The Silk Road

Write an informative (expository) paper about the Silk Road.

**PROMPT:** Write an essay that answers the following questions: What was the Silk Road and how did it begin? What were the dangers of traveling it? What goods and ideas were traded along it and what were their benefits? Why was the Silk Road important and how did it influence the Chinese civilization and other civilizations of the world?

**DIRECTIONS:** Use the three resources provided to take detailed notes about the Silk Road and use these notes to help you complete an outline of your essay. Then write a five-paragraph essay about the Silk Road using quotes with parenthetical citations and elaboration to support your writing.

**RESOURCES:**

**Source 1** - VIDEO - The Silk Road: Connecting the Ancient World Through Trade by Shannon Harris Castelo, located in Google Classroom. *Cite it:* (The Silk Road).


**Source 3** - ARTICLE - The Silk Road: East Meets West by Bryan Brown, pages 12-14. *Cite it:* (Brown 13).

***Remember to introduce each quote in your own words, cite your sources correctly, and use transitions between key ideas and paragraphs. Refer to the attached rubric for the grading criteria.
PART 1 Directions: Watch the video, read the article, and re-read the textbook. Using these sources, take notes on each of the following parts of the essay, and make sure to cite where your sources came from if you copy any quotes directly.

Paragraph 1: Introduction - What IS the Silk Road? How did it BEGIN?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Paragraph 2: Body - What DANGERS did travelers encounter on the Silk Road?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Paragraph 3: Body - What GOODS were traded on the Silk Road? What were their benefits to the Chinese or other civilizations?

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

Paragraph 4: Body - What IDEAS were traded on the Silk Road? What were their benefits to the Chinese or other civilizations?

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________
Paragraph 5: Conclusion - Why was the Silk Road IMPORTANT? How did it INFLUENCE ancient civilizations as well as future civilizations of the world?

PART 2 Directions: Use the notes you took in Part 1 to complete the outline. Make sure to use the RISE acronym to help you include the key information for each of the three body paragraphs.

(Restate - Introduce - Support - Elaborate/ Explain).

1. **Restate** the question and answer it (state your claim) and **Introduce** the facts in your own words. (Topic sentence)
   
   **Example sentence starters:**
   
   a. Traveling the Silk Road could be very dangerous because ____________
   
   b. Although the Silk Road could be dangerous, many goods were traded along it including ___________________________________________
   
   c. In addition to the goods traded along the Silk Road, ideas also traveled the Silk Road such as ________________
2. **Support** your claim with evidence (a quote from the *textbook/article/video*).
   
   **Example sentence starters:**
   a. According to the article, "__________" (citation).
   b. As stated in the text, "__________" (citation).
   c. Evidence from the article suggests, "__________" (citation).

3. **Elaborate/Explain** how the evidence you chose from the text supports your claim. *Give examples or details to back up* your supporting statement.
   
   **Example sentence starters:**
   a. This evidence proves the Silk Road was dangerous because _________
   b. This shows that ______ were beneficial to the Chinese because ______
   c. This proves that ______ was beneficial to the ancient civilizations because ______

***If you have enough information, you may choose to add more details to each of the three body paragraphs by following the RISE-ISE acronym below:

1. **Restate** the question and answer it (state your claim) and
   **Introduce** the facts in your own words. (Topic sentence)

2. **Support** your claim with evidence (a quote from the *textbook/article/video*).

3. **Elaborate/Explain** how the evidence you chose from the text supports your claim. *Give examples or details to back up* your supporting statement.

5. **Introduce** your next reason to support your topic sentence.

6. **Support** your claim with evidence (a quote from the *textbook/article/video*).

7. **Elaborate/Explain** how the evidence you chose from the text supports your claim. *Give examples or details to back up* your supporting statement.
<table>
<thead>
<tr>
<th>Introduction: Give a short description of the Silk Road:</th>
<th>Body Paragraph 1: (Topic Sentence and Elaboration) What were the dangers of the Silk Road?</th>
<th>Concluding paragraph: Restate (say again) main points from your essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Sentence: Should include the three points of your three body paragraphs:</td>
<td>Quotation: (Evidence)</td>
<td>Analysis: What was the result of the Silk Road? Why is it important in history?</td>
</tr>
<tr>
<td>Body Paragraph 2: (Topic Sentence and Elaboration) What goods were traded?</td>
<td>Quotation: (Evidence)</td>
<td></td>
</tr>
<tr>
<td>Body Paragraph 3: (Topic Sentence and Elaboration) Cultural Exchange of Ideas:</td>
<td>Quotation: (Evidence)</td>
<td></td>
</tr>
</tbody>
</table>
### TTSD 6th Grade Informative/Explanatory Writing Rubric

