
| Expected     | Near barriers, passes, oases, and cities.                    |
| Watch for    | All lines were used at the same time.                        |
| Transition   | Zoom to physical barriers.                                   |
| Student link | Handout p. 2, Q1                                             |

SLIDE 4 • 4 MIN

# Teach slide 4

Handout p. 2, Q2



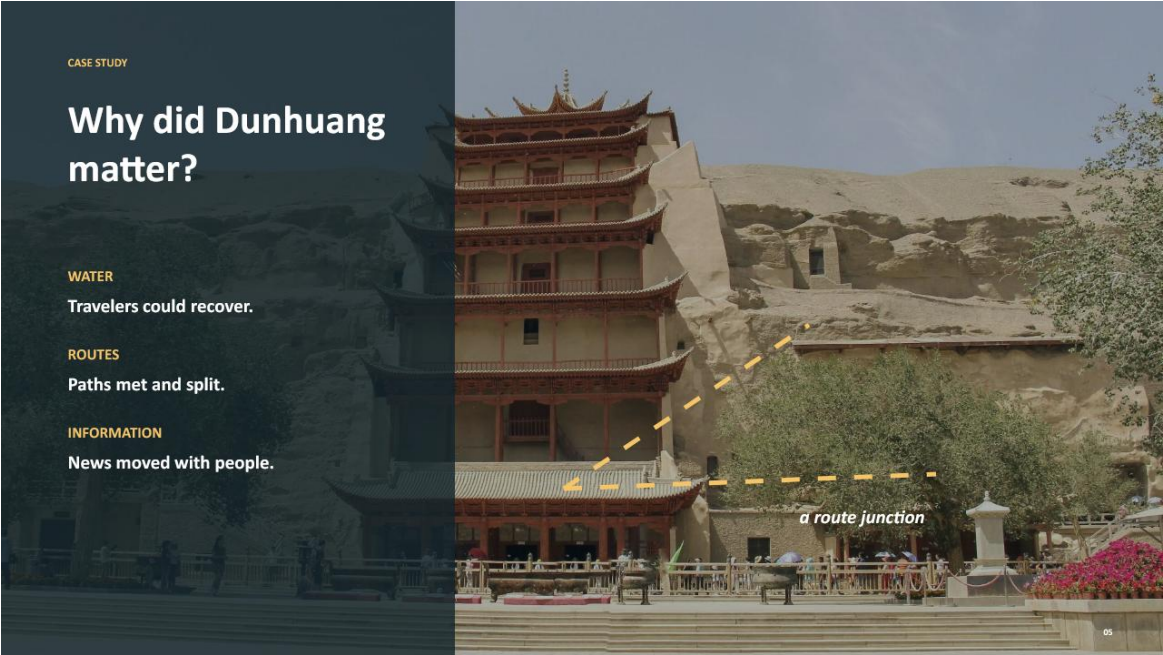
Projected slide 4 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                        |
|--------------|--------------------------------------------------------------|
| Purpose      | Connect terrain to travel choices.                           |
| Say          | Contrast mountain, desert, and oasis functions.              |
| Ask          | Which is a barrier? Which is a resource?                     |
| Expected     | Mountains/desert are barriers; oasis is a resource and node. |
| Watch for    | An oasis was only a tiny pool.                               |
| Transition   | Study Dunhuang as a junction.                                |
| Student link | Handout p. 2, Q2                                             |

SLIDE 5 • 3 MIN

# Teach slide 5

Handout p. 2, Q4



Projected slide 5 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                            |
|--------------|------------------------------------------------------------------|
| Purpose      | Explain why Dunhuang was strategically important.                |
| Say          | Link water, route position, and information.                     |
| Ask          | Which advantage matters to a government? To a merchant?          |
| Expected     | Government: security/information; merchant: water/market/routes. |
| Watch for    | Dunhuang was only a rest stop.                                   |
| Transition   | Give students a route decision.                                  |
| Student link | Handout p. 2, Q4                                                 |

