

Fiction Meets Non-Fiction Along the “Eurasian Exchange”

Kelly Pearce
July 2016



Caravan crossing the Silk Road (detail of the map of Asia), the Catalan
Atlas Spain, Majorca 14th century

Audience



6th graders in a language arts
classroom

Northern Albuquerque area
suburban middle school

Rio Rancho, NM



Essential Questions



How can literature help us learn about geography and history?

Why is the “Eurasian Exchange” (a.k.a. Silk Road) still fascinating to us today?

How is historical travel writing different than today’s travel pieces?

How can art and music help us learn about the “Eurasian Exchange?”

Common Core Standards

A SAMPLING...

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.6.2](#) Determine a central idea of a text and how it is conveyed through particular details; provide a summary.

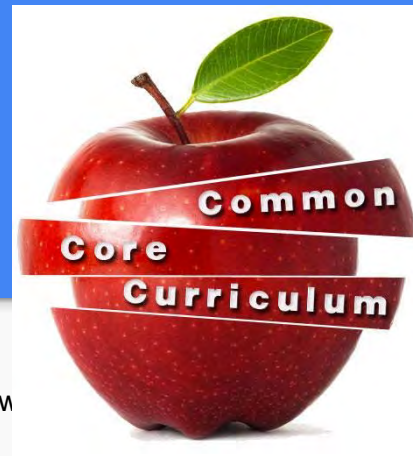
[CCSS.ELA-Literacy.RL.6.6](#) Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.6.9](#) Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Writing:

[CCSS.ELA-Literacy.W.6.6](#) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.



Objectives



- ★ Just as the Eurasian Exchange connected cultures, this unit weaves language arts, geography, and Central Asian history.
- ★ Students will read *Chengli and the Silk Road Caravan*, explore Eurasian Exchange music, maps and physical objects, and analyze primary-source travel literature from someone who explored Asia.
- ★ As a culminating research project, students will choose a way to show what they learned: virtual field trip, webquest creation, textbook rewrite, OR Chengli Eurasian Exchange diary.

NOTE: Unit will be taught after students study Ancient China in January.



RESOURCES

Chengli and the Silk Road Caravan, by Hildi Kang

Silk road maps from *The Palgrave Concise Historical Atlas of Central Asia*, by Rafis Abazov

Primary source: “An English Merchant in Central Asia,” by Anthony Jenkinson (from *Islamic Central Asia: An Anthology of Historical Sources*)

<http://site.ebrary.com/lib/ohiostate/reader.action?docID=10484182>

GOOGLE LIT TRIP INFO:

<http://www.googlelittrips.org/index.php>

INTERACTIVE MAPS:

<https://depts.washington.edu/silkroad/maps/mapquiz/mapquiz.html> AND <http://en.unesco.org/silkroad/network-silk-road-cities-map-app/en>

CENTRAL ASIAN EARLY PHOTOS:

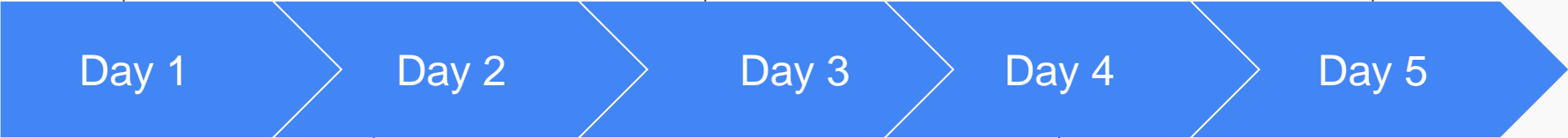
<https://www.loc.gov/resource/prokc.21765/>

CLEVELAND MUSEUM OF ART: <http://www.clevelandart.org/>

GEOGRAPHY: Create
“Silk Roadie” passport
and map

ANTHONY
JENKINSON’S
TRAVEL STORIES:
primary-source
jigsawing

**RESEARCH
PROJECT:** *make
virtual field trip,
create webquest,
rewrite textbook, or
write Chengli’s diary*



CHENGLI AND THE SILK
ROAD CARAVAN: novel
work/activities

Fiction
Meets Non-
Fiction
Along the
“Eurasian
Exchange”

ART ANALYSIS: Silk
Road paintings, textiles,
and other physical
objects

INTRO: Make a “Silk Roadie” passport.

GEOGRAPHY: online map activities =
<https://depts.washington.edu/silkroad/maps/mapquiz/mapquiz.html> AND
<http://en.unesco.org/silkroad/network-silk-road-cities-map-app/en>

EXIT SLIP :
What would it be like to travel the Eurasian Exchange?

Warmup

Direct
Instruction

Guided
Practice

Independent
Practice

Wrapup

DAY 1:
GEOGRAPHY

MINI-LECTURE and
VIDEOCLIP:
what/where/when/why of
Eurasian Exchange

BE A
CARTOGRAPHER:
Create Eurasian
Exchange map.



The Primary Routes of the Silk Road







NOTE: Students will read the novel before the unit.

READ/DRAW: Read aloud a descriptive scene, and have students draw it.

CHARACTER ANALYSIS:
Work in pairs to explore how characters change over time (claim/cite)

EXIT SLIP: How did the Eurasian Exchange impact Chengli's life? Use textual evidence to support your answer.

