Apr 15th, 2:30 PM - 4:00 PM

The Silk Road: 6th Grade PBL Project

April Smith
Garfield Heights Middle School, asmith@ghbulldogs.org

Follow this and additional works at: https://engagedscholarship.csuohio.edu/globalmigration

Part of the History Commons

How does access to this work benefit you? Let us know!

Smith, April, "The Silk Road: 6th Grade PBL Project" (2016). Migration in Global Context Symposium. S.
https://engagedscholarship.csuohio.edu/globalmigration/Symposium/poster/5

Questions? Contact Dr. Shelley Rose, Director of Social Studies, Department of History, Cleveland State University. Phone: 216-687-3926/Email: shelley.rose@csuohio.edu
The Silk Road

APRIL SMITH

6th Grade PBL Project:

The Silk Road was pivotal in the spread and movement of people, ideas, goods and cultures. The culminating project of the study of China and the Silk Road is an opportunity for 6th grade social studies students to dig deep into their personal interests within the period and to better understand the Silk Road in the broader historical context.

In this project, students are given a selection of project topics and formats. Students will conduct research and then bring together information and analysis in a project that is presented in science fair style.

Possible topics and projects include:

- Making a 2D or 3D replica of the Silk Road to highlight the movement of people and exchange of goods over time as well as the impending dangers and geographic obstacles encountered.
- Researching the travels of Marco Polo and presenting findings through a short story, video, poem, or series of diary entries.
- Researching the spread of Buddhism, how the Silk Road played a role in its diffusion, and the lasting legacy of the religion in modern times. Students could choose to present a speech from the viewpoint of an important historical figure, a short story, graphic novel, or video.
- Researching modern day migration in China and comparing the movement along the Silk Road to the migration that occurs in China today. Students analyze reasons for migration and the impact of migration. They create and analyze maps while finding similarities and differences between the movements. For this option, students would have the opportunity to interview Chinese-American students and then present their findings through a poster, diary entries, blog entries or a photo journal.

April’s 6th grade students will view videos made by Kate McKinnon’s High School Service Learning Team. They will also have the opportunity to meet with the students and interview them, deepening their understanding of the culture and topics.