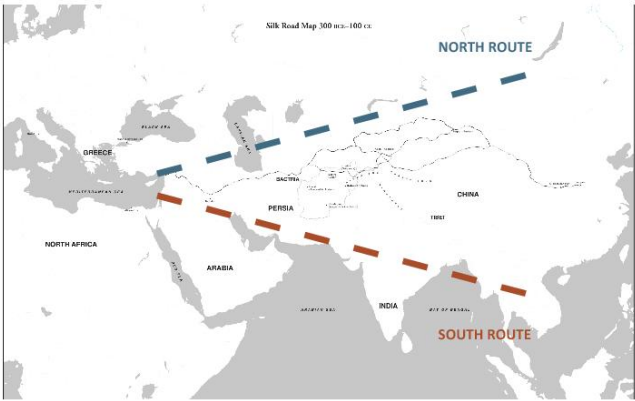
SLIDE 6 • 5 MIN

# Teach slide 6

Handout p. 2, Q3

YOUR DECISION

## North or south of the Taklamakan?



SCENARIO

**Choose a route.**

You have 12 pack animals. Two are weak. A dust storm was reported on the northern route.

Use two map clues and one risk to defend your choice.

Handout p. 2

THE SILK ROADS

CORE • 60 MIN

06

Projected slide 6 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                      |
|--------------|------------------------------------------------------------|
| Purpose      | Use map evidence to defend a route.                        |
| Say          | There is no single correct choice; evidence matters.       |
| Ask          | Which two clues support your route?                        |
| Expected     | Oases, distance, barriers, junctions, or reported weather. |
| Watch for    | A map removes all uncertainty.                             |
| Transition   | Shift to Han government goals.                             |
| Student link | Handout p. 2, Q3                                           |

SLIDE 7 • 3 MIN

# Teach slide 7

Handout p. 3, Q5



ZHANG QIAN

## ENVOY

*an official representative sent by a ruler*

---

**His mission began with Han diplomacy and security—not a shopping trip.**

He traveled, observed, negotiated, and reported what he learned to the Han court.

NOT: merchant • NOT: tourist

07

Projected slide 7 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                                       |
|--------------|-----------------------------------------------------------------------------|
| Purpose      | Correctly identify Zhang Qian as an envoy.                                  |
| Say          | An envoy represents a ruler; his mission began with diplomacy and security. |
| Ask          | How is an envoy different from a merchant?                                  |
| Expected     | Official representation versus buying and selling.                          |
| Watch for    | Zhang Qian was mainly a merchant.                                           |
| Transition   | Trace the first mission.                                                    |
| Student link | Handout p. 3, Q5                                                            |

SLIDE 8 • 3 MIN

# Teach slide 8

Handout p. 3, Q6

ZHANG QIAN'S FIRST MISSION

It failed—and still changed what the Han knew

c. 138 BCE

LEAVES

Sent west to seek the Yuezhi.

ON THE WAY

CAPTURED

Held by the Xiongnu for years.

FARTHER WEST

OBSERVES

Learns about peoples and routes.

c. 126 BCE

RETURNS

Reports to the Han court.

Failure to secure the alliance ≠ failure to produce knowledge

THE SILK ROADS

CORE • 60 MIN

08

Projected slide 8 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                            |
|--------------|------------------------------------------------------------------|
| Purpose      | Separate intended goal from unintended result.                   |
| Say          | The alliance goal failed, but the report expanded Han knowledge. |
| Ask          | Which was the goal? Which was the result?                        |
| Expected     | Goal: alliance; result: new information.                         |
| Watch for    | A failed goal means no historical effect.                        |
| Transition   | Read the adapted court-history evidence.                         |
| Student link | Handout p. 3, Q6                                                 |

SLIDE 9 • 6 MIN

# Teach slide 9

Handout p. 3, Q7-Q8



PRIMARY-SOURCE LAB

## What did the Han court learn?

Adapted from the History of the Former Han:

*“The envoy reported on distant states, their products, and the routes between them.”*

MARK THE TEXT

Underline what Zhang Qian learned.  
Circle who would value that information.  
Box one word that needs context.

THE SILK ROADS

CORE • 60 MIN 09

Projected slide 9 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                                 |
|--------------|-----------------------------------------------------------------------|
| Purpose      | Practice guided source analysis.                                      |
| Say          | The English passage is adapted for Grade 6, not a verbatim quotation. |
| Ask          | What did the court learn?                                             |
| Expected     | States, products, routes, and people.                                 |
| Watch for    | The photograph is the original Han manuscript.                        |
| Transition   | Test the limits of the source.                                        |
| Student link | Handout p. 3, Q7-Q8                                                   |

SLIDE 10 • 4 MIN

# Teach slide 10

Handout p. 3, Q9

EVIDENCE CHECK

A source can reveal without proving everything

IT CAN SHOW

knowledge

government interest

reported routes

IT CANNOT PROVE

one fixed road

one traveler carried every good

every route worked the same way

Finish the sentence: This source supports \_\_\_\_, but it does not prove \_\_\_\_.