Warmup

Direct
Instruction

Guided
Practice

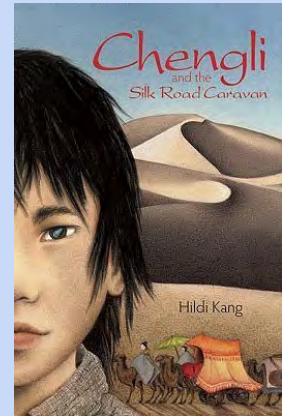
Independent
Practice

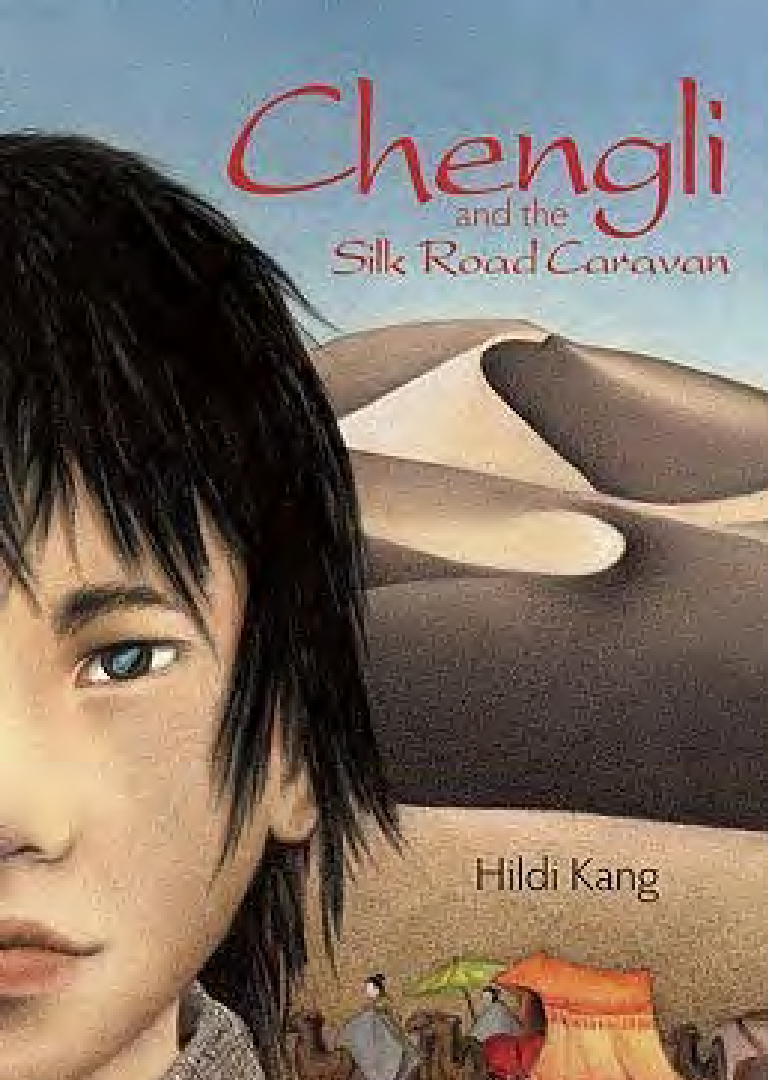
Wrapup

DAY 2:
***CHENGLI
AND THE
SILK
ROAD
CARAVAN***

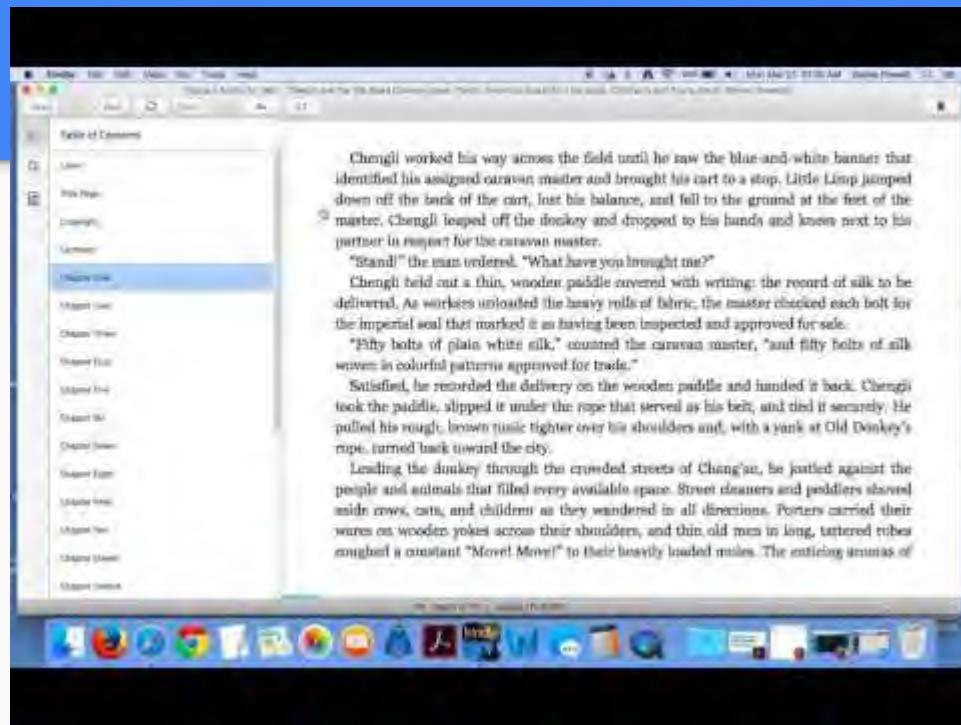
STORY MAP: Summarize characters, setting, problem/solution, themes

MAP CONNECTION:
Put Chengli's "trip" on Day 1 Eurasian Exchange map.





Chapter 1: *Audio*



Novel Summary



630 CE, the fifth year in the reign of the Emperor Taizong, is believed to be a year lucky for merchants' businesses. Chengli, a 13-year-old orphaned Chinese boy in Chang'an city, and Little Limp have been partners since they were five or six years old, working for the wealthy silk merchant, Yan. Only Chengli, however, constantly hears the ghost wind or desert demon from the far, far north and wonders if it's time to follow the spirit wind to find out what it wants from him.

Chengli joins Master Fong's caravan, which has been ordered by the emperor to convey Princess Meiling to marry King Galdan, ruler of a nomad tribe in the mountains north of Kashgar. The journey begins with much grumbling and occasional combative scenes until the travelers enter the oasis city, Dunhuang, where Chengli and his friend manage to get tickets to the party at Singing Sand Dunes. There he learns of a theft that turns a friend into an enemy and forms a friendship with the princess who formerly treated him as an adversary.

From here begins an exciting and intriguing mystery, wherein Chengli enters Kucha, a city famous for its music. A kidnapping, several unexpected murders, revelations about Chengli's father and a formidable trial follow. Hilda Kang has written a young adult historical fiction novel that will thrill every reader who loves stories about young, heroic characters living in exotic lands of long ago. Delightful!

DESCRIPTIVE SCENE FOR DAY 1 WARMUP:

“It’s the wind. Look!” Chengli said, pointing to a narrow wall of sand that snaked across the path in front of him, sweeping slowly closer, inches off the ground. The sand danced higher and higher until it swirled in front of his eyes. Through this dancing sand, distant ghost flecks moved, trailed, and disappeared ... The wind ripped at his hands and clawed his jacket. He blinked his eyes and the ground rose and fell, appearing and disappearing in front of him.

CHENGLI AND THE SILK ROAD CARAVAN: ANALYZING CHARACTERS

Characters	Initial impressions	Changes	Textual evidence to show changes
Chengli			
Princess Meiling			
Master Fong			

MUSIC: Play Uzbek music and have students write about how it makes them feel.

JIGSAW READING: In groups, assign out 5 text excerpts. Together, create poster to summarize.

EXIT SLIP: What themes can be found in Jenkinson's excerpts, and how do they compare and contrast to the Chengli story?

DAY 3:
Warmup

Direct
Instruction

Guided
Practice

Independent
Practice

Wrapup

MINI-LECTURE: Share Anthony Jenkinson's biography, his maps, and explain what travel literature is and how it functions as primary sources. *(Compare spelling to Shakespeare.)*

DAY 3:
**CENTRAL ASIA
TRAVEL
LITERATURE**

CHENGLI TRAVEL
STORY: Write a travel story excerpt that Chengli would have penned in the 600s C.E..

Musical Warmup: Feel free to write down how the music makes you feel.

Traditional Uzbek Music from Bukhara



English Traveler: Anthony Jenkinson

Hakluyt Society, First Series : Early Voyages and Travels to Russia and Persia



Travel Writing Background and Biography of Anthony Jenkinson

Ron Sela "Travel" PowerPoint

<http://www.iranicaonline.org/articles/jenkinson-anthony>

SHAKESPEARE: <http://triggs.djvu.org/djvu-editions.com/SHAKESPEARE/ROMEO/ROMEO.html>



1602





ANTHONY JENKINSON'S EXPLORATIONS ON THE LAND
ROUTE TO CHINA, 1558-1560

Excerpt #1 for Jigsaw (Setting the Scene)

“The Nagayans when they florished, liued in this manner: they were diuided into diuers companies called Hords, and euery Hord had a ruler, whom they obeyed as their king, and was called a Murse. Towne or house they had none, but liued in the open fieldes, euery Murse or King hauing his Hords or people about him, with their wiues, children and cattell, who hauing consumed the pasture in one place, remooued vnto another: and when they remooue they haue houses like tents set vpon wagons or carts, which are drawen from place to place with camels, and therin theyr wiues, children, and all theyr riches, which is very little, is caried about, and euery man hath at the least foure or five wiues besides concubines. Use of money they haue none, but doe barter theyr cattell for apparell and other necessaries. They delight in no arte nor science, except the warres, wherein they are expert, but for the most part they be pasturing people, and haue great store of cattell, which is all theyr riches. They eate much flesh, and especially the horse, and they drinke mares milke, wherewith they be

oftentimes drunke.” *Hakluyt Society, First Series : Early Voyages and Travels to Russia and Persia by Anthony Jenkinson and other Englishmen, Volume 1 : With some Account of the First Intercourse of the English with Russia and Central Asia by Way of the Caspian Sea. Farnham, GB: Hakluyt Society, 2010. ProQuest ebrary. Web. 17 July 2016. Copyright © 2010. Hakluyt Society. All rights reserved.*

Excerpt #2 for Jigsaw (Tradable Goods)

There is a certaine trade of merchandize as yet so small and beggeiiy, that it is making mention, and yet there come from diners places.¹ The chiefest the there vsed, but not woorth the merchantes thither commodities that Russes bring thither are redde hides, redde sheepe skinnes, wooden vessels, bridles, and saddles, kniues, and other trifles, with corne, bacon, and other victualles. The Tartars bring thither diuers kindes wares made of cotten wooll, with diuers kindes wrought silkes: and they that come out of Persia, namely from Shamackie* do bring sowing silke, which the coursest that vse in Russeland, Crasko, diuers kindes of pide silkes for girdles, shirts of male, bowes, swords, and such like things: and some yeeres corne, and wallnuts, but all such thinges such small quantitie, the merchantes being so beggerly and poore that bring the same, that it is not worth the writing, neither is there any hope of trade in all those parts woorth the following. *Hakluyt*

Society, First Series : Early Voyages and Travels to Russia and Persia by Anthony Jenkinson and other Englishmen, Volume 1 : With some Account of the First Intercourse of the English with Russia and Central Asia by Way of the Caspian Sea. Farnham, GB: Hakluyt Society, 2010. ProQuest ebrary. Web. 17 July 2016. Copyright © 2010. Hakluyt Society. All rights reserved.

Excerpt #3 for Jigsaw (Meeting a Sultan and Then Onward)

This Soltan liued in the fieldes without Castle or towne, and sate at my being with him, in a little rounde house made of reedes couered without with felt, and within with Carpets. There was with him the great Metropolitan¹ of that wilde Countrey, esteemed of the people, as the bishop of Rome is in most parts of Europe, with diuers other of his chiefe men: the Soltan with this Metropolitan, demanded of me many questions, as wel touching our kingdoms, Jawes, and Eeligion, as also the cause of my comming into those parts, with my further pretence. To whom I answered concerning all things, as vnto me seemed best, which they tooke in good part. So hauing leaue I departed and overtooke our Caravan, and proceeded on our iourney, and trauailed 20. dayes in the wilderness from the sea side without seeing towne or habitation, carying prouision of victuals with vs for the same time, and were driuen by uecessitie to eate one of my camels and a horse for our part, as other did the like, and during the said 20. dayes we found no water, but such as \ve drewe out of olde deepe wells, being very brackish and salt, and yet sometimes passed two or three dayes without the same.

