

Interdisciplinary unit planner

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Unit title	Great Silk Road	MYP year	2	Unit duration	21.10-15.11.13

Inquiry: establishing the purpose of an interdisciplinary unit

Purpose of integration	
The main objective of the unit was to see the impact of Great Silk Road on individuals, communities, societies and the world in general in the content of different subjects.	
Key concept(s)/(related concepts)	Global context
<p>History/Geography: <u>Global Interaction</u> This concept refers to the interconnectedness of the regions along the Silk Road as a whole. It addresses the relationship between societies and cultures in the regions along the Silk Road, and in different time periods.</p> <p>English LA/ Kazakh LA: <u>Connections</u></p> <p>Connections are links, bonds and relationships among people along the Silk Road. Interconnections across time between cultures that were on the Silk Road are focused across oral, visual and written texts.</p> <p>Language A- Russian: <u>Perspective</u></p> <p>While studying the topic-related novel of A. Alimzhanov “Souvenir from Otyrar”, students are expected to demonstrate their awareness of the literary devices used by the author to picture historical images associated with the Silk Road. Students relate the images with what they study in other subject groups</p>	<p><u>Globalization and sustainability</u></p> <p>The students will explore:</p> <ul style="list-style-type: none"> - The relationship between the regions along the Silk Road; - Goods exchange and development of markets; - Consumption, conservation, resources and public goods.

<p>to express their personalities in the creative writing activity as a follow-up of the studies in Russian A.</p> <p>Music: <u>Communication</u></p> <p>This concept is connected to the subject content about Silk Road and used for composing a song to an appropriate rhythm and style to reflect specifics of Asian countries.</p> <p>Design: <u>Form</u></p> <p>Different forms of bags concerns the overall shape and configuration of a product. It relates to such aspects as aesthetics, shape, colour, and texture.</p>	
Statement of inquiry	
The Silk Road produced a profound impact on interactions between individuals, communities, societies and the world.	
Inquiry questions	
<p>Factual - Which goods were traded on the Silk Road? What new technologies moved on the Silk Road? What ideas moved west during the Silk Road era? What impact did these ideas have on people and nations? How did towns change at the Silk Road time?</p> <p>Conceptual - How did societies change over the Silk Road?</p> <p>Debatable - How did the Great Silk Road affect the modern World?</p>	
Summative assessment—interdisciplinary performance(s) of understanding	
<p>Interdisciplinary criteria</p> <p>Criterion A: Disciplinary grounding</p> <p>Criterion C: Communicating</p>	<p>Task(s)</p> <p>Teachers will complete a museum exposition from students' works and photos from lesson;</p> <p>Students will arrange a presentation on their work done during the interdisciplinary project in all subjects;</p> <p>Students, representing different subjects, will demonstrate their knowledge of the topic to Grade 4 students (as part of Unit of Inquiry "Explorations" in Grade 4).</p>
Approaches to learning (ATL)	

Research- VI. Information literacy skills– Referencing

Students will be create a list of sources of information according to the task instructions- MLA format

Thinking - VIII. Critical thinking skills

Gather and organize relevant information according Grate Silk Road to formulate an argument about the relationship between societies and cultures in the regions along the Silk Road