THE SILK ROADS

CORE • 60 MIN10

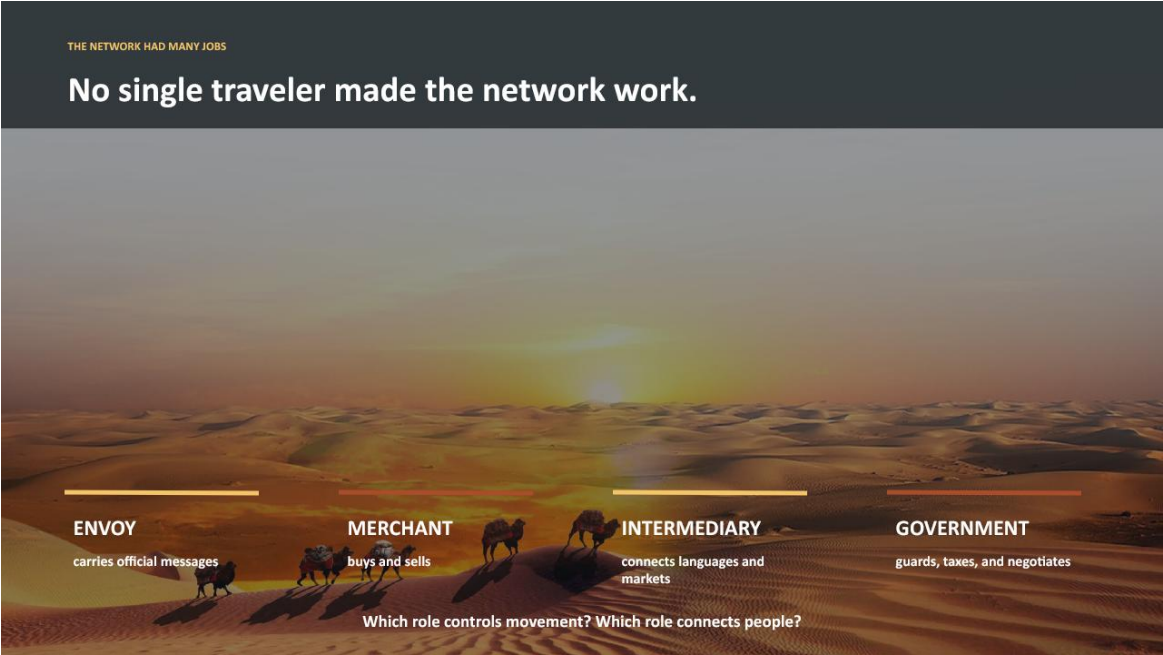
Projected slide 10 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                                      |
|--------------|----------------------------------------------------------------------------|
| Purpose      | Distinguish supported claims from overclaims.                              |
| Say          | A source can be useful and still have limits.                              |
| Ask          | What can it show? What can it not prove?                                   |
| Expected     | Knowledge and government interest; not one fixed road or one full journey. |
| Watch for    | A limited source is useless.                                               |
| Transition   | Identify the people connecting the network.                                |
| Student link | Handout p. 3, Q9                                                           |

SLIDE 11 • 3 MIN

# Teach slide 11

Handout p. 4, Q10



Projected slide 11 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                       |
|--------------|-------------------------------------------------------------|
| Purpose      | Differentiate network roles.                                |
| Say          | Roles could overlap, but their purposes were not identical. |
| Ask          | Who translated? Who represented political power?            |
| Expected     | Intermediary; envoy or government.                          |
| Watch for    | Merchants alone controlled the network.                     |
| Transition   | Model the handoffs.                                         |
| Student link | Handout p. 4, Q10                                           |

SLIDE 12 • 5 MIN

# Teach slide 12

Handout p. 4, Q11

HOW GOODS MOVED

## A bolt of silk traveled farther than its seller



1  
PRODUCER  
silk

2  
LOCAL MARKET  
food + news

3  
OASIS TOWN  
water + translation

4  
DISTANT MARKET  
new buyer

**RELAY TRADE**  
goods pass through several handoffs

The object keeps moving. The people—and the information—change.

