**The Global Silk Trade**

0.1 – Schedule at a Glance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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
 |