Hakluyt Society, First Series : Early Voyages and Travels to Russia and Persia by Anthony Jenkinson and other Englishmen, Volume 1 : With some Account of the First Intercourse of the English with Russia and Central Asia by Way of the Caspian Sea. Farnham, GB: Hakluyt Society, 2010. ProQuest ebrary. Web. 17 July 2016. Copyright © 2010. Hakluyt Society. All rights reserved.

Excerpt #4 for Jigsaw (Show of Force)

They willed vs to yeelde our selues, or els to bee slaine, but wee defied them, wherewith they shotte at vs all at once, and wee at them very hotly, and so continued our fight from morning vntill two houres within night, diuers men, horses and camels being wounded and slaine on both partes: and had it not bene for 4. hand gunnes¹ which I and my companie had and vsed, we had bene ouercome and destroyed : for the theeues were better armed, and were also better archers than we ; But after wee had slaine diuers of their men and horses with our gunnes, they durst not approche so nigh, which caused them to come to a truce with vs vntill the next morning, which we accepted, and encamped ourselues vpon a hill, and made the fashion of a Castle, walling it about with packes of wares, and layde our horses and camels within the same to saue them from the shotte of

arrowes : *Hakluyt Society, First Series : Early Voyages and Travels to Russia and Persia by Anthony Jenkinson and other Englishmen, Volume 1 : With some Account of the First Intercourse of the English with Russia and Central Asia by Way of the Caspian Sea. Farnham, GB: Hakluyt Society, 2010. ProQuest ebrary. Web. 17 July 2016. Copyright © 2010. Hakluyt Society. All rights reserved.*

Excerpt #5 for Jigsaw (Goods at Market)

The Indians doe bring tine whites,² which the Tartars doe roll about their heads, and all other kinds of whites, which serue for apparell made of cotton wooll and crasko,⁸ but golde, siluer, pretious stones, and spices they bring none. I enquired and perceiued that all such trade passeth to the Ocean Sea, and the vaines where all such things are gotten, are in the subiection of the Portingals* The Indians carie from Boghar againe, wrought silkes,⁶ redde hides,⁶ slaues and horses, with such like, but of carseis and other clothe, they make litle accompt. I offered to barter with Marchants of those Countreis, which came from the furthest parts of India, euen from the Countrey of Bengala, & the Riuer Ganges, to give them carseis for their commodities, but they would not barter for such commoditie as cloth. The Persians doe bring thither Craska, wollen cloth, linnen clothe, diuers kindes of wrought pide silkes, Argomacks,¹ with such like, and doe carrie from thence redde hides with other Russe wares, and slaues² which are of diuers Countreis, but cloth they will buy none, for that they bring thither themselues, and is brought vnto them as I haue enquired from Aleppo in Syria, and the parts of Turkic.

Hakluyt Society, First Series : Early Voyages and Travels to Russia and Persia by Anthony Jenkinson and other Englishmen, Volume 1 : With some Account of the First Intercourse of the English with Russia and Central Asia by Way of the Caspian Sea. Farnham, GB: Hakluyt Society, 2010. ProQuest ebrary. Web. 17 July 2016. Copyright © 2010. Hakluyt Society. All rights reserved.

REAL-LIFE CONNECTION:

Pass out pictures of Silk Road objects, and have students discuss how they would use them today.

MAKING INFERENCES:

Analyze pictures of objects and guess how object was used/why traded.

EXIT SLIP: What kinds of objects would Chengli have seen along the Silk Road? What would have been their uses?

DAY 4:
Warmup

Direct
Instruction

Guided
Practice

Independent
Practice

Wrapup

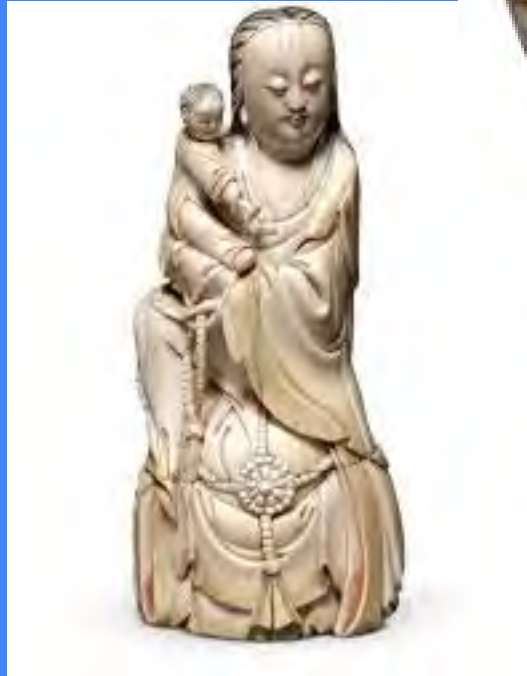
DAY 4: SILK ROAD ART AND OBJECTS

MINI-LECTURE: Eurasian Exchange art and other physical objects overview

[Cleveland Museum of Art](#)

SILK ROAD MUSEUM:
Draw picture of object and write a placard for it. Conduct “gallery walk.”

Artifacts



Dunhuang Caves



Textiles



MURAL: In groups, have students draw a Chengli-themed cave mural.

PAIR-SHARE: With a partner, talk about the choices and pick one.

***PRESENT
PROJECTS!***

DAY 5:
Warmup

Direct
Instruction

Guided
Practice

Independent
Practice

Wrapup

DAY 5: INTRO
TO PROJECT

MINI-LECTURE: Go through expectations of the project, and what sites they can use to research.

RESEARCH TIME!

Choice Menu: Research Project

Create Google Lit Trip

Design Webquest

Rewrite Textbook

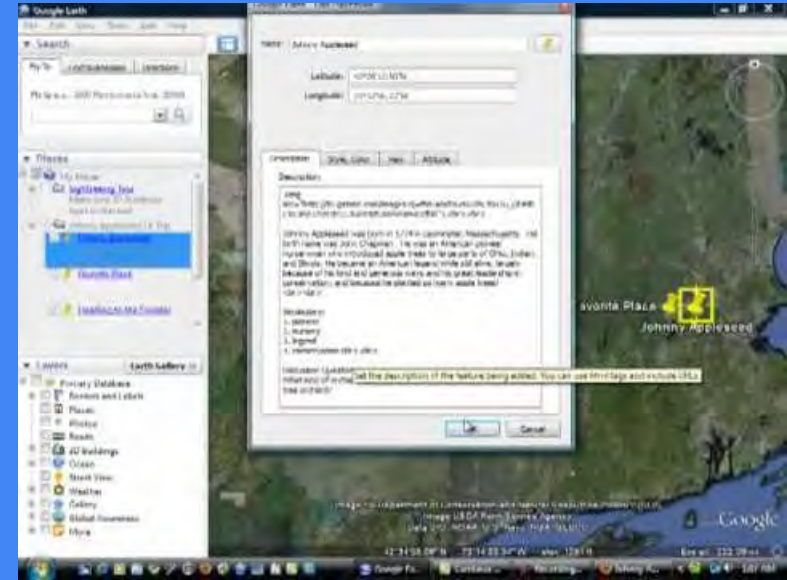
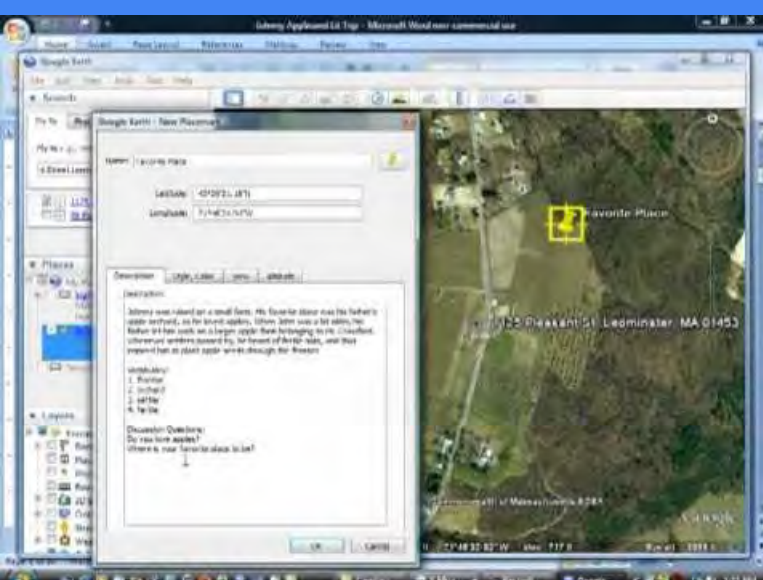
Write Chengli Diary

