**The Global Silk Trade**

0.1 – Schedule at a Glance

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| **THEME** | **Readings before the class** | **Key Lessons** | **Assets** | **Discussions/Assessments** |
| **Before the module** | * 0.2 - About this Module (for students) |  | * 0.0 - Module Lesson Plan * 0.1 - Schedule at a Glance * 0.2 - About this Module (for students) |  |
| **Lesson 1: Introduction** | * 1.1 - Reading 1: An Introduction to the Global Silk Trade, 1570–1700 | * Understanding geography of the global silk trade * Understanding the leading causes of the emergence of the global silk trade | * 1.0 – Presentation * 1.1 - Reading 1: An Introduction to the Global Silk Trade, 1570–1700 * 1.2a – Discussion – Introduction to the Global Silk Trade * 1.2b – Discussion Instructor Guide: Introduction to the Global Silk Trade * 1.3a – Map Activity and Discussion * 1.3b – Map Activity and Discussion Instructor Guide | * 1.2a – Discussion – Introduction to the Global Silk Trade * 1.3a – Map Activity and Discussion |
| **Lesson 2: The Production of Silk** | * 2.1 - Reading 2: The Production of Silk * 2.3 – Primary Source: Pictures of Tilling and Weaving * 2.4 - Primary Source: Sierra Texupan Codex | * Understanding the steps required to produce early modern silk textiles * Explore the relationship between natural environments and silk production * Understanding the relationship of production to politics and beliefs * Understanding gendered, familial, and community organizations of silk production | * 2.0 – Presentation * 2.1 - Reading 2: The Production of Silk * 2.3 – Primary Source: Pictures of Tilling and Weaving * 2.4 - Primary Source: Sierra Texupan Codex * 2.5 – Discussion Instructor Guide: The Production of Silk |  |
| **Lesson 3: New Silk Fashions** | * 3.1 - Reading 3: New Silk Fashions * 3.2 – Primary Sources: Silk Fashions in China * 3.3 – Primary Sources: Silk Fashions in New Spain | * Explaining the popularity of silk fashions in China and New Spain * Understanding government opposition to new fashions * Assessing the failures of sumptuary laws | * 3.0 - Presentation * 3.1 - Reading 3: New Silk Fashions * 3.2 – Primary Sources: Silk Fashions in China * 3.3 – Primary Sources: Silk Fashions in New Spain * 3.4 – Discussion Instructor Guide: New Silk Fashions | * 5-minute video: [Pride and Anxiety in New Spain](https://www.youtube.com/watch?v=Opdr_qnGPcw) (on casta paintings) |
| **Lesson 4: The Manila Galleon Trade** | * 4.1 - Reading 4: The Manila Galleon Trade * 4.2 – Primary Sources: The Manila Galleon Trade | * Learning the mechanics of the trans-Pacific voyages * Understanding the emergence of global interconnectedness | * 4.0 - Presentation * 4.1 - Reading 4: The Manila Galleon Trade * 4.2 – Primary Sources: The Manila Galleon Trade * 4.3 – Discussion Instructor Guide: The Manila Galleon Trade and Conclusion |  |
| **Conclusion** | * 5.1 - Reading 5: Concluding Remarks | * Summarizing relationships between environment, politics, and economic * Reflecting on the relation between gender and family roles and the production, distribution, and consumption of silk products * Consider the parallels of the early modern silk trade to globalization today | * 5.2a – Final Assessment 1 * 5.2b – Final Assessment 2 * 5.2c – Final Assessment Instructor Guide | * 5.2a – Final Assessment 1 * 5.2b – Final Assessment 2 |