Social- II. Collaboration skills

Negotiate effectively

Action: Teaching and learning through interdisciplinary inquiry

Disciplinary grounding						
<u>Subject:</u> History	<u>Subject:</u> Geography	<u>Subject:</u> English LA	<u>Subject:</u> Kazakh LA	<u>Subject:</u> Language A-Russian	<u>Subject:</u> Music	<u>Subject:</u> Design
MYP objectives: <ul style="list-style-type: none"> - Understand the connections between peoples - Understand the influence of new knowledge in a peoples development - Understand the conscious and unconscious transmission of 'goods' - Select and use relevant knowledge to create final product - Explain the importance of the Silk Road to different peoples at different times - Investigate and research the various impacts of the new learned ideas 	<u>MYP objectives:</u> <ul style="list-style-type: none"> - Formulate a clear and focused research question, explaining its relevance - Formulate and follow an action plan to investigate a research question - Use methods to collect and record relevant information - Evaluate the process and results of the investigation, with guidance - Communicate information and ideas using an appropriate style for the audience and purpose - Structure information and ideas in a way that is appropriate to the specified format - Create a list of sources of information 	MYP objectives: <ul style="list-style-type: none"> - Identify basic facts, more complex ideas and supporting details in simple short written texts with familiar language - Show thorough understanding of the content of the text as a whole. - Write a wide variety of basic phrases effectively to express ideas and feelings in a limited range of everyday situations - Make excellent use of a basic range of vocabulary, grammatical structures, generally accurately - Identify basic information in everyday situations, respond appropriately to most simple short phrases interact in simple and rehearsed exchanges, 	MYP objectives: <ul style="list-style-type: none"> - Study new vocabulary relevant to the topic; - Investigate Kazakh cities that were on the Silk Way; - Work with text about Otyrar city; - Organize a visual work with films; - Collect material for writing an essay. Write an essay; - Make a self-analysis and the conclusion of the final, to collect new, open-ended questions. 	MYP objectives: <ul style="list-style-type: none"> - Know the content of the novel of A.Alimzhanov "Souvenir from Otyrar" - Understand the ideological and artistic originality of the composition; - Ability to navigate the sources, the ability to build a plan and organize the work on the essay; - Proficiency in style, ability to properly design proposals and to express thoughts. 	MYP objectives: <ul style="list-style-type: none"> - Apply specific skills: composing and listening skills - Collaborate with each other, discuss and share the opinions and ideas in groups - Analyze rhythmical patterns considering all the rhythm features - Be able to create lyrics listening to rhythmical patterns 	MYP objectives: <ul style="list-style-type: none"> - Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem - Develop a design brief of bags, which presents the analysis of relevant research of different styles for making a bag, including the styles used in the Silk Way - Develop accurate planning drawings of bags and outline requirements for the creation of the chosen model of bag from provided material and do an introspection of the final product.

	according to the task instructions.	using verbal and nonverbal language - Make excellent use of a basic range of vocabulary, generally accurately - Use clear pronunciation and intonation, which makes communication easy - Use language to suit the context.				
Related concept <u>Causality (cause/ consequence)</u> Causality is the relationship between cause and effect and the internal and external factors that influence this relationship. This concept investigates the relationship between societies and cultures, the influence of new knowledge in a peoples development, the various impacts of the new learned ideas in the regions along the Silk Road and in different time periods.	Related concept <u>Causality (cause/ consequence)</u> Causality is the relationship between cause and effect and the internal and external factors that influence this relationship. Geographers study causality not only as fixed and end points of geographical phenomena, but also in the events and actions that occur in between these points.	Related concept <u>Context</u> The social, historical, cultural and workplace settings in which a text or work is produced. Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time. Having learned the history, culture and the goods trade on the Silk Road students were able to use this information to produce their works.	Related concept <u>Context</u> The social, historical, cultural and workplace settings in which a text or work is produced. Having learned the history, culture and the cities on the Silk Road students learnt the interconnections between different languages and their influence on each other.	Related concept: <u>Context</u> The social, historical, cultural and workplace settings in which a text or work is produced. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.	Related concept <u>Expression</u> The representation of ideas, feelings and emotions in the process of musical articulation. It includes rhythmic patterns to show the student potential and creativity. Expression facilitates the communication of an idea.	Related concept <u>Perspective</u> Perspective relates to the point of view of various bags involved in solving a problem. Bags can have different styles, form and can include clients, target audiences, focus groups, consumers, manufacturers and experts.