Google Lit Trip	Webquest	Textbook Rewrite	Chengli Diary Entries
<p><i>Use Google Earth to create a virtual field trip that includes:</i></p> <ul style="list-style-type: none"> --map of Asia and path that Chengli took --minimum of 3 place marks --minimum of 1 sentence for each popup window 	<p><i>Create computer scavenger hunt that includes:</i></p> <ul style="list-style-type: none"> --at least 5 websites --activities that fill minimum 1 page --content that links to Chengli 	<p><i>Create textbook pages that include:</i></p> <ul style="list-style-type: none"> --2 facing pages --minimum 5 written sections --minimum 5 primary-source pictures --one of written sections should be from 600s in one of the places Chengli visited <p>NOTE: Can be computer-generated or hand-written and drawn</p>	<p><i>Create diary pages that include:</i></p> <ul style="list-style-type: none"> --diary cover with pictures --minimum 5 entries --minimum 2 paragraphs each --include a map <p>NOTE: Can be computer-generated or hand-written and drawn</p>

	<u>Silk Roadie in Training</u> (Nearing Proficiency)	<u>Silk Roadie</u> (Proficient)	<u>Master Silk Roadie</u> (Advanced)
Words	Your project has descriptions, but they are not filled with details or examples. Project may not be complete.	Your project is full of powerful descriptions that give detailed examples of Eurasian Exchange life and people. Dates and citations are included.	Your box is full of persuasive descriptions that include high-level vocabulary. Dates and citations are included and explained.
Pictures	Pictures are sloppy, and may be unclear as well as hard to interpret. Little or no color is used.	Pictures are clear and easy to interpret. They are colorful.	Pictures are clear and easy to interpret. They are colorful. Artwork exceeds expectations listed in the checklist.
Presentation	Your project is messy and looks disorganized.	Your project is neat and organized.	Your project goes beyond expectations and includes creativity.

Virtual Field Trip

Instructional Video Clips



Choice Menu--

Research Project: Google Lit Trips

As a choice, students could design a Google Lit Trip around *Chengli and the Silk Road Caravan*, using travel literature to identify and learn about towns that the main character visited.



Basic Technology Skill-Set for Working with Google Earth:

The basic *technology skills* necessary for building a Google Lit Trip include the ability to:

- find locations on Google Earth

- mark those locations with place marks

- create content for the place mark popup windows

- draw paths representing the movements from one location to the next.

FYI: Journalism Activities

CENTRAL ASIAN TRAVEL WRITING: Analyze travel writing from various time periods...Read to students travel-writing excerpts of animals the writers are seeing for the first time, and have students draw what they hear. After reading various excerpts, have students write travel pieces of their own in the same historical style.

HUNT FOR THE FACTS: Have someone come into the classroom unannounced, and act/speak crazily. After person leaves, have students write down everything that happened. Use it to discuss how we interpret eye-witness events differently.

NAME: _____ PERIOD: _____ DUE DATE: _____

Eurasian Exchange Project: Choice Menu



Directions: You get to choose! Conduct research and complete one of the projects listed below to show what you know about *Chengli and the Silk Road Caravan*, and the historical significance of the Eurasian Exchange.

Google lit trip	Webquest	Textbook Rewrite	Chengli Diary Entries
<p><i>Use Google Earth to create a virtual field trip that includes:</i></p> <ul style="list-style-type: none"> --map of Asia and path that Chengli took --minimum of 3 place marks --minimum of 1 sentence for each popup window 	<p><i>Create computer scavenger hunt that includes:</i></p> <ul style="list-style-type: none"> --at least 5 websites --activities that fill minimum one page --content that links to Chengli 	<p><i>Create textbook pages that include:</i></p> <ul style="list-style-type: none"> --2 facing pages --minimum 5 written sections --minimum 5 primary-source pictures --one of written sections should be from 600s in one of the places Chengli visited <p>NOTE: Can be computer-generated or hand-written and drawn</p>	<p><i>Create diary pages that include:</i></p> <ul style="list-style-type: none"> --diary cover with pictures --minimum 5 entries --minimum 2 paragraphs each --include a map <p>NOTE: Can be computer-generated or hand-written and drawn</p>

Eurasian Exchange Project RUBRIC

FOR YOU TO COMPLETE:

	<u>Silk Roadie in Training</u> (Nearing Proficiency)	<u>Silk Roadie</u> (Proficient)	<u>Master Silk Roadie</u> (Advanced)
Words	Your project has descriptions, but they are not filled with details or examples. Project may not be complete.	Your project is full of powerful descriptions that give detailed examples of Eurasian Exchange life and people. Dates and citations are included.	Your box is full of persuasive descriptions that include high-level vocabulary. Dates and citations are included and explained.
Pictures	Pictures are sloppy, and may be unclear as well as hard to interpret. Little or no color is used.	Pictures are clear and easy to interpret. They are colorful.	Pictures are clear and easy to interpret. They are colorful. Artwork exceeds expectations listed in the checklist.
Presentation	Your project is messy and looks disorganized.	Your project is neat and organized.	Your project goes beyond expectations and includes creativity.

FOR TEACHER TO COMPLETE:

	<u>Silk Roadie in Training</u> (Nearing Proficiency)	<u>Silk Roadie</u> (Proficient)	<u>Master Silk Roadie</u> (Advanced)
Words	Your project has descriptions, but they are not filled with details or examples. Project may not be complete.	Your project is full of powerful descriptions that give detailed examples of Eurasian Exchange life and people. Dates and citations are included.	Your box is full of persuasive descriptions that include high-level vocabulary. Dates and citations are included and explained.
Pictures	Pictures are sloppy, and may be unclear as well as hard to interpret. Little or no color is used.	Pictures are clear and easy to interpret. They are colorful.	Pictures are clear and easy to interpret. They are colorful. Artwork exceeds expectations listed in the checklist.
Presentation	Your project is messy and looks disorganized.	Your project is neat and organized.	Your project goes beyond expectations and includes creativity.

PLUS=

DELTA=

Anthony Jenkinson Texts

Citation: Hakluyt Society, First Series : Early Voyages and Travels to Russia and Persia by Anthony Jenkinson and other Englishmen, Volume 1 : With some Account of the First Intercourse of the English with Russia and Central Asia by Way of the Caspian Sea. Farnham, GB: Hakluyt Society, 2010. ProQuest ebrary. Web. 17 July 2016.

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From Introduction:

“Besides his English companions, he took with him a Tartar tolmatch, or interpreter, who would doubtless have been of great service in communicating with the various tribes of Asiatics whose language has an affinity to the Tartar. “

“He was among the wild, predatory inhabitants of the steppe, the Turkomans, who lived then, as they have done ever since, by rapine and plunder. They owned no allegiance to king or khan, respected no law or obligation of any kind, and even disregarded ties of kinship and family. Jenkinson found it quite impossible to have any dealings with them. Their promises were never kept, and hardly a day passed without he and his companions being molested, till he was glad to pay them their own price for camels and provisions, besides some presents to their prince or governor, and be quit of them.”

Jenkinson's Words:

Describing Fruit: This Castle of Sellizure¹ is situated vpon an high hill, where the king called the Can lyeth, whose palace is built of earth very basely, and not strong: the people are but poore, and little trade of marchandise among them. The South part of this Castle is lowe lande, but very fruitfull, where growe many good fruites, among which there is one called a Dyniez of a great bignesse and full of moysture, which the people doe eate after nieate in steade of drinke. Also there growes another fruit called a Oarbuse of the bignesse of a great cucumber, yellow and sweete as sugar: also a certaine corne, called legur? whose stalke is much like a sugar cane, and as

Excerpts for Jigsawing:

“The Nagayans when they florished, liued in this manner: they were diuided into diuers companies called Hords, and euery Hord had a ruler, whom they obeyed as their king, and was called a Murse. Towne or house they had none, but liued in the open fieldes, euery Murse or King hauing his Hords or people about him, with their wiues, children and cattell, who hauing consumed the pasture in one place, remooued vnto another: and when they remooue they haue houses like tents set vpon wagons or carts, which are drawn from place to place with camels, and therin

theyr wiues, children, and all theyr riches, which is very little, is caried about, and euery man hath at the least foure or five wiues besides concubines. Use of money they haue none, but doe barter theyr cattell for apparell and other necessities. They delight in no arte nor science, except the warres, wherein they are expert, but for the most part they be pasturing people, and haue great store of cattell, which is all theyr riches. They eate much flesh, and especially the horse, and they drinke mares milke, wherewith they be oftentimes drunke:"

"There is a certaine trade of merchandize as yet so small and beggeiiy, that it is making mention, and yet there come from diners places.¹ The chieftest the there vsed, but not woorth the merchantes thither commodities that Russes bring thither are redde hides, redde sheepe skinnes, wooden vessels, bridles, and saddles, kniues, and other trifles, with corne, bacon, and other victualles. The Tartars bring thither diuers kindes wares made of cotten wooll, with diuers kindes wrought silkes: and they that come out of Persia, namely from Shamackie* do bring sowing silke, which the coursest that vse in Russeland, Crasko, diuers kindes of pide silkes for girdles, shirts of male, bowes, swords, and such like things: and some yeeres corne, and wallnuts, but all such thinges such small quantitie, the merchantes being so beggerly and poore that bring the same, that it is not worth the writing, neither is there any hope of trade in all those parts woorth the following."

