

Globalization – Silk Road

Eric Ennis

Class

12th grade Economics

Standards

Organizing Questions

1. What are some of the effects of international trade?
How does China's "New Silk Road" compare with the ancient "Silk Road" of China's dynastic periods?
3. How does globalization both benefit and damage the economic, political and cultural/religious landscape of an area?

Introduction

China is once again attempting to achieve its status as the Middle Kingdom. It is a country that is both heavily influenced by the West as well as shaping its own future while impacting the world on a global market.

This lesson seeks to understand the role of globalization on America's economy by examining China's past and present in relation to international trade. This lesson will compare the old "Silk Road" with the new "Silk Road" in relation to its effect on the economic, political and cultural/religious landscape. It will seek to analyze the benefits and drawbacks of globalization both in the past and the present.

Objectives

1. Students will **analyze** a political cartoon
2. Students will **identify** the benefits and drawbacks of globalization by **evaluating** multiple sources of information in different media formats
3. Students will **compare** China's current "Silk Road" with the ancient "Silk Road" in terms of its economic, political and cultural/religious impact on international trade.
4. Students will **discuss and explain** the relevancy of globalization on our current economy.
5. Students will **write** an essay using multiple texts as evidence to justify their position.

Materials

1. "Globalization - Silk Road" PowerPoint
2. Youtube video: <https://www.youtube.com/watch?v=vn3e37VWc0k>
3. Youtube video: <https://www.youtube.com/watch?v=B-vL9knqLAY>

4. "Cartoon Analysis Guide" worksheet, 1 copy per student
5. "Text Analysis Organizer" worksheet, 7 copies per student
6. "China Documents" packet, 1 copy per student
7. "Silk Road: Ancient Globalization" worksheet, 1 copy per student
8. BBC article on globalization, 1 copy per student
9. Blank Eurasia map for student use, 1 copy per student
10. Lined paper for student use for notes and in-class questions

Equipment

1. Computer with Internet access
2. Projector

Time

One or two 55-minute class periods

Teacher preparation?

Procedures

1. Begin with warm up question analyzing a political cartoon using the Cartoon Analysis Guide. Have students write down their initial analysis and definition.
2. Discuss "What is Globalization?" with the class. Be sure to mention that it has existed for thousands of years particularly with the old "Silk Road."
3. Show *The Silk Road: Connecting the Ancient World through Trade* by Shannon Harris Castelo.
4. While students are watching the video, have them use the Text Analysis Organizer to describe the various Economic, Political and Cultural/Religious impact and whether they perceive it to be positive, negative, both or neutral. (This video, along with other documents, will help support their argument at the end of the lesson.)
5. Select the students in groups of 4 to further analyze written documents as to the impact of the old "Silk Road." Have each student use one Text Analysis Organizer for each document. To save time, have students each select one document to analyze and present to the rest of the group. (Note: each student is free to form their own opinion as to the proper categorization and potential impact as long as they justify their idea.)
6. Using the *Silk Road: Ancient Globalization* worksheet, have them group their ideas into cohesive thoughts.
7. Explain how China is attempting to create a new "Silk Road" and show the video from TOMO news.
8. Have student read an article by the BBC concerning Globalization. Use another Text Analysis Organizer to help students collect their data. Have students briefly share out to their groups.
9. Extension Activity – Within their groups, have students collect items on their person to share where they were made. They will then categorize them by

- topic. They will create a collective list and create symbols representing their categories to draw on a blank Eurasia map.
10. Extension Activity – The group will discuss their findings regarding the impact the new “Silk Road” area has on global trade today.
 11. Homework Essay Question - When thinking about “Globalization”, compare the Old Silk Road and the New Silk Road in regards to trade of resources and explain the potential impact on the US economy? Give evidence to support your argument.
 - a. Consider the perception of the political cartoon
 - b. Use your *Silk Road: Ancient Globalization worksheet*
 - c. Utilize your Text Analysis Organizers
 - d. Note the “Made In” activity

Assessment

1. Political Cartoon Analysis
2. *Text Analysis Organizers*
3. *Silk Road: Ancient Globalization*
4. Eurasia map
5. Homework Essay Question

Article by the BBC

We now communicate and share each other's cultures through travel and trade, transporting products around the world in hours or days. We are in a huge global economy where something that happens in one area can have knock on effects worldwide. This process is called globalization.

What is globalization?