<p><u>Content</u></p> <ul style="list-style-type: none"> - What was the Silk Road? - Who did it link? <p>What was traded?</p> <ul style="list-style-type: none"> - Who traded and what were they given in return? - What new technologies originated in the East rather than West? - What ideas moved West during the Silk Road era? - What impact did these ideas have on people? 	<p><u>Content</u></p> <ul style="list-style-type: none"> - Define the main stages of the exploration of the continents; - Identify famous explorers of continents; - Explain the role of exploration; - European and Asian countries on the Silk Road; - Main roads and cities on the Silk Road; - Goods traded on the Silk Road. 	<p><u>Content</u></p> <ul style="list-style-type: none"> - Read information about the Silk way (translate and understand); - Identify the products sold on the Silk Way; - Gather information: making lists of products, mind maps, etc.; - Vocabulary work; - Make posters (booklets) about the products that were sold on the Silk Way (individually), decorate posters, write bibliography; - Present work 	<p><u>Content</u></p> <ul style="list-style-type: none"> - Define Central Asian cities on the Silk Road; - Define the influence on language, culture and traditions of people in the Central Asia; - The goods traded on the Silk Road and its influence on economic development of the Central Asian cities; - Students find the interconnections between different languages and their influence on each other. 	<p><u>Content</u></p> <ul style="list-style-type: none"> - Read A.Alimzhanov's novel "Souvenir from Otyrar"; - Group discussion about A.Alimzhanov's novel "Souvenir from Otyrar"; - Analysis of the literary composition using text-related questions; - Investigate the connection between history and modernity in the novel. 	<p><u>Content</u></p> <ul style="list-style-type: none"> - Compose a song on the theme "Silk Road"; - Create lyrics for the rhythm given; - Use ready composed lyrics (words) prepared by the teacher and compose the melody only; - Compose own lyrics and music. 	<p>Content</p> <ul style="list-style-type: none"> - Investigate models of the bags; - Make simple drawings of bag and describe their characteristics; - Choose one of the drawings to make model of bag; - Plan the Product; - Create a model of a bag from provided material.
<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Power point presentation including maps, photos and explanations; - Students will work with students' book to complete time line history of Silk Road; - All students to have created on outcome 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Power point presentation including maps, photos and explanations; - The students investigate the main roads of the Great Silk Road; 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Read information about the Silk way (translate and understand) - Identify the products sold on the Silk Way - Make a poster or booklet about the products (individually) - Present their work 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Define Central Asian cities on the Silk Road; - Work with text about Otyrar city: identify the products sold in a bazar; - Watched film and provided discussion; - Students find the words from different languages (Arab, 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - Read the A.Alimzhanov's novel "Souvenir from Otyrar"; - Group discussion about the A.Alimzhanov's novel "Souvenir from Otyrar", the novel includes the historical facts about the city and students will investigate the connection between 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - The students will discuss about learning about Silk Road from other subjects. - The students will have lesson to compose the song according to the composing structure: rhythmical rhymes keeping; appropriate content; tempo; simple measure (2/4 or 4/4). 	<p>Disciplinary learning engagements and teaching strategies</p> <ul style="list-style-type: none"> - The students provide investigation of different styles for making a bag, including the styles used in the Silk Way - The students make simple drawings of bags by style used in the Silk road and

<p>for an idea or technology;</p> <p>- All students to have 3 other shared ideas or technologies.</p>	<p>- The students defined main cities and goods traded on the Silk Road;</p> <p>- Students in pairs put on the map the main roads of the Great Silk Road;</p> <p>- The students demonstrated their map skills from atlases when they complete their "Explorers routes" map.</p>		<p>Turkish, Farsi) that we can find now in Kazakh language as mother words;</p> <p>- Collect information for writing an essay. Write an essay;</p> <p>- Students by using all information about people's communication on the Silk Road created scenario and presented a drama.</p>	<p>history and modernity in the novel.</p>	<p>- The students present teacher their music (song) sheets written in groups. They can use different music equipment: metronome, piano, keyboard, I-phones, guitar and drums.</p>	<p>describe their characteristics;</p> <p>- Creating a model of a bag from provided material.</p>
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Interdisciplinary learning process	<p>Reading “Student worksheet” and working through activities;</p> <p>Tasks in worksheet will be structured to develop understanding;</p> <p>The students will read the criteria that will be assessed;</p> <p>The students will have a chance to discuss and ask questions about the rubric and the task in general;</p> <p>The students will work with different types of resources to have knowledge and use this knowledge when they are working with different subjects assignments;</p> <p>The students work in groups to share knowledge, understanding;</p> <p>The students come together to assess each groups findings to produce overall assessment;</p> <p>The students will be demonstrate their map skills from atlases when they complete their map.</p> <p>The students will work with students’ book to complete time line history of the Silk Road;</p> <p>The students will have a chance to discuss and ask questions about the main trade and ideas;</p> <p>The students will have lesson to compose the song according to the composing structure,present teacher their music (song) sheets written in groups;</p> <p>Teacher led discussion of the information students learned;</p>
Interdisciplinary learning experiences and teaching strategies	<p>Formative assessments:</p> <p>History- Time line of Silk Road; All students to have created on outcome for an idea or technology; All students to have 3 other shared ideas or technologies</p> <p>Geography- creating chart “Explorers of continents”</p> <p>English IA- Reading the information about the Silk Way (internet resource); translation and understanding; vocabulary work; class discussion about the read information</p> <p>Language A- Russian</p> <p>Analysis of the literary composition by the Small and Large questions</p> <p>Creation of the quotation plan in groups</p> <p>Diary of double entry</p> <p>Kazakh IA</p> <ul style="list-style-type: none"> Knowing new words relevant to the topic (check list) Investigation - Kazakh cities on Silk Way (check list) Electronic presentation – “Silk Way- Sacred Way” <p>Music -composing the song “Great Silk Way” in 3 mini-groups</p>