"This Soltan liued in the fieldes without Castle or towne, and sate at my being with him, in a little rounde house made of reedes couered without with felt, and within with Carpets. There was with him the great Metropolitan¹ of that wilde Countrey, esteemed of the people, as the bishop of Rome is in most parts of Europe, with diuers other of his chiefe men: the Soltan with this Metropolitan, demanded of me many questions, as wel touching our kingdoms, Jawes, and Eeligion, as also the cause of my comming into those parts, with my further pretence. To whom I answered concerning all things, as vnto me seemed best, which they tooke in good part. So hauing leaue I departed and overtooke our Caravan, and proceeded on our iourney, and trauailed 20. dayes in the wilderness from the sea side without seeing towne or habitation, carying prouision of victuals with vs for the same time, and were driuen by uecessitie to eate one of my camels and a horse for our part, as other did the like, and during the said 20. dayes we found no water, but such as \ve drewe out of olde deepe wells, being very brackish and salt, and yet sometimes passed two or three dayes without the same."

"They willed vs to yeelde our selues, or els to bee slaine, but wee defied them, wherewith they shotte at vs all at once, and wee at them very hotly, and so continued our fight from morning vntill two houres within night, diuers men, horses and camels being wounded and slaine on both partes: and had it not bene for 4. hand gunnes¹ which I and my companie had and vsed, we had bene ouercome and destroyed: for the theeues were better armed, and were also better archers than we; But after wee had slaine diuers of their men and horses with our gunnes, they durst not approche so nigh, which caused them to come to a truce with vs vntill the

next morning, which we accepted, and encamped ourselues vpon a hill, and made the fashion of a Castle, walling it about with packes of wares, and layde our horses and camels within the same to saue them from the shotte of arrowes :”

“The Indians* doe bring tine whites,² which the Tartars doe roll about their heads, and all other kinds of whites, which serue for apparell made of cotton wooll and crasko,⁸ but golde, siluer, pretious stones, and spices they bring none. I enquired and perceiued that all such trade passeth to the Ocean Sea, and the vaines where all such things are gotten, are in the subiection of the Portingals* The Indians carie from Boghar againe, wrought silkes,⁶ redde hides,⁶ slaues and horses, with such like, but of carseis and other clothe, they make litle accompt. I offered to barter with Marchants of those Countreis, which came from the furthest parts of India, euen from the Countrey of Bengala, & the Riuer Ganges, to give them carseis for their commodities, but they would not barter for such commoditie as cloth. The Persians¹ doe bring thither Craska, wollen cloth, linnen clothe, diuers kindes of wrought pide silkes, Argomacks,¹ with such like, and doe carrie from thence redde hides with other Russe wares, and slaues² which are of diuers Countreis, but cloth they will buy none, for that they bring thither themselues, and is brought vnto them as I haue enquired from Aleppo in Syria, and the parts of Turkic. “



Chengli

and the
Silk Road Caravan

Hildi Kang

STUDY GUIDE

Chengli

and the
Silk Road Caravan

Introduction

Historical fiction offers a great way to teach history, geography, cultural studies, along with literature, language arts, and reading skills. The involving stories of characters with whom readers can identify, despite the distance of time and miles, makes the learning process personal and memorable.

In *Chengli and the Silk Road Caravan*, your students will meet a thirteen-year-old boy in 630 C.E. China. An orphan living in poverty in a tightly-structured society, Chengli is, nonetheless, a lot like the boys and girls in your class: he feels the need to find out who he is and where he fits in. Chengli yearns to take charge of his own future.

As they read about Chengli's journeys—both the actual, arduous journey along the 2000-mile stretch of the Silk Road from his home city Chang'an to Kasghar *and* the metaphorical journey to discover his identity—your students will be introduced to a time and place, a society, and a way of life vastly different from their contemporary experience, but completely understandable as author Hildi Kang presents its details. The characters in the novel are like people your students know—some trustworthy, others dishonest; some generous, others selfish.

We are pleased to invite you and your class to the world of Chengli. This guide will help you take every advantage of your visit. We have included whole-class activities, subjects for discussion, topics for research projects, and suggestions for independent student work.

Chengli and the Silk Road Caravan by Hildi Kang



Activities for the Whole Class

TRACKING CHARACTERS

After the sandstorm, tired as he was, Chengli found an enormous thought in his head: people can change! The princess—bossy, selfish, proud—for just a short time had been a friend, and now, after the storm, she'd actually helped. He wondered if changes could last...

Many people believe that people never change. Even those of us who do think people can change still know that it doesn't happen in an instant. In tracking the characters that do change in this novel, have the students delineate the steps in the process on a graphic organizer.

Keep a classroom chart of the major characters in *Chengli and the Silk Road Caravan*. In the first column of the chart have your students enter what they know about each character. In the next they should write their initial impression of the character. The last column should show how the character changed and evolved in the course of the book.

CHARACTERS IN CHENGLI AND THE SILK ROAD CARAVAN

Character	Basic Facts	Initial Impression	Changes
Chengli			
Fourth Brother		Untrustworthy	
Princess Meiling	Selfish		
Master Fong			



As the chart fills in, raise these questions for discussion:

- Do any of the characters remind you of people you know?
- How are they the same and how are they different?
- Is the change/development of the character true to real life?

THE IMPORTANCE OF NAMES

Many of the characters in the story have given names and common names. Common names are based on identifying characteristics. For example:

Little Limp: Chengli's friend who limps

Fourth Brother: caravan boy who was the fourth brother in a family

Old Cook: cook who cared for Chengli

Skinny One: Chengli (named by Master Fong)

Caravan Boy: Chengli (named by the Kazakh mother)

Little Brother: Chengli (named by Tokta)

Uncle Tao: older man in the caravan

See how your students view themselves and their classmates. Have the students create common names for themselves as if they were in the novel. Place all of the names in a box. Draw the names out one at a time and see if the class can match the name to a student.

TRACKING PLACES

During the boredom of walking hundreds of miles from oasis to oasis, Chengli memorized the names of the cities the caravan passed and wondered what he would find in each.

Using a map of China that shows its provinces, recreate the route Master Fong's caravan took along the northern route of the Silk Road. Start in the city of Chang'an (modern day Xi'an) and take it to the end at Kashgar. At each point on the map, notate the city the caravan visited and an important event that occurred there. For example, the princess got kidnapped at Kucha.

Your students should also write down what they learn about each city, as it exists today. Facts should include but not be limited to: population, industry, ethnicity, and customs.

You can find maps of China on the Internet. One such map can be found on Wikipedia. Type in your browser "Chang'an." Besides a history of the city you'll find a map of China and the location of the city on the map. You can do the same for each city the caravan visited.



Chengli and the Silk Road Caravan by Hildi Kang

ART PROJECT

There are a number of distinctive visual scenes in *Chengli and the Silk Road Caravan*. Here are a few:

- The celebration of the fifth day of the fifth month in Dunhuang
- The sandstorm and the attack by the bandits
- The confrontation between Chengli and Fourth Brother
- The kidnapping of the princess and Chengli's attempt to save her

As a class, make a master list of the action scenes in the story. Each student should then pick a scene from the list and illustrate it in a four panel graphic strip. Mount the strips in a display in the order they appear in the book and create a graphic novel of Chengli.

DEBATE

Because of Fourth Brother's accusation, Chengli is charged with a capital offense punishable by death. In the system of justice in ancient China, the accused must prove himself innocent. Since he could not produce a witness, he was going to be sentenced to death by hanging. He was exonerated when the Princess was well enough to speak up for him. Now, the accuser, Fourth Brother, was subject to his sentence for baring false witness. This is the opposite of our criminal justice system where someone is presumed innocent until proven guilty, and where the penalty for baring false witness is minor.

Have your students debate the opposing sides to the question of which system of justice results in the fairer judgment?



Chengli and the Silk Road Caravan by Hildi Kang

Independent Activities

Chengli is on a quest to learn about his father and his own identity. The search for self is a common theme in books for middle school readers. Have each student keep track of the various pieces of the puzzle as Chengli discovers them. The following graphic organizer can facilitate this.

CHENGLI'S FATHER

What Chengli Learned?	Where He Learned It?	From Who?
Father was a great horseman		

DESCRIPTIVE LANGUAGE

"It's the wind. Look!" Chengli said, pointing to a narrow wall of sand that snaked across the path in front of him, sweeping slowly closer, inches off the ground. The sand danced higher and higher until it swirled in front of his eyes. Through this dancing sand, distant ghost flecks moved, trailed, and disappeared ... The wind ripped at his hands and clawed his jacket. He blinked his eyes and the ground rose and fell, appearing and disappearing in front of him.

It is unlikely that your students have found themselves in a sand storm, but the descriptive language Hildi Kang uses to describe the event lets them know not only how it looked, but how it felt and sounded.