Globalization is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Globalization has increased the production of goods and services. The biggest companies are no longer national firms but *multinational corporations* with subsidiaries in many countries.

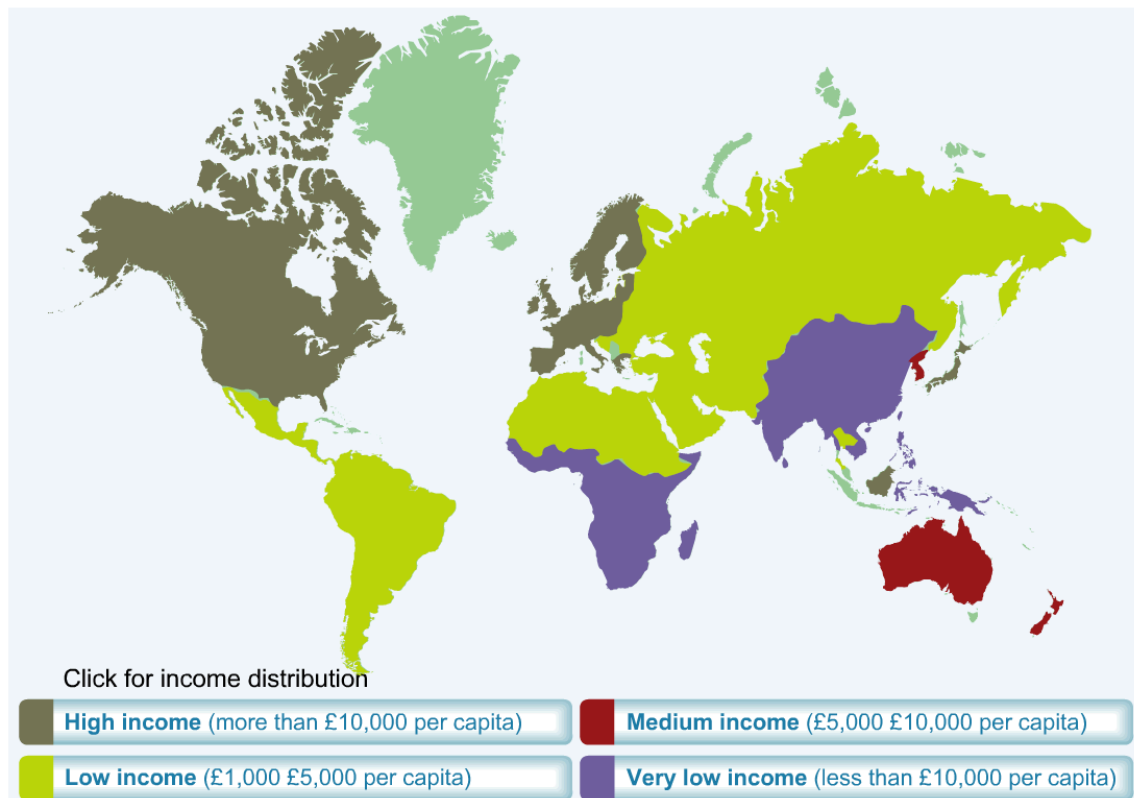
Globalization has been taking place for hundreds of years, but has speeded up enormously over the last half-century.

Globalization has resulted in:

- increased international trade
- a company operating in more than one country
- greater dependence on the global economy
- freer movement of capital, goods, and services
- recognition of companies such as McDonalds and Starbucks in *LEDCs*

Although globalization is probably helping to create more wealth in developing countries - it is **not** helping to close the gap between the world's poorest countries and the world's richest.

The graph shows how wealth is distributed.



Reasons for globalization

There are several key factors which have influenced the process of globalization:

- **Improvements in transportation** - larger cargo ships mean that the cost of transporting goods between countries has decreased. Economies of scale mean the cost per item can reduce when operating on a larger scale. Transport improvements also mean that goods and people can travel more quickly.
- **Freedom of trade** - organizations like the World Trade Organization (WTO) promote free trade between countries, which help to remove barriers between countries.
- **Improvements of communications** - the internet and mobile technology has allowed greater communication between people in different countries.
- **Labor availability and skills** - countries such as India have lower labor costs (about a third of that of the UK) and also high skill levels. Labor-intensive industries such as clothing can take advantage of cheaper labor costs and reduced legal restrictions in LEDCs.