**CCSS:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Approaching (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of Purpose/Focus</strong></td>
<td><em>Addresses all aspects of the writing task with a tightly focused and detailed response</em>&lt;br&gt;Writing clearly attends to purpose and audience</td>
<td><em>Addresses the writing task with a focused response</em>&lt;br&gt;Writing attends to purpose and audience</td>
<td><em>Addresses the writing task with an inconsistent focus</em>&lt;br&gt;Writing occasionally attends to purpose and audience</td>
<td><em>Attempts to address the writing task, but lacks focus</em>&lt;br&gt;Writing rarely attends to purpose and audience</td>
</tr>
<tr>
<td>CCSS: W-2 W-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><em>Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with a clear thesis, structured body, and insightful conclusion</em>&lt;br&gt;Logically groups related information using formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</td>
<td><em>Organizes ideas and information into logical introductory, body, and concluding paragraphs</em>&lt;br&gt;Groups related information using formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</td>
<td><em>Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body, and conclusion</em>&lt;br&gt;Groups related information using formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia, but does not aid comprehension</td>
<td><em>Does not organize ideas and information coherently due to lack of paragraph structure and/or missing introduction, body, or conclusion</em>&lt;br&gt;Groups related information using formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia, but does not aid comprehension</td>
</tr>
<tr>
<td>CCSS: W-3a W-2c W-2e W-2f</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elaboration of Evidence</strong></td>
<td><em>Demonstrates a strong understanding of the topic(s)</em>&lt;br&gt;Skilfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</td>
<td><em>Demonstrates an understanding of topic(s)</em>&lt;br&gt;Develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</td>
<td><em>Demonstrates limited understanding of topic(s)</em>&lt;br&gt;Insufficiently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</td>
<td><em>Demonstrates little to no understanding of the topic(s)</em>&lt;br&gt;Develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and insufficient</td>
</tr>
<tr>
<td>CCSS: RI-1 W-2b W-5 W-9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language and Vocabulary</strong></td>
<td><em>Creatively uses precise academic and subject-specific vocabulary appropriate for audience and purpose</em>&lt;br&gt;Uses purposeful and varied sentence structures to enhance meaning</td>
<td><em>Uses precise language and subject-specific vocabulary appropriate for audience and purpose</em>&lt;br&gt;Uses correct and varied sentence structures to enhance meaning</td>
<td><em>Uses some precise language and subject-specific vocabulary that may at times be inappropriate for the audience or purpose (e.g., slang)</em>&lt;br&gt;Uses some repetitive sentence structure to enhance meaning</td>
<td><em>Uses little to no subject-specific vocabulary with little sense of audience or purpose; wordy and redundant</em>&lt;br&gt;Sentence structures are basic and do not enhance meaning</td>
</tr>
<tr>
<td>CCSS: L-1 W-3d W-3a W-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td><em>Demonstrates creativity and flexibility when using punctuation, capitalization, and spelling to enhance meaning</em>&lt;br&gt;Demonstrates a strong command of grammar usage&lt;br&gt;Provides bibliographic information for sources</td>
<td><em>Demonstrates appropriate use of punctuation, capitalization, and spelling: errors are minor and do not interfere with the meaning</em>&lt;br&gt;Demonstrates few errors in grammar usage&lt;br&gt;Provides basic bibliographic information for sources</td>
<td><em>Demonstrates some appropriate use of punctuation, capitalization, and spelling, but errors may interfere with the meaning</em>&lt;br&gt;Demonstrates some errors in grammar usage; may obscure meaning&lt;br&gt;Provides limited bibliographic information for sources</td>
<td><em>Demonstrates limited understanding of punctuation, capitalization, and spelling, and errors interfere with the meaning</em>&lt;br&gt;Errors in grammar usage are frequent and meaning is often obscured&lt;br&gt;Provides no bibliographic information for sources</td>
</tr>
<tr>
<td>CCSS: L-2 W-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*CCSS - Common Core State Standards alignment ("W" = Writing Strand; "L" = Language Strand)*

Revised 4/13

- *"uses credible sources with accuracy" = citing (page number and author's last name)*