Each student should think of a place they've been to or of an event they've experienced. Have them select descriptive words and expressions that will help them communicate how the place or event affected each of their senses: sight, taste, smell, touch, and sound. Then they should create a short descriptive paragraph or poem about the place or event.



Chengli and the Silk Road Caravan by Hildi Kang

CHARACTER ATTRIBUTES

"I was born in the Year of the Tiger. I must be as strong as tigers."

Chengli displays many characteristics associated with the Tiger. For example, he shows his stubbornness when he resolves to leave Chang'an and learn more about his father. Other characteristics of people born in the Year of the Tiger are strength, generosity, intelligence, alertness, and trustworthiness. Have your students research the twelve animals of the Chinese Zodiac and create a reference chart of the twelve animals and their corresponding characteristics. Each student should find out what sign he/she was born under and see which of the characteristics he/she has. Each student should do the same for their siblings, their parents, and other family members.

Useful websites to use are:

<http://www.chinesezodiac.com/signs.php>

http://en.wikipedia.org/wiki/Chinese_zodiac

<http://www.onmarkproductions.com/html/12-zodiac.shtml>

LANGUAGE ARTS: WRITING

Chengli told the old grandfather White Beard that he must rescue the princess, but he had no idea how to do it, if and when he found her. White Beard advises him to create a plan.

There are several theories of planning. One is to research the situation, map out the objectives, set out a plan of attack taking in all the variables, and then carry it through to completion. The other is to have a basic, but flexible plan, leaving room for variables so that you can just make things up as you go along. Which tact did Chengli eventually take?

Ask your students to write about the type of planning they employed to tackle goals and tasks. They should site specific examples.

Chengli and the Silk Road Caravan by Hildi Kang



For Discussion

FRIENDSHIP

Have your students talk about the relationships Chengli has with his friends Little Limp, Fourth Brother, and Meiling. Questions to discuss should include:

- How are they different and how are they the same as the relationships your students have with their friends.
- Are the relationships static or do they change in the course of the novel?
- Is Fourth Brother really a friend to Chengli?

EXPECTATIONS

Among the things that Chengli learns about his father is that he was honest, learned, and well respected. Chengli feels unworthy since he is but a lowly camel driver. Living up to the successes of a parent is something all children wrestle with. Have your students discuss how they cope with the successes and expectations of their parents.

GOSSIP

Hojanias, the eldest son of the nomad family, returns from Kucha and relates that Chengli has become somewhat of a celebrity. There were two conflicting stories being told about him. One was that an Imperial Princess and a lowly camel boy ran off together. The other was that the princess was kidnapped and the boy ran off to save her. Your students know what really happened, but which story seems more plausible. If they were residents of Kucha which version of the story would they believe?

Today there are many ways to spread gossip and rumors such as social networks, email, and texting. Have your students talk about an incident in your school where rumors spread with little basis in truth.

LITERATURE

Tokta: *“Think of it! A caravan boy will try to outwit Haza, king of the bandits.”*

A common theme in children’s literature is child as hero foiling an adult. What other books have your students read that share that theme?



Chengli and the Silk Road Caravan by Hildi Kang

ETHICS

Chengli refuses to accept Master Fong's jacket that Tokta stole from a stranger because he believes stealing is wrong. Tokta asks him:

"If you take from someone a thing they took from someone else...are you stealing...or rescuing it to give it back? When you find her, will you be rescuing her...or stealing her from Haza, who now owns her?"

Do you agree with Tokta's logic? Is rescuing the princess really stealing? Does the reason matter?

This guide was create by Clifford Wohl, Educational Consultant

Chengli and the Silk Road Caravan by Hildi Kang





www.GoogleLitTrips.org

Getting Started with Online Google Lit Trips

An Authorized Step-Guide for Online Resources Built in Google TourBuilder

Introduction

Over the last few years, we have begun to develop Google Lit Trip Resources using Google's online TourBuilder tool. Rather than downloading independent files and viewing them via an installed Google Earth application, these are accessed directly via the Internet.

TourBuilder is transitioning from its BETA phase to a more universal tool where projects can be built and viewed on desktops, laptops, Chromebooks, and mobile devices. In this phase, performance and user experience depend upon a variety of factors among which are the access device, i.e., traditional laptops and computers, Chromebooks, etc. and the specific browser used for access.

Initial TourBuilder Access: If Asked to Install Google Earth Plugin

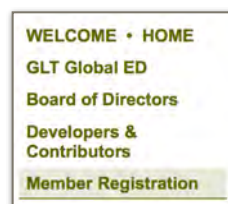
The requirement for installing the Google Earth plugin depend upon the device and the browser used to access TourBuilder content. If not already installed, access to a source for downloading the plugin will be provided. Installation takes less than a minute or two minutes. You will know if you see the map as a globe rather than as a flat map. If you are not asked and you see a flat map, this is an indication that either the device or the browser you are using is not on the list of device/browser combinations that support the 3D view yet.

For the most current status see: <https://tourbuilder.withgoogle.com/about/plugin-support>

Getting Started

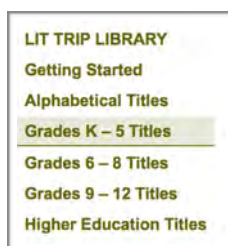
1. If you haven't yet done so, be sure to become a GLT registered member using the Member Registration.

Statistical data collected in this short form, such as location, grade level etc, are used only to facilitate grant writing, scholarships, and fundraising efforts. The information used for these purposes will always remain anonymous.



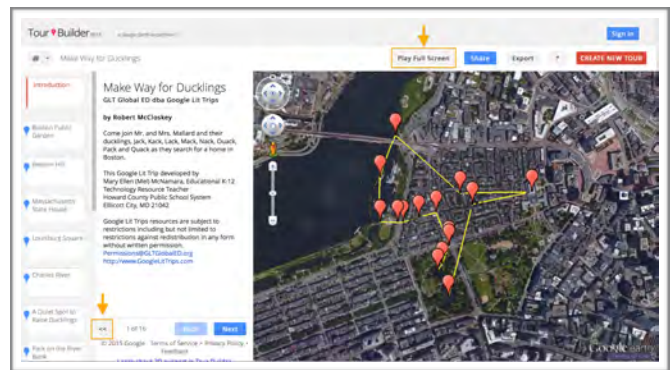
Accessing TourBuilder-based Google Lit Trip Resource

1. On the [Google Lit Trips website](http://GoogleLitTrips.org), click any grade level links in Lit Trip Library.
NOTE: grade levels are approximate since many books are used at different grade levels.
2. Click any title to show a description window with a brief blurb about the story, a short bio of the Lit Trip Developer. Clicking the title again collapses the description window.
3. **IMPORTANT:** The library of available online resources is still much smaller than the library of resources requiring Google Earth. Online resources are those that show an ONLINE button when their description windows are expanded.
4. Upon clicking an ONLINE button, you will be asked to confirm your membership with the email address used when you filled out the initial Member Registration.
5. Upon confirming your registration you will be provided with a direct URL to the requested resource.



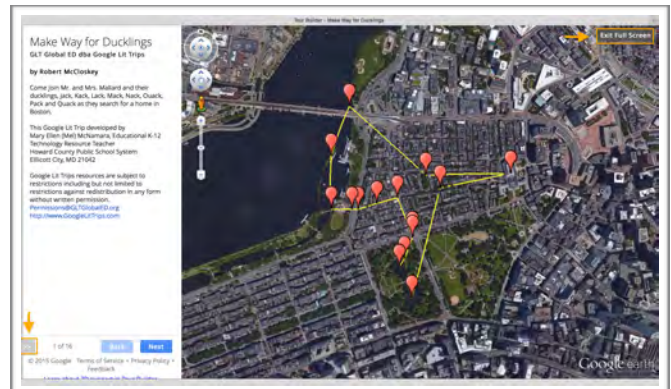
The Quick Start

1. The quickest way to start is to just start!
2. Moving through the slides is as easy as clicking the Next button.
3. Alternatively, clicking the slides in the left column moves from one slide to another.
4. If desired, the "<<" can be clicked to hide the slides giving a bit more space to the slide content and to the earth view.



An Even Better Experience

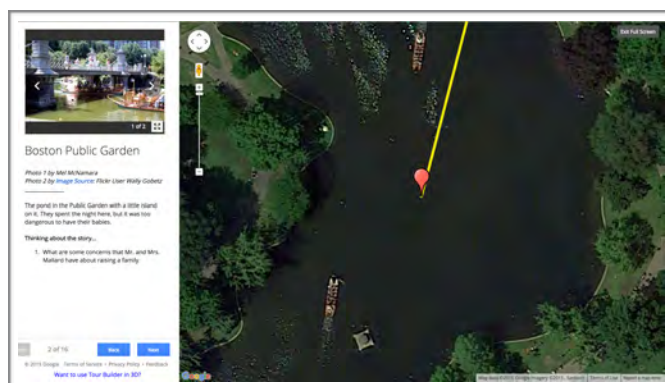
1. Clicking the Play Full Screen Button gives the full screen "real estate" to the actual content by hiding the slides and everything above the earth view itself.
2. Should you want to find a specific slide, the ">>" opens the slide bar.
3. To exit the full screen mode, click the Exit Full Screen button in the upper right corner of the screen.