Transnational corporations

Globalization has resulted in many businesses setting up or buying operations in other countries. When a foreign company invests in a country, perhaps by building a factory or a shop, this is called **inward investment**. Companies that operate in several countries are called multinational corporations (MNCs) or transnational corporations (TNCs). The US fast-food chain **McDonald's** is a large MNC - it has nearly 30,000 restaurants in 119 countries.

The majority of TNCs come from More Economically Developed Countries (*MEDCs*) such as the US and UK. Many multinational corporations invest in other MEDCs. The US car company Ford, for example, makes large numbers of cars in the UK. However, TNCs also invest in Less Economically Developed Countries (LEDCs) - for example, the British DIY store B&Q now has stores in China.

Factors attracting TNCs to a country may include:

- **cheap raw materials**
- **cheap labor supply**
- **good transport**
- **access to markets where the goods are sold**
- **friendly government policies**

Positive impacts of globalization

Globalization is having a dramatic effect - for good or ill - on world economies and on people's lives.

Some of the **positive impacts** are:

- *Inward investment* by TNCs helps countries by providing new **jobs** and skills for local people.
- TNCs bring **wealth** and **foreign currency** to local economies when they buy local resources, products and services. The extra money created by this investment can be spent on education, health and infrastructure.
- The sharing of ideas, experiences and lifestyles of people and cultures. People can experience foods and other products not previously available in their countries.
- Globalization increases awareness of events in far-away parts of the world. For example, the UK was quickly made aware of the 2004 tsunami tidal wave and sent help rapidly in response.

- Globalization may help to make people more aware of global issues such as *deforestation* and *global warming* - and alert them to the need for *sustainable* development.

Negative impacts of globalization

Critics include groups such as *environmentalists*, anti-poverty campaigners and *trade unionists*.

Some of the **negative impacts** include:

- Globalization operates mostly in the interests of the richest countries, which continue to dominate world trade at the expense of developing countries. The role of LEDCs in the world market is mostly to provide the North and West with cheap labor and raw materials.
- There are no guarantees that the wealth from inward investment will benefit the local community. Often, profits are sent back to the MEDC where the TNC is based. Transnational companies, with their massive *economies of scale*, may drive local companies out of business. If it becomes cheaper to operate in another country, the TNC might close down the factory and make local people redundant.
- An absence of strictly enforced international laws means that TNCs may operate in LEDCs in a way that would not be allowed in an MEDC. They may pollute the environment, run risks with safety or impose poor working conditions and low wages on local workers.
- Globalization is viewed by many as a threat to the world's cultural diversity. It is feared it might drown out local economies, traditions and languages and simply re-cast the whole world in the mold of the capitalist North and West. An example of this is that a Hollywood film is far more likely to be successful worldwide than one made in India or China, which also have thriving film industries.
- Industry may begin to thrive in LEDCs at the expense of jobs in manufacturing in the UK and other MEDCs, especially in textiles.

Anti-globalization campaigners sometimes try to draw people's attention to these points by demonstrating against the **World Trade Organization**. The World Trade Organization is an inter-government organization that promotes the free flow of trade around the world.

Note: This article originally used British English and was changed to American English.

http://www.bbc.co.uk/schools/gcsebitesize/geography/globalisation/globalisation_rev1.shtml

Cartoon Analysis Guide (SEALIM)

Use this guide to identify the persuasive techniques used in political cartoons.

Cartoonists' Persuasive Techniques

Symbolism	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
Exaggeration	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
Analogy	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
Labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
Irony	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>
Main Idea	<p>Main Idea is the significant message the cartoonist was attempting to explain. Each political cartoon has an central idea with some having multiple meanings.</p> <p>What issue is this political cartoon about?</p> <p>What do you think is the cartoonist's opinion on this issue?</p>

Compiled from loc.gov

(<http://loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html>)