	<p>Design</p> <p>Bag outlines</p> <p>Investigation of different styles for making a bag</p>				
	Differentiation	<p>Tasks in “Students’ worksheet” will be structured to develop understanding for to higher and lower ability students;</p> <p>Teacher prepared to lower ability students more detailed and simplified instructions;</p> <p>Teacher need to pay more attention and specific time for individual students to monitor their understanding through individual communication;</p> <p>Students’ tasks with criteria will have a chance to demonstrate their own knowledge, understanding and skills;</p> <p>Psychologists’ recommendations are used to address individual needs of students who require more visual support, hands-on focus, audial or infividual reflection in some activities (the relevant tasks are modified to them;</p> <p>Less able will receive fewer written sources, and will have more visual aids. Will work in ability and other groups to access the information. Will have opportunities in oral Q&A to show prior and acquired learning, and their created glossary will allow IT skills to be seen and shown.</p> <p>More able – will receive less teacher-led instructions. Extension work will be provided with less stress on ‘what’ and ‘how’ and more on the ‘why’. Subjects’ terminology in answers – oral or written – will be stressed in the learning process.</p>			
Resources					

Geography resources

Rosemarie Gallagher & other Geog 3., p.100-101

PP presentation “Silk Road”

Students’ atlas

Internet sources

Students’ worksheet

History resources

Students’ atlas

Internet sources

Sheets

Books

Kazakh

- *Қазақ мәдениеті энциклопедиялық анықтамалық.* Алматы: «Аруна», 2005.
- *Тарихи тұлғалар. Танымдық-көпшілік басылым.* Алматы: «Алматыкітап», 2006.
- Үлкен қазақша –орысша, орысша-қазақша сөздік. Алматы: «Алтын қазына», 2001.
- Жанұзақов Т. Қазақ тілінің түсіндірме сөздігі. Алматы: «Дайк-Пресс», 1999.
- DVD

Russian

Text of the novel

Video

Worksheets

Internet resources

Music resources

Music sheets

Music instruments: drums, bongo, piano, keyboard, sticks.

Internet sources, I-phones

Lists with ready lyrics prepared by teacher (taken from Inet:www.zaycev.net, www.xmusic.ru, www.poems.ru)

Design resources

Internet sources

Materials for creating bag from resources room

Reflection: considering the planning, process and impact of interdisciplinary inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<ul style="list-style-type: none"> Teachers clearly planned the interdisciplinary project, and then together identified key and related concepts, statement of inquiry, the ATL skills, all steps of the project. The project was held almost at the same time from October 21 to November 15 and the teachers were able to join the project at the most suitable for their curriculum time. The planning was done ahead, and then discussed and agreed on the MYP meeting. The teachers have chosen various topics and focused on different aspects of the unit so that students could learn the topic from all the perspectives. 	<p>History- Due to the IDU being short, and with real foci it enabled the students to not get bored, and to seek to achieve the goals that were set by the subject IDU criteria.</p> <ul style="list-style-type: none"> Geography- The students formulated the research question, the action plan to investigate the research question, collected and analysed information, by using this information defined and put on the map main cities on the Silk Road. <i>Please, see evidence in folder "Photo- SR geo"</i> English - the English language lessons the focus was made on the main Products sold on the Great Silk Road. Students, first, have read the general information about Silk Road and then identified the main products that were sold and were valuable at that period of time. It has been discussed how things have changed over the past centuries; compared the products that people most value nowadays with the ones during the Silk Road. Afterwards, students have chosen one product each and made a small research on the originality, material and usage of that product. Students have chosen: silk, glass, skin, mirror, paper, carpet, etc. After the students found necessary information, they have presented it in a format of a Bazaar on the Silk Road. They have brought their belongings of a represented product and were able to show it to the others and tell its history and meaning in our lives and in lives of the people living that time. We have invited other groups of English to show them the work that have been done Kazakh- Оқушылар осы жоба арқылы Ұлы Жібек жолы Орта Азияның қай бөлігінен өткен жол екенін анықтайды. Сонымен бірге <p>Ұлы Жібек жолының бойында қандай ірі шаһарлар (қалалар) болғанын және қазір ол шаһарлар</p>	<ul style="list-style-type: none"> As a culminating task there was a big presentation on all the work done during the interdisciplinary project in all subjects. Students, representing different subjects, have demonstrated their knowledge of the topic to the Grade 4 students. The students of grade 4 seemed to enjoy learning new information from their older peers. <i>Please, see evidence in folder "PHOTO-SR exhibition"</i> This might be the good example how the ATL skill <i>Transfer</i> can be taught and developed, the students were definitely able to apply knowledge they have obtained in Geography and History on other subjects as well. <p>History- Students gained a lot of knowledge, skills and understanding during the IDU, as they were achieving depth and width, plus different perspectives during the programme</p> <p>Geography- The Silk Road Interdisciplinary unit was a very successful and well received unit with grade 7 class. While looking at other aspects of the Silk Road in different subjects, the students found the geography section very interesting as it included both the physical obstacles the traders had to surmount and the cultural and human geography including what was traded by choice (silk, textiles, foodstuffs) and by diffusion (religions, technology, diseases). The students enjoyed making the comparisons, the varied research and found the mapmaking particularly challenging but enjoyable.</p> <p>English - The students prepared a presentation of all the products for other students in the school atrium where they could share their knowledge and experience after learning about Silk road</p> <p>Kazakh- Оқушылар Ұлы Жібек жолының Қытайдың Ши-ан деген жерінен басталып, Шинжаң, Орталық Азия арқылы Таяу Шығысқа баратын керуендік жол бағыты екенін анықтап, карта жасайды.</p> <p>Ұлы Жібек жолының бойында орналасқан Баласағұн, Сарайшық, Сауран, Суяб, Сарай-Бату, Каффу деген күрделі шаһарлар туралы және қазіргі Шавғар(Түркістан), Тараз шаһарлары VII- VIII ғасырда Ұлы Жібек жолында орналасқан</p>