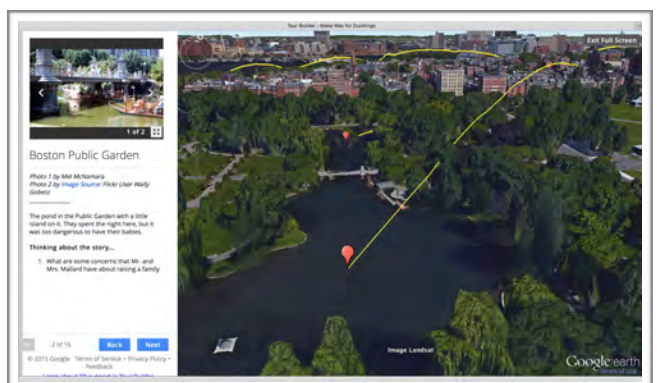
A Few Words About 2D and 3D Views

As mentioned earlier, TourBuilder is in a transition phase whereby some viewers will see only a 2D map view while others see a 3D View. It is believed that this situation is transitional and that in the future, full 3D views will be available on devices and within browsers that currently do not show 3D.

For the most current status see: <https://tourbuilder.withgoogle.com/about/plugin-support>



Make Way For Ducklings Slide 2 as seen in Chrome browser v45.0.2454.93 (64 bit)



Make Way For Ducklings Slide 2 as seen in Safari browser v8.0.8 (10600.8.9)

The views in both versions can be modified using the navigation tools in the upper left corner of the map view. In the 3D view the navigation tools appear very lightly and will look like those in the 2D view when the cursor hovers above them.

However, the 2D version, like the 3D version, can zoom in and out, but can not yet be tilted.

Viewing the Media



In-place media remains small in upper corner



Enlarged media fills the entire screen real estate

Individual slides may include media in the upper left corner. This may include a single image or video or any combination of multiple images and video clips and viewed as a “slide show.” All media can be viewed in this small view or enlarged for better viewing.

1. To view multiple media slide shows “in place,” hover cursor in the areas where the left and right arrows appear in the small images and click to proceed through the slide show.
2. To enlarge multiple media slide shows for better viewing click the enlarge icon in lower right corner or simply click the visible image itself. You will see a magnifying glass whenever the cursor hovers above a visible image.

NOTE: When enlarging images it is likely that a photo caption will appear that is not visible when viewing un-enlarged images.

Ending a Google Lit Trip session

Since online resources are “always there,” there is no need to save them to a hard drive for subsequent use.



GoogleLitTrips.org

How Do I Begin Building a Google Lit Trip?

An Authorized Step-Guide for Use on Full-Featured Laptops and Computers

This step-guide focuses upon the basic steps for building a Google Lit Trip intended to be submitted for possible publication on the Google Lit Trip site.

Preface

Building a Google Lit Trip is a little like learning to play chess. It really only requires a few basic skills to get started, while at the same time like chess, one can also spend many, many hours learning the “craft” of designing and developing more sophisticated projects.

Since the Google Lit Trips project appeals to a wide range of educators and students from kindergarten through graduate school, it is difficult to come up with step guides that speak appropriately to educators with such a wide range of backgrounds regarding literacy and literary reading pedagogy; as well as to those with wide ranges of technology skills. It is also important to realize that Google Lit Trips for elementary use are quite different from Google Lit Trips for university use, and that Google Lit Trips developed by “professional educators” are significantly different from Google Lit Trips developed by students.

Important Note: Though Google loves and promotes Google Lit Trips, the Google Lit Trip project is not a Google project. GLT Global ED (dba Google Lit Trips) is a 501(c)(3) educational nonprofit. For this reason, it is important to know that Lit Trips not intended to be submitted for publication on the Google Lit Trip site may not refer to or distribute their projects with any implications that they are “Google Lit Trips.”

First Things First: Install Google Earth on your Computer

Traditional Google Lit Trips are files built using the Google Earth application on full-featured laptops or desktop computers.

Google Earth for laptops and desktop computers can be downloaded at: earth.google.com at no cost. Simply download the application, install it, and you’re good to go.

It is not yet possible to build Lit Trip projects on the Google Earth versions for tablets or Chromebooks.

Basic Technology Skill-Set for Working with Google Earth

The basic *technology skills* necessary for building a Google Lit Trip include the ability to:

- find locations on Google Earth
- mark those locations with place marks
- create content for the place mark popup windows
- draw paths representing the movements from one location to the next.

Important Note: The basic skills required for building Google Lit Trips are not difficult. However, like learning to ride a bicycle, most people find their first effort more challenging than they had expected. We always advise that potential developers begin getting up to speed on building projects in Google Earth by watching some of the short tutorials found [here](#).

This document is authorized by [GLT Global ED](#) dba [Google Lit Trips](#), a 501c3 tax-exempt educational nonprofit

It is not necessary to complete all of these tutorials. We recommend the following to get started:

Access the 30 minute [Annotating Google Earth](#) Tutorials

- Watch the three-minute video at the top of the page. It includes a very brief overview of several skills that can be learned in the tutorials that follow.

Note: There are some skills (noted below) that the Google Lit Trips project does not generally employ since they are either a bit advanced or do not currently work as described on all computers.

We suggest that you go through all of the tutorials *except the following*:

- Add polygons
Polygons are, by only rarely used in Google Lit Trips
- Embed YouTube videos in your balloons
Though we do encourage the inclusion of video in Lit Trips, the instructions in this tutorial no longer work on all computers. We have a special workaround for this issue that we will be happy to help you with should you find YouTube videos you wish to include.

Access the 10 minute [Using views & perspectives](#) in Google Earth. The ability to control the views and perspectives is one of the most useful skills we employ to move the traditional “mapping” paradigms towards an immersive virtual reality experience.

Selecting an Appropriate Title

Since the heart of a Google Lit Trip is marking the locations of a story’s settings, simply make certain that the story is set in locations that can be found or estimated in Google Earth. Thus, the “Inferno” and *The Hobbit* are out, while *Make Way for Ducklings* and *The Kite Runner* are in.

Another basic consideration is whether the story settings “move around enough.” The range of story settings is not important. For example, the Google Lit Trip for *Candide* has the characters globe trotting over three continents while the Lit Trip for *Make Way for Ducklings* has its characters traveling entirely within the city of Boston. But, some movement is necessary.

On the other hand, stories like *Of Mice and Men* or *To Kill A Mockingbird* pose challenges since although the locations can be determined or estimated, the characters spend the vast majority of their respective stories in a relatively static location.

Additionally, it is important to remember that there are stories that travel enough, but use “fictionalized” locations that represent real locations . This is the case with books such as *The Adventures of Huckleberry Finn* where the scholarship informs us that Mark Twain’s St. Petersburg is a fictitious name for Hannibal, Missouri, and that Jackson’s Island is a fictitious name for Glasscock’s Island. These titles can certainly be considered, though they may be more challenging in that additional research might need to be done to discover the true locations being masked by fictitious names.

Collecting Content for a Google Lit Trip

Once you have an understanding of how to use Google Earth’s basic navigation controls, place marks, and path tools, and have selected a suitable title to develop, it’s time to collect the “content” for your Google Lit Trip.

My particular process for collecting content when reading paper-based books is to reread the book with a couple of colors of post-its or highlighters. When reading digital versions of books on my iPad, the available tools for highlighting in color, underlining, creating marginalia, bookmarks, and searching the story for all of these notations is very impressive.

In either case, I reserve one color just for references to any locations or hints at locations that will help me pinpoint them on the Google Earth globe where I can set place marks for the journey. I use the other color(s) to mark any reference for which I think I might be able to find:

- interesting images, videos or other resources on the internet that might enhance or extend students' appreciation of the story.
- interesting websites that could provide supplementary information such as relevant historical or geographical references, biographical information, or cultural connections, etc. appropriate to the story,
- spots where the author is providing good material for thought-provoking discussion starters..
- interesting vocabulary, examples of literary devices, and other content of value that enhance literacy and literary reading skills.

Quick side trip: Those of you using digital text on tablets may want to view this [short video](#) I created for a friend who was responsible for delivering professional development to a staff just adopting iPads.

Actually the possibilities are endless for pop-up window content. But, as a general rule we try to minimize the focus upon plot summaries, at least for teacher-generated Google Lit Trips, as this tends to remove the students' first opportunity to engage their own minds in appreciating the story.

By the way, this is one of the distinctions we make between Google Lit Trips developed by educators and those developed by students. For some students, being able to demonstrate the basic skills of decoding by including plots summaries might be a very valuable opportunity to learn and demonstrate the levels of basic literacy skills they have achieved. Though even in these cases, for students of appropriate ages, we like to advise teachers to also encourage students to consider including higher level content such as speculations about characters' motives, possible future plot developments, and their recognitions of the relevance of the story's themes in their own lives. Even for the youngest readers, having them include information about "new words" and information that "tells more about" historical events, and locations, and people referenced in the story helps them develop their reading skills beyond decoding levels.