DOCUMENT A

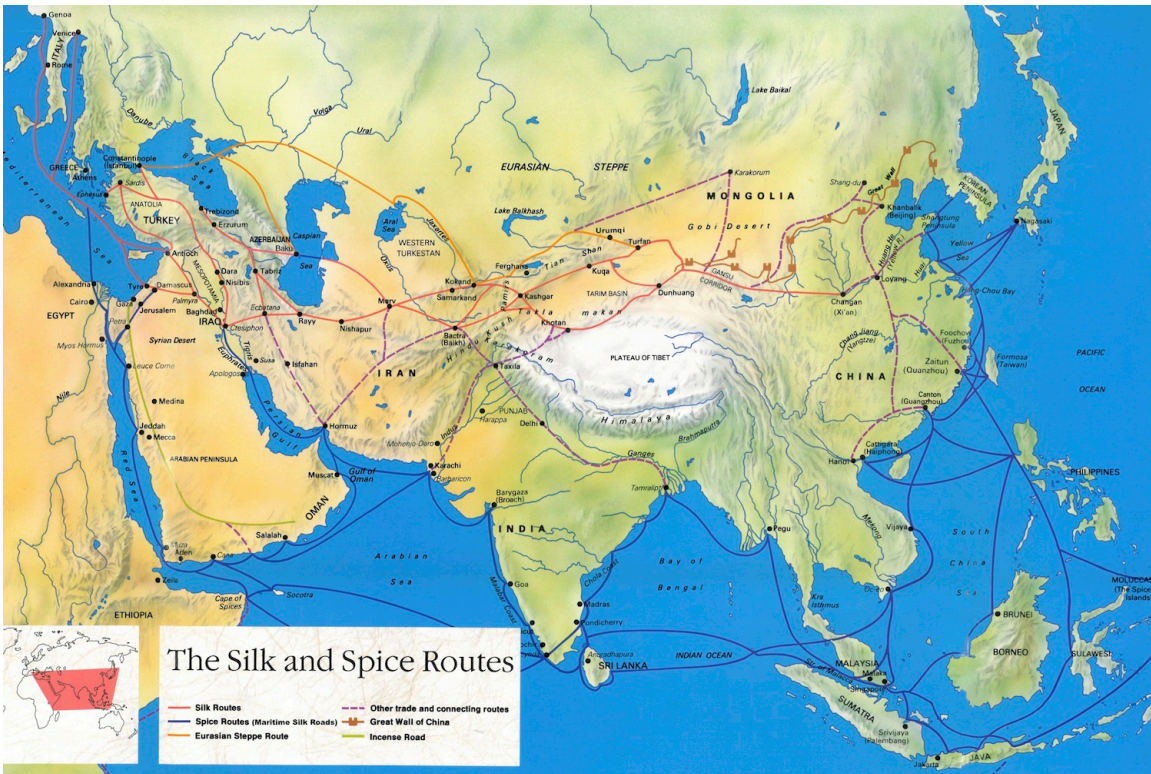
Source: Maps created from various sources

Silk Road



<http://www.silkroutes.net/SilkRoadMaps/PictureMapRoutes.jpg>

Silk Road



http://en.unesco.org/silkroad/sites/silkroad/files/SilkRoadMapOKS_big.jpg

DOCUMENT B

Source: Image of the interior of one of the Mogao Caves in Dunhuang, China

<http://chinavine.tumblr.com/post/47923138396/matteoricci-mogao-caves-mogao-grottoes>

Note: For Travelers of the Silk Road, the city of Dunhuang was a place to rest and resupply. It also became a place of worship for many.



Source: Description of the Mogao caves of Dunhuang in *Shadow of the Silk Road* by Colin Thubron, Harper Collins, 2007

...(the cave) walls were carpeted with hundreds of miniature Buddhas.... In several shrines the ceiling teemed with Hindu angels and lotus flowers.

...(manuscripts) revealed a multicultural world, which had barely been suspected...inventories, wills, legal deeds, private letters, Chinese ballads and poems came to light..., even a funeral address for a dead donkey... And beside the mass of Chinese prayers are documents in Sanskrit, Tibetan, Uighur, Sogdian, Khotanese, Turki in a mélange of scripts: a letter in Judeo-Persian, a Parthian fragment in Manichean script, a Turkic tantric tract in the Uighur alphabet.

DOCUMENT C

Economic Exchange along the Silk Roads	
Region	Products Contributes to Silk Road Commerce
China	Silk, bamboo, mirrors, gunpowder, paper, rhubarb, ginger, lacquer ware, chrysanthemums
Forrest lands- Siberia & Grasslands- Central Asia	furs, walrus tusks, amber, livestock, horses, falcons, hides, copper vessels, tents, saddles, slaves
India	Cotton textiles, herbal medicine, precious stones, spices
Middle East	dates, nuts almonds, dyes, lapis lazuli, swords, dried fruit
Mediterranean Basin	Gold coins, glassware, glazes, grapevines, jewelry, artworks, perfume, wool and linen textiles, olive oil

Source: *Life along the Silk Road* by Susan Whitfield, University of Cal Press, 2015

The movement and exchange of silk across Central Asia- and all the other goods that this trade enabled and with which it coexisted- along with the corresponding movement and exchange of all the other tangible and intangible cultural baggage that travels with people (religions, technologies, medicine, fashions, food) is characteristic of what we mean by the “the Silk Road.” We can accept the not all silk in all periods and places would have to be exchanged through trade, but trade is an essential part of the story.