THE SILK ROADS

CORE • 60 MIN 12

Projected slide 12 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                            |
|--------------|------------------------------------------------------------------|
| Purpose      | Make relay trade visible.                                        |
| Say          | The object may move far while sellers remain local.              |
| Ask          | What moves? What changes?                                        |
| Expected     | The good moves; seller, price, language, and information change. |
| Watch for    | One merchant crossed the whole route.                            |
| Transition   | Broaden exchange beyond one good.                                |
| Student link | Handout p. 4, Q11                                                |

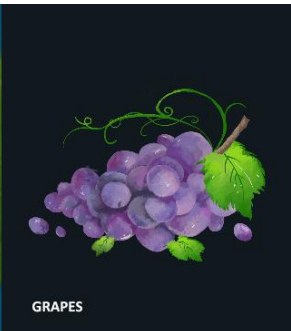
SLIDE 13 • 4 MIN

# Teach slide 13

Handout p. 4, Q12



SILK



GRAPES



HORSES



GLASS

### More than goods moved.

**OBJECTS**  
materials + products

**SKILLS**  
how to make or use things

**IDEAS**  
beliefs + stories + knowledge

CAUTION: these examples show a long history of exchange; they do not all belong to one year or one journey.

13

Projected slide 13 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                                |
|--------------|----------------------------------------------------------------------|
| Purpose      | Classify objects, skills, and ideas with chronology caution.         |
| Say          | The collage represents a long history, not one year or caravan.      |
| Ask          | Which exchange leaves the clearest evidence?                         |
| Expected     | Objects are easiest to see; ideas and skills may be harder to trace. |
| Watch for    | Every pictured item traveled together.                               |
| Transition   | Apply the model to route planning.                                   |
| Student link | Handout p. 4, Q12                                                    |

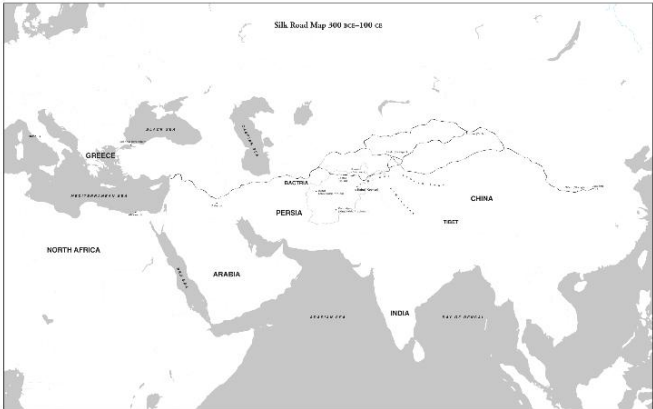
SLIDE 14 • 6 MIN

# Teach slide 14

Handout p. 5, Q13

MAP CHALLENGE

Plan a route you can defend



DELIVERY

Dunhuang → Kashgar

Your caravan carries silk and an official letter. Winter is coming.

Mark:

