**Molloy College**

**Division of Education**

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EDU 351 November 2017

Grade 5- Marco Polo, Ibn Battuta Social Studies

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

After completing a History Mystery, students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners by deciding the character traits of Marco Polo and Ibn Battuta. This should be completed with 90% accuracy.

**NEW YORK STATE STANDARDS**

**New York State Social Studies Standards**

**Key Idea:**

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

**Key Concepts**:

6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.

* Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel.

**National Social Studies Standards and Themes**

4. Individual Development and Identity

**Indicator:** *This will be evident when the students determine the character traits of each explorer.*

**NCSS C3 Inquiry Arc**

Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

**Indicator:** *This will be evident when students work as a group to determine the character traits on their worksheets.*

**Common Core ELA Standards**

**College and Career Readiness Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Indicator:** *This will be evident when the students listen to each other’s thoughts when conducting the History Mystery activity.*

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting and Using Evidence

4. Identify arguments of others.

5. Identify implicit ideas to draw inference, with support.

**Indicator:** *This will be evident when the students complete their accuracy worksheet.*

**INSTRUCTIONAL RESOURCES**

* Scooby Doo video https://www.youtube.com/watch?v=eZXg6Uaxd2k
* Magnifying glass
* Documents
* Character trait worksheet
* Accuracy worksheet
* Traits definitions sheet
* “Hit the Road Jack” video [**https://www.youtube.com/watch?v=OY4jondX6tg**](https://www.youtube.com/watch?v=OY4jondX6tg)

**MOTIVATION *(Engaging the learner(s)\*)***

Students will watch Scooby Doo video. *What is important to notice when using clues to find answers to a problem?* Students will also receive miniature magnifying glasses to assist them in solving the mysteries.

**DEVELOPMENTAL PROCEDURES**

1. Students will be separated into groups for the History Mystery. Students will sort each document into what character trait is illustrated. They will find the trait on the list provided. *Who wrote the documents?* (Literal) *Did you like having the traits in front of you to sort the documents? Would it be harder if you had to think of your own traits?* (Inferential) *Does this activity make you think differently about character traits?* (Metacognitive)
2. After the traits are determined, students will determine if the documents are accurate or not. This will be completed on a separate sheet. *Who were your group members during this activity?* (Literal) *Do you have a better idea of how to determine if a source is accurate or not? If so, how has this helped you?* (Inferential) *Based on the documents, was Ibn Battuta trustworthy with his word?* (Metacognitive)

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Strategy**

Collaborative Learning

Indicator: This will be evident when students work in groups to sort the documents into different character traits.

**ADAPTATIONS *(Exceptionality\*)***

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The student with ADHD will be able to sort their documents on the board, so they are not sitting the entire time.

**DIFFERENTIATION OF INSTRUCTION**

**Sample way to differentiate**

Visual Learners

Students will use color coded documents to aid in determining the trait in each.

Linguistic Learners

Students will write down their findings from their activities. They will use a chart to distinguish what character traits affected each traveler.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

Students will complete their character traits worksheet which will provide the traits that are illustrated for each document.

**INDEPENDENT PRACTICE**

Students will listen to a song and determine how the message relates to the lesson of the day.

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

Students will sit with the teacher where they will each receive the same documents as the day prior with key points highlighted. They will look at character traits and accuracy in each document. Students will also receive the definitions of each trait.

Academic Enrichment

Students will create their own perspective document about a current event. Students will switch papers with their neighbor and will determine if each document is accurate or not.

**REFERENCES**

(Put References on a **separate** page using APA style)

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**Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Character Traits**

**Read each document. Determine what character traits listed are shown in each document. Record who illustrates each trait below.**

**Adventurous**

**Hardworking**

**Selfish**

**Helpful**

**Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Accurate or Inaccurate?**

**Read each document. Determine if the document is accurate or not based on its source and it’s author. Record the reason why or why not below.**

|  |  |
| --- | --- |
| **Accurate** | **Innaccurate** |

**ADVENTUROUS**

**HARDWORKING**

**SELFISH**

**HELPFUL**

**From Damietta, I travelled to Fariskur, … and haulted outside it. Here I was overtaken by a horseman who had been sent after me by the govenor of Damietta. He handed me a number of coins saying to me “ The Governor asked for you, and on being informed about you, he sent you this gift” -- may God reward him! Thence I travelled to Ashnum, ....**

Source: *Excerpts from “Ibn Battuta: Travels in Asia and Africa 1325-1354.”*

**I got rid of my tailored clothes, bathed and putting on the pilgrim’s garment. I prayed and dedicated myself to the pilgrimage. The inhabitants of Mecca have many excellent and noble activities and qualities. They are good to the humble and weak, and kind to strangers. When any of them make a feast, he begins by giving food to the religious devotees who are poor and without resources.**

Source: *Excerpts from “Ibn Battuta: Travels in Asia and Africa 1325-1354.”*

**At this point in the narrative, Ibn Battuta claims to have made a journey, all within the month of Ramadan, …. a distance of more than 800 miles. S. J. has argued convincingly that the trip never took place. ….. Janiscek shows the I.B.’s cursory description of both Bulghar and the Land of Darkness (to which he does not claim to have gone but only heard about) are based on earlier geographical writings in Arabic.**

Source: *Ross Dunn,* The Adventures of Ibn Battuta: A Muslim Traveller of the Fourteenth Century, *1986.*

**We must remember, however, that the *Rihla* was composed as a literary survey of the Islamic world in the 14th century. It was well known… Moreover, several medieval geographers write in fascination about the frigid Land of Darkness, that is, Siberia. If I.B. did not go to Bulghar, he might nonetheless satisfy his readers’ expectations… Scholars are generally in agreement that the Bulghar detour is a fiction. Also, because I.B.’s ich and detailed description of life in Ozbeg’s *ordu,* we may suppose that he remained there throughout Ramadan 1332.**

Source: *Ross Dunn,* The Adventures of Ibn Battuta: A Muslim Traveller of the Fourteenth Century, *1986.*

**The Mongol diplomat Rabban Bar Sauma visited the courts of Europe in 1287–1288 and provided a detailed written report back to the Mongols. Around the same time, the Venetian explorer Marco Polo became one of the first Europeans to travel the Silk Road to China, and his tales, documented in The Travels of Marco Polo, opened Western eyes to some of the customs of the Far East. He was not the first to bring back stories, but he was one of the most widely read.**

Source: <https://en.wikipedia.org/wiki/Silk_Road>

**In practice, it is likely that silk and other goods were beginning to filter into Europe before this time, though only in very small quantities. The Romans obtained samples of this new material, and it quickly became very popular in Rome, for its soft texture and attractiveness. The Parthians quickly realized that there was money to be made from trading the material, and sent trade missions towards the east. The Romans also sent their own agents out to explore the route, and to try to obtain silk at a lower price than that set by the Parthians. For this reason, the trade route to the East was seen by the Romans as a route for silk rather than the other goods that were traded.**

Source: *unknown*

**Adventurous**: willing to take risks or to try out new methods, ideas, or experiences

**Helpful**: willing or ready to give; expects no rewards

**Hardworking:** tending to work with energy and willingness; diligent

**Selfish**: lacking consideration of others; concerned only with one’s self

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