DOCUMENT D

Document Excerpts

From *Chinese Civilization: A Sourcebook*, edited by Patricia Buckley Ebrey, 2nd ed. (New York: The Free Press, 1993), 126-127. © 1993 The Free Press. Reproduced with the permission of the publisher. All rights reserved.

Excerpts from Deed of Sale of a Slave

On this day the functionary, Han Yuanding, having expenses to meet and lacking sufficient stores of silk, sells his household slave Jiansheng, aged about twenty-eight. The slave is being sold to the monastery dependent, Zhu Yuansong, then to Zhu's wife and sons, etc. The price of the slave has been fixed at a total of five bolts of silk, consisting of both finished and unfinished goods. ...

After the woman and the goods have been exchanged and the sale completed, it is agreed that the son and daughters of the Zhu family shall be masters of this slave forever and ever, from generation to generation.

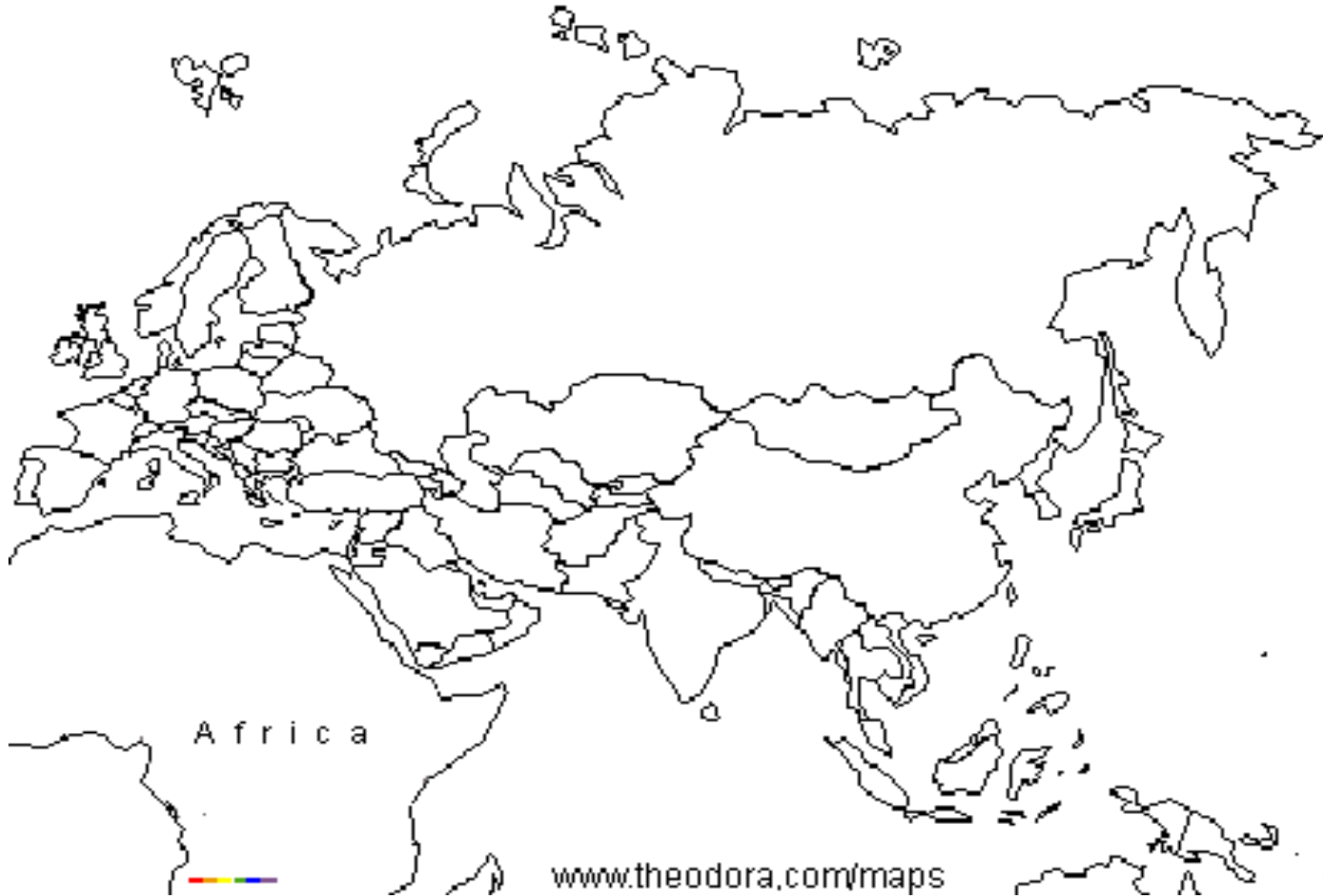
From *Sources of Chinese Tradition*, compiled by Wm. Theodore de Bary and Irene Bloom, 2nd ed., vol. 1 (New York: Columbia University Press, 1999), 565-566. © 1999 Columbia University Press. Reproduced with the permission of the publisher. All rights reserved.