1 route

2 stopping places

1 physical barrier

1 reason your plan works

THE SILK ROADS

CORE • 60 MIN

14

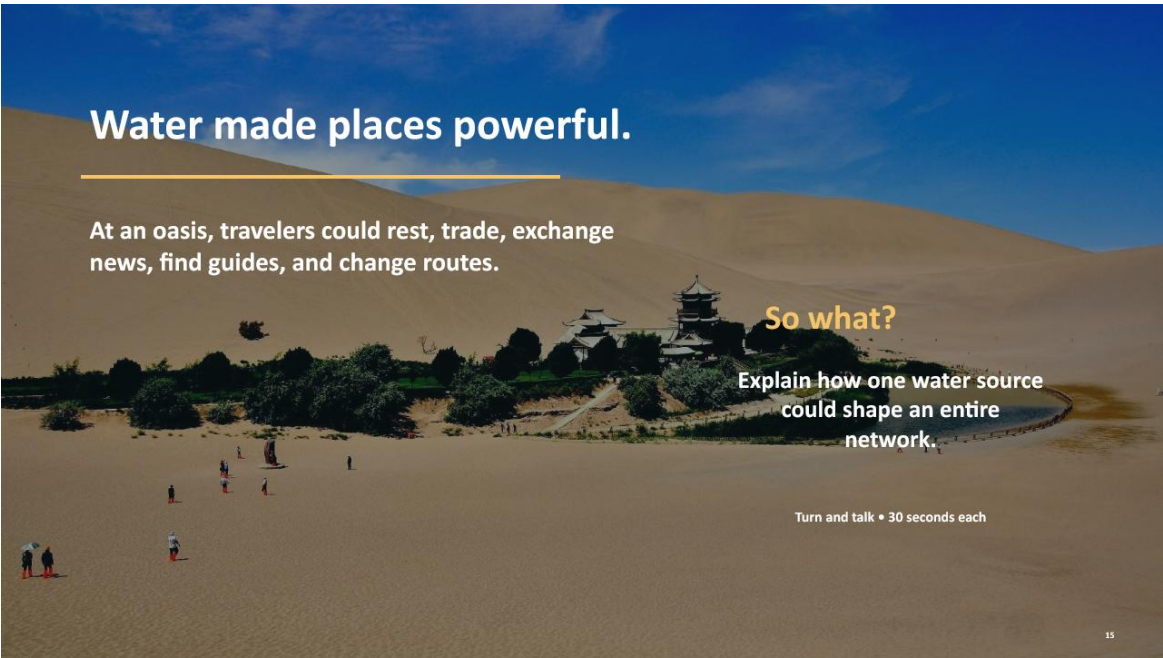
Projected slide 14 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                |
|--------------|------------------------------------------------------|
| Purpose      | Synthesize geography, purpose, and risk.             |
| Say          | Mark a model route and defend it with evidence.      |
| Ask          | How does your plan use water and reduce risk?        |
| Expected     | Students cite oases, barriers, weather, or security. |
| Watch for    | The straightest line is always safest.               |
| Transition   | Debrief the power of oases.                          |
| Student link | Handout p. 5, Q13                                    |

SLIDE 15 • 2 MIN

# Teach slide 15

Handout p. 5, Q14



Projected slide 15 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                                            |
|--------------|----------------------------------------------------------------------------------|
| Purpose      | Verbalize the geography-to-network causal chain.                                 |
| Say          | Water attracted services, markets, information, and sometimes political control. |
| Ask          | How can one oasis shape a wider network?                                         |
| Expected     | It concentrates travelers and connections.                                       |
| Watch for    | Geography alone determines history.                                              |
| Transition   | Write the final CER.                                                             |
| Student link | Handout p. 5, Q14                                                                |

SLIDE 16 • 3 MIN

# Teach slide 16

Handout p. 6, Q15

EXIT TICKET

### Why did the Silk Roads become a network?

CLAIM

Answer the question in one sentence.

EVIDENCE

Use one map detail and one lesson detail.

REASONING

Explain how your evidence supports the claim.

Possible evidence: barriers • oases • Han goals • envoys • intermediaries • relay trade

THE SILK ROADS

CORE • 60 MIN

16

Projected slide 16 - full speaker notes are also embedded in the PowerPoint.

| Teacher move | Notes                                                     |
|--------------|-----------------------------------------------------------|
| Purpose      | Collect an evidence-based conclusion.                     |
| Say          | Require one claim, two specific details, and reasoning.   |
| Ask          | Did you include a place and a person or process?          |
| Expected     | A geography detail plus Han goals, roles, or relay trade. |
| Watch for    | A list of facts counts as reasoning.                      |
| Transition   | Collect work; core lesson ends.                           |
| Student link | Handout p. 6, Q15                                         |

## ANSWER KEY

# Handout Q1-Q8

*Accept equivalent wording when the evidence and reasoning are historically accurate.*

| ID | Skill            | Expected answer / scoring                                                                                                                |
|----|------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Q1 | Map evidence     | The routes branch, reconnect, and pass through several nodes instead of following one unbroken line.                                     |
| Q2 | Physical barrier | Accept a desert or mountain range with a causal explanation, such as routes splitting around the Taklamakan Desert.                      |
| Q3 | Route decision   | Either route can earn full credit when supported by two accurate clues and one plausible risk.                                           |
| Q4 | Oasis reasoning  | An oasis concentrated water, rest, trade, guides, and information, causing routes and travelers to meet there.                           |
| Q5 | Historical role  | Zhang Qian was a Han envoy representing a ruler on an official mission; a merchant buys and sells goods.                                 |
| Q6 | Mission timeline | It did not secure the intended alliance, but Zhang Qian returned with important information about western peoples, products, and routes. |
| Q7 | Source purpose   | To seek an alliance with the Yuezhi for the Han emperor.                                                                                 |
| Q8 | Source evidence  | Any two: distant states or peoples, products, strong horses, routes, or lands west of the frontier.                                      |