Organizing Place Marks

Before adding your first placemark, use the "ADD menu" in Google Earth to add a new FOLDER that will hold your entire collection of placemarks. Since this is the main folder within which all of your place marks will be located, type the book title in the window that will appear.

Within the Main folder, you can create any sort of internal folder system. For example, you might create an internal folder for each chapter or an internal chapter for each location.

Cool Tip: Sometimes there seems to be neither rhyme nor reason as to where new place marks "land" in Google Earth's side bar. The good news is that once you find a place mark in the sidebar it can be dragged to the appropriate folder. However even better, if you select the "target" folder by clicking once on it and then click the place mark, button the place mark will automatically land inside the folder you have "pre-selected."

Once you have created all the place marks that you intend to have in a given folder, double check to see that they are arranged in "chronological order." By this I mean, arrange them in the order that you want users to view each of the place marks. Generally speaking placemarks should match the order in which readers "reach those locations while reading. Should you need to move a place mark, it can be dragged into its appropriate position among the rest of the placemarks.

Creating Place Marks

There is no “right” or “wrong” process for creating place marks. Sometimes, I collect all the content information for a story before beginning to create the actual place marks. Other times I “toggle” back and forth between collecting the content information and creating the place marks. For example, in complex works, I prefer to collect content and create placemarks either “chapter by chapter” or in a “location by location” fashion.

In addition to the Google tutorials mentioned above, we also provide a collection of “bite-size” step guides without cost in the [GLT Store](#) focusing upon various “How To” tasks common in the development of Google Lit Trip placemarks.

A Few Words About Including Media in Google Lit Trip Pop-Up Windows

The basic technical aspects of including images in a Google Lit Trip place mark pop-up window are explained in this short video “[Adding Images to Google Lit Trips](#).”

If you have your own images to use, it is easy and free to post them to Flickr and then to reference them in your place mark pop-up windows using the information in the Adding Images to Google Lit Trips video.

It is important to remember that including images, also raises ethical considerations regarding copyright compliance. For this reason, when I am looking for appropriate images for a Google Lit Trip, I generally like to begin my search in Wikipedia. The first reason being that Wikipedia clearly identifies every image’s copyright status when an image is clicked. The other reason being that Wikipedia’s intention to be an encyclopedia makes it easy to search for any topic to see what imagery is used.

You can find several other websites that provide copyright-friendly imagery in the step guide entitled “[Copyright-Friendly Images](#).”

Important Note: Many educators have some degree of understanding of what is generally referred to as “[fair use](#)” when using copyrighted materials in their classrooms. An important clarification is to note that fair use allows teachers to use copyrighted materials in their classes *with some restrictions*. However, we choose to take the high road in recognizing that because we distribute our resources via the internet, that claiming fair use as a defense for using copyrighted materials does not fall within the strictest interpretation of “a teacher using materials within his or her classroom.” We prefer to either use copyright-friendly images or to ask for direct permission from the media’s owner to use copyrighted material.

Whether the media is copyright-friendly or we have received permission to use copyrighted-media, we ask that all media include a caption explaining what the media’s value is in the particular place mark and that the caption be followed by a link back to the media’s original source.

Adding Text to a Placemark

The content of a placemark obviously varies significantly between Lit Trips designed for primary students and older students. The sophistication of the content deepens as students’ literacy skills and literary reading skills advance. However, in general, it is our intent to distinguish our resources from those such as Cliff and Spark Notes in that we do not want to provide a convenient alternative to actually reading the original story, but rather we want to design an experience that engages students in such a fashion that within the grade level expectations for literacy and literary reading, engage them discovering for themselves why a story might have significant relevance in their own lives. For this reason we attempt to avoid the Lit Trips taking on the tone of “teaching at students” preferring to create an environment where students engage in higher level critical thinking where they do the critical thinking

that leads to the joy of discovering for themselves the relevance a story brings to their own lives. For example, with rare exception we do not include questions that have “right” and “wrong” favoring what we call Discussion Starters that usually do not have “easy” answers. We want students to realize that the greater questions worth contemplation frequently are those where people of different opinions might well have different thoughts regarding how a character might handle a difficult situation or how they themselves might handle or might have handled similar situations.

We like to limit Discussion Starters to no more around five per placemark. Our rule of thumb is try to create a placemark that does not require scrolling. We are not always successful but we like to impose this challenge more as a target than as a firm rule.

As mentioned earlier, we tend to limit text that summarizes plot. We occasionally include very brief quotes from the story, primarily to act as a “set point” for the more interesting Discussion Starters that follow.

Formatting Text

Unlike standard word processing tools, Google Earth does not have formatting bars with buttons controlling font, font sizes or font styles. We suspect that these conveniences are on the horizon, however until then formatting text in Google Earth requires “just a bit” of coding to accomplish these tasks. Although the very mention of the word “code” causes a bit of anxiety in some, the amount of code necessary is extremely minimal.

A Basic Text Formatting step guide can be downloaded in the [GLT Store](#).

Adding Links to a Placemark

Web Links offer an easy way to access interesting supplementary information. For those working with Common Core for English Language Arts. These links can provide a relevant integration of Informational Reading.

We generally have offer a few primary guidelines for selecting websites to link to:

- Consider the grade level reading level appropriateness for likely grades where the story might be taught.
- Consider the source. Are there indicators of reliability?
- Keep it relatively brief and to the point. For example, while reading a passage about Hoovervilles when *The Grapes of Wrath*, it is better to link to a web page specifically addressing Hoovervilles than to a website offering everything you need to know about the Depression that happens to have a section about Hoovervilles.
- Sites with rich media are more engaging than text only sites. While sites with advertising should be used with caution as it is often the case that advertisements may sometimes be inappropriate for students.

A video tutorial for explaining how to create Links can be found [here](#).

Creating the Path

Though there are situations where a Google Lit Trip might benefit from not having a path line marking the story’s “itinerary,” those situations are quite rare. It is the path marking the itinerary that gives a Google Lit Trip a beginning, middle and end. It indicates the chronology of the travel and visually indicates where the characters are at a given point in the story as well as a clear indication of where they have been and where they are going next.

A collection of place marks without a path looks sort of like a dart board where there are no visual indicators clarifying which of the many other place markers is the “next stop” on the journey.

The path tool is “easy once you get it.” However, it can seem a bit hard to manage until then. There is a simple step-guide called “[Marking Routes with the Path Tool](#)” in the GLT Store.

About Saving Google Lit Trips

When ready to save, like all applications, there is a Save command under the FILE menu. However, Google Earth offers four Save options rather than the typical Save and Save As... options. It is unlikely that a completed Google Lit Trip can be developed in a single sitting. Whether you are “in progress” or ready to save a completed Google Lit Trip, it is important to understand Google Earth’s available options for saving files. I can not emphasize enough the value of keeping the place marks, paths and any other elements organized in folders and in the “chronological order” you feel a user should follow.

Once you have developed all of the elements for a Google Lit Trip (place marks, paths, overlays etc, and organized them into folders, Google Earth provides the following four SAVE options under the File menu:

Save to My Places: This is generally not used when developing your own project. When opening any downloaded Google Earth file, by default it opens in the Temporary Places section at the bottom of the Places portions of Google Earth’s Side Bar. The purpose of this Save option is to give users an opportunity to decide whether they want that file to be kept available within the Google Earth My Places section of the Side Bar or not. Essentially, this gives users the option of saving a file “inside” Google Earth, or saving it externally on their hard drive.

Save Place As... : This option allows the saving of a Google Lit Trip to any location external to the Google Earth application. Once a file is saved external to Google Earth it can then be emailed, burned to CD to be transferred via any of the normal file transfer methods. For those creating Google Lit Trips with the intention of submitting them to the Google Lit Trip project, this is the way to save a file that can be emailed.

When choosing this option it is critical to have selected the main folder of the project you have created. This way you will save the folder and all of its contents. If you have one element of a project selected such as a single place mark or one of your “sub-folders” then only that selected item will be saved.

When using this option, there is a choice of two file formats. The first is as a .kmz file. the second is as a .kml file. The difference is that ,kmz files are “zipped.” In truth, unless you are including elements that do not exist on the internet such as photos that actually live on your hard drive, either format will work fine.

But, I again suggest that including images or other elements such as videos that do not live on the the internet is risky and dramatically increases the size of your file possibly making them too large to transfer via email.

Save My Places: This option simply insures that changes made t anywhere in the My Places section of the Side Bar will be saved within Google Earth.

Save Image... : This option saves an image of the 3D section of the Google Earth viewer. Since Google Lit Trips are always viewed on the internet, this function or any simple screen capture process will save images of sufficient quality.

Finally...A free step-guide for submitting Lit Trip projects for possible publication on the Google Lit Trips site can be found in the GLT Store.