“Fighting South of the Ramparts” By Li Bo

Last year we were fighting at the source of the Sanggan;
This year we are fighting on the Onion River road.
We have washed our swords in the surf of Parthian seas;
We have pastured our horses among the snows of the Tian Shan.
The King's armies have grown gray and old
Fighting ten thousand leagues away from home.
The Huns have no trade but battle and carnage;
They have no fields or ploughlands,
But only wastes where white bones lie among yellow sands.
Where the House of Qin built the great wall that was to keep away the Tartars,
There, in its turn, the House of Han lit beacons of war.
The beacons are always alight, fighting and marching never stop.
Men die in the field, slashing sword to sword;
The horses of the conquered neigh piteously to Heaven.
Crows and hawks peck for human guts,
Carry them in their beaks and hang them on the branches of withered trees.
Captains and soldier are smeared on the bushes and grass;
The General schemed in vain.
Know therefore that the sword is a cursed thing
Which the wise man uses only if he must.

Eurasia map: The New Silk Road

- Most things brought with you (or on you) today has a “**Made In**” tag on it.
- Create a list of the items you have and where they’re made then share that list with your group to use.
- Pay special attention to the items in Asia, Africa and Europe, as they may be a part of China’s New “Silk Road.”
- From the list you created with your group, place all of your items into categories, and make a symbol for each category. (Use this atlas and make a key for your map.)
- Place that symbol with the amount of the product on the country where the item’s made
- Each member of the group must complete their own map.



Institute on China 2015
Globalization – Silk Road

Eric Ennis

Objectives

After studying this section, you will be able to: ↓

Analyze a political cartoon

Identify the benefits and drawbacks of globalization

Compare China's current "Silk Road" with the ancient "Silk Road" in terms of its economic, political and cultural/religious impact on international trade.

Explain the relevancy of globalization on our current economy.

Standards

California Economic Content Standard

- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
 - Explain the effects of international mobility of capital and labor on the U.S. economy.

CCSS.ELA-LITERACY.RI.11-12.7

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Cartoonists' Persuasive Techniques