## ANSWER KEY

# Handout Q9-Q15 + Quick Quiz

*The student handout and quiz contain no answers.*

| ID  | Skill         | Expected answer / scoring                                                                                                                                                                                              |
|-----|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q9  | Source limit  | It cannot prove that Zhang Qian created the whole network, that one fixed road existed, or that he carried every traded good.                                                                                          |
| Q10 | Network roles | Envoy - represents a ruler; merchant - buys and sells; intermediary - connects languages and markets; government - guards, taxes, or negotiates.                                                                       |
| Q11 | Relay trade   | Different people could buy, carry, and resell it through a chain of local handoffs.                                                                                                                                    |
| Q12 | Exchange      | Answers vary. Examples: silk or glass; craft or farming knowledge; religions, stories, or scientific knowledge.                                                                                                        |
| Q13 | Route plan    | A complete response marks a plausible route, two stopping places, one barrier, and a reason tied to water, season, or safety.                                                                                          |
| Q14 | Debrief       | Water attracted travelers and services, so oases became meeting, trading, and information nodes.                                                                                                                       |
| Q15 | CER exit      | Sample: Geography created barriers, corridors, and oasis chains; Han goals added envoys and information; merchants and intermediaries used relay trade. Together these branches, nodes, and handoffs formed a network. |

## Five-Clue Quick Quiz key

| Item | Expected idea                                                                                    |
|------|--------------------------------------------------------------------------------------------------|
| 1    | Routes split around a major desert and followed oasis chains.                                    |
| 2    | Zhang Qian was a Han envoy.                                                                      |
| 3    | Goods passed through multiple local handoffs rather than one full trip.                          |
| 4    | A source cannot prove an entire route, direct contact, or every traveler's experience by itself. |
| 5    | Cause-and-effect sentence connects oasis water/services to route or node importance.             |

## EXTENSIONS + SOURCES

# Optional teaching and accuracy guardrails

Use slide 17 to choose one extension; do not force all options into the core lesson.

| Slide                    | Extension                       | Student evidence                                                                               |
|--------------------------|---------------------------------|------------------------------------------------------------------------------------------------|
| 18                       | Artifact detective - 12 min     | Handout p. 7, Q16                                                                              |
| 19                       | Land-route comparison - 10 min  | oral or teacher-created comparison                                                             |
| 20                       | Relay simulation - 20-30 min    | Handout p. 7, Q17                                                                              |
| 21                       | Five-Clue Quick Quiz - 8-10 min | separate one-page assessment                                                                   |
| Accuracy guardrail       |                                 | Teacher language                                                                               |
| <b>Network</b>           |                                 | Say routes or network, not one continuous paved highway.                                       |
| <b>Zhang Qian</b>        |                                 | Identify him as a Han envoy; do not call him a merchant or inventor of the Silk Roads.         |
| <b>Dates</b>             |                                 | Use c. 138 BCE for departure and c. 126 BCE for return; explain that some sources use 139 BCE. |
| <b>Relay trade</b>       |                                 | Most traders traveled sections; goods and information could move through many hands.           |
| <b>Artifact evidence</b> |                                 | One object supports limited claims and does not prove a named carrier or direct Rome-Han trip. |

## Core sources

UNESCO Silk Roads Programme: <https://en.unesco.org/silkroad/about-silk-roads>

Asian Art Museum map: <https://education.asianart.org/resources/mapping-the-silk-road/>

UW Silk Road Seattle source translation: <https://depts.washington.edu/silkroad/texts/hhshu/notes1.html>

The Met Silk Roads essay: <https://www.metmuseum.org/essays/the-silk-roads>

The Met glass bowl 17.194.75: <https://www.metmuseum.org/art/collection/search/249320>