(қалалар) сақталған ба? Сол кезеңде қандай ұлы тұлғалар болған? Осы сұрақтар төңірегінде жиналған деректер арқылы презентация жасауға дайындалады.

Халықтың бір- бірімен қарым-қатынасқа түсетін ортақ тілін және сол кездерден бері біздің тілімізде қолданыста қалған сөздер туралы деректер жинайды.

Russian- the students read the A.Alimzhanov's novel "Souvenir from Otyrar", provided analysis of the literary composition and wrote the essay on the topics "Souvenir From Otrar" and "The City Otrar-on SR".

Music: The students worked on composing in pairs. They had to compose their own songs on the theme "The Great Silk Road". According to the plan given they tried to write a poetic composition showing their rhythm, intonation and improvisation skills. Students were given some key words, which they had to use in their compositions.

Design: the students provided investigation of different styles for making a bag, including the styles used in the Silk Road; made simple drawings of bag and describe their characteristics; choose one of the drawings to make model of bag; Created a model of a bag from provided material.

сауда және қолөнер орталығы болғаны туралы презентация жасайды.

Оқушылар жинаған деректері арқылы аса көрнекті ғалымдар тобының осы кезде қалыптасқанын біледі. Олар:

-Әл-Фараби (X ғ.), Жүсіп Баласағұни (XI ғ.), Махмуд Қашқари (XI ғ.), Әл-Хорезми (XIV ғ.), т.б. Осыған байланысты «Ұлы тұлғалар»

Russian- The students enjoyed the A.Alimzhanov's novel "Souvenir from Otyrar", the novel includes the historical facts about the city. The kids adored studying the Great Mongols' shahs' culture, traditions and values and found the description of architectural masterpieces of the city of Fatehpur especially fascinating. All these triggered the kids' interest towards the history and creative activity of A. Alimzhanov.

Music: Students enjoyed the process and the final presentation both in class and in public in atrium. It was shown in their oral reflection answering the teacher questions. Students said that it was one of interesting assignments and good connection with other subject link

Design: the students studied different styles of bags, including the styles used in the Silk Road and used its ornaments to decorate bag.

Sample of student reflection: What I learned in each of the different subjects?

History: I knew that through the Silk Road moved goods, ideas, and technologies;

Geography: I knew that the Silk Road connected different regions and cities, we defined main goods traded on the Silk Road and put on the map the main roads of the Silk Road;

Kazak: I learn Kazakh cities (Taras, Otrar, Saraishik) that were created on the Silk Road and how people invited caravans and had awareness about people from another countries;

		<p>English: I knew that the main goods that traded according the Silk Road were silk, gold, species, skin;</p> <p>Russian: we red the A.Alimzhanov's novel "Souvenir from Otyrar" and knew about cities Otrar and Ratechpur and how peoples lived over there;</p> <p>Music: We used learning about the Silk Road from history and geography and composed the song. It was good and interesting composition;</p> <p>Design: I discovered different styles of bags in the Silk Road.</p>
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