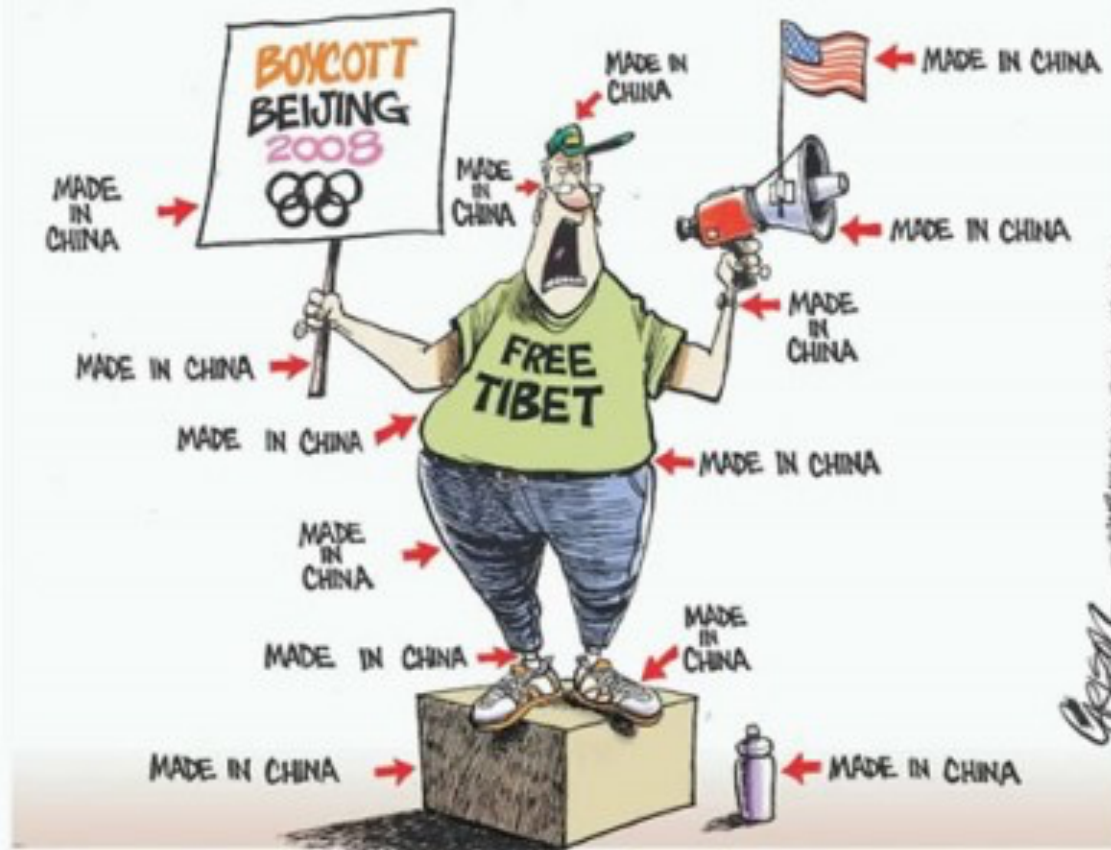
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Main Idea	Main Idea is the significant message the cartoonist was attempting to explain. Each political cartoon has an central idea with some having multiple meanings. What issue is this political cartoon about? What do you think is the cartoonist's opinion on this issue?

Compiled from loc.gov
(<http://loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html>)

Warm Up

Cartoon Analysis Guide

← Use the Cartoon Analysis Guide

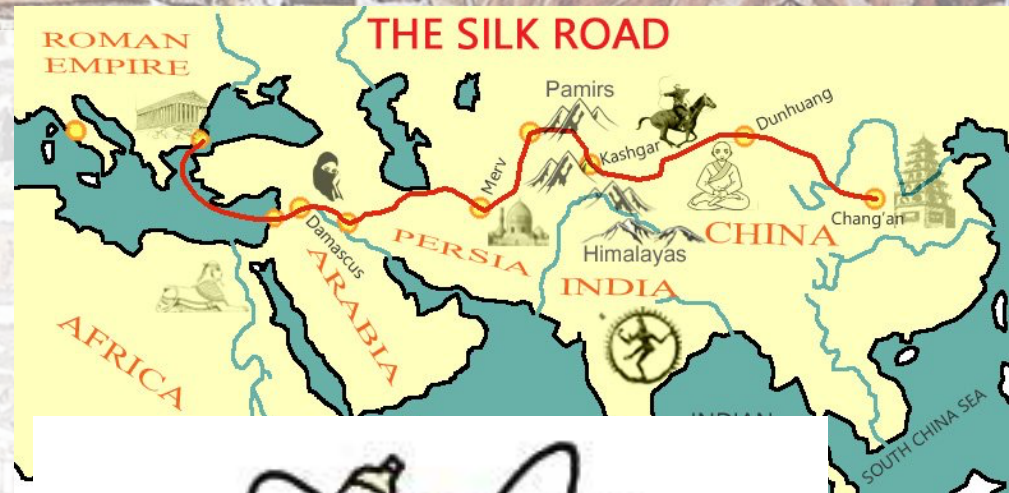


- Analyze the political cartoon.
- What is the meaning of this cartoon?
- Create a definition of “Economic Globalization” based on this image.

Beijing is a city in China and Tibet is an area claimed by China

What is *Globalization*?

- The international connection of people across the world into one economic society
 - It's essentially the same idea as the “**Silk Road**”
 - Trading across the continent is an example of **globalization**...
- It involves the sale of goods all over the world, at the most competitive price, in order to make the most money
- Globalization also transfers more than just goods...



Silk Road Video

- The Silk Road: Connecting the ancient world through trade - Shannon Harris Castelo - [TED – SILK ROAD](#)

TEXT ANALYSIS ORGANIZER

TEXT: TED-SILK ROAD VIDEO

Review each item or idea found in the video or written document attached, then categorize each one into the following columns below with the type of impact using the symbols provided. (Positive Impact = +, Negative Impact = -, Positive Impact and Negative Impact = +-, Neutral = 0)
Describe how you justified your choices within each section.

+, - +-, 0	Economic	+, - +-, 0	Political	+, - +-, 0	Cultural/Religious

Economic History

The “**Silk Road**” was about the exchange of economic, political, cultural/religious ideas and resources. Working with your groups, continue to categorize the items found in the documents A-E into the following columns and justify your thinking.

+, - +-, 0	Economic	+, - +-, 0	Political	+, - +-, 0	Cultural/Religious



Economic History

- The “**Silk Road**” was about the exchange of resources that would change the landscape of every area affected.
- Using the *Silk Road: Ancient Globalization* Graphic Organizer, form your group’s thoughts into cohesive ideas examining both the positives and negatives of the “Silk Road’s” impact on the ancient world.

Name _____ Date _____ Period _____

Silk Road - Ancient Globalization

POSITIVES	NEGATIVES
Economic	
Political	
Cultural/ Religious	



China's New Silk Road



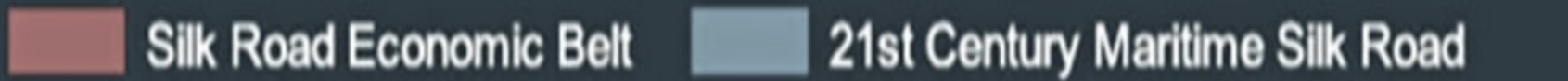
- TOMO News – New Silk Road
- [HTTP://US.TOMONEWS.NET/CHINA-PLANNING-NEW-SILK-ROAD-TRANSCONTINENTAL-TRADE-ROUTE-186502011011072](http://us.tomonews.net/china-planning-new-silk-road-transcontinental-trade-route-186502011011072)

Century Maritime Silk Road

Globalization

- Read the BBC article concerning Globalization. Continue to categorize the items found in the article into the following columns and justify your thinking.

+, - +-, 0	Economic	+, - +-, 0	Political	+, - +-, 0	Cultural/Religious



Europe
(Baltic Sea)

Russia

“Made In”

- Most things brought with you (or on you) today has a **“Made In”** tag on it
- Create a list of the items you have and where they’re made and share that list with your group to use.
- Items can include:
 - **Cell phones**
 - **School Supplies**
 - **Clothing**
 - **Beauty Supplies**
- Pay special attention to the items in Asia, Africa and Europe as they may be a part of China’s New “Silk Road.”



Europe
(Baltic Sea)

Russia

“Made In”

From the list you created with your group, place all of your items into categories

- Example: a watch and a cell phone might go in the category of **“ELECTRONICS”**
- Example: chap stick and lotion might go into the category of **“HEALTH AND BEAUTY”**

Make a symbol for each category

Place that symbol on the country where the item’s made with the amount from the category next to it.

- For example, place a “Cell phone symbol” over China with a 3 next to it if 3 of your group member’s phones were made there

Use the Eurasia map and make a key for your it! Each member must complete their own map.





Map View: Robinson Projection

NORTH AMERICA





Europe
(Baltic Sea)

Reflection...

- Discuss with your group:
 - the different categories of products within the current “Silk Road”
 - which countries give the USA the most textiles (clothes and shoes) versus electronics, etc...
 - the potential impact the New “Silk Road” may have when comparing its current production level

China



Silk Road Economic Belt

21st Century Maritime Silk Road

Homework

- When thinking about “Globalization”, compare the Old Silk Road and the New Silk Road in regards to trade of resources and explain the potential impact on the US economy?
- Give evidence to support your argument
 - Consider the perception of the political cartoon
 - Use your *Silk Road: Ancient Globalization worksheet*
 - Utilize your Text Analysis Organizer
 - Note the “Made In” activity

Name _____ Date _____ Period _____

Silk Road - Ancient Globalization

POSITIVES

Economic

NEGATIVES

Political

**Cultural/
Religious**

