

**Marco Polo 2018: Stopping at McDonalds along the way?  
Stacy Maxin**

**Background- Silk Road (not really a road) and China's New Silk Road = One Belt, One Road /is "McDonaldization" of the world effectively Americanizing diverse cities?**

**Time: 1 ½ - 2 class periods (50 minutes)**

**Grade level – 10<sup>th</sup> grade – Modern World History, Culture and Geography  
Standards/Framework:**

**CA H-SS Grades 9 Through 12 - Historical and Social Sciences Analysis Skills**

**Chronological and Spatial Thinking: Students *compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.***

1. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
2. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
3. Students relate current events to the physical and human characteristics of places and regions.

**CA HSS Standards 10.11**

Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

**CA HSS Framework Topic: Economic Integration and Contemporary Revolutions in Information, Technology, and Communications**

***How has globalization affected people, nations, and capital?*** Key to economic globalization was the development of communications technology that enabled financial information and funds to move easily. New technologies also facilitated the spread of consumer products and popular film, television, advertising, and other media around the

globe. New economic opportunities and liberalized immigration laws prompted the revival of global migration beginning in the 1960s and accelerated global economic exchange. Global consumption patterns created homogenized cultural experiences in the global cities that sprang up around the world; for example, critics assert that the “McDonaldization” of the world effectively Americanizes diverse cities.

## **Common Core Literacy Standards** ***Writing History (WHST9-10)***

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

### ***Comprehension and Collaboration:***

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**Introduction:** China is an integral part of global trade today, and has a long history as a key player with the exchange of goods and ideas, specifically going back to what is referred to as the “Silk Road”. Since most 10<sup>th</sup> grade students have not had World History since 7<sup>th</sup> grade, a brief review and discussion of the Silk Road during Medieval times is necessary to set the stage for the current topic of China’s “New Silk Road” – “One Belt-One Road Initiative”. To give students background to the initiative, a short video about the project will be viewed.

An interesting component of modern trade and globalization is the idea that “McDonaldization” of the world effectively Americanizes diverse cities. The term McDonaldization will be defined and examples of American goods, services and companies will be discussed. Students will then analyze photos, discuss and share analysis and write a response to the essential question.

### **Overview-**

In the past few decades, China has become a key player in global trade and the most populated country has experienced dramatic change politically, economically and socially. Social scientists have suggested that a key to economic globalization was the development of communications technology that enabled financial information and funds to move easily. New technologies also facilitated the spread of consumer products and popular film, television, advertising, and other media around the globe. New economic opportunities and liberalized immigration laws prompted the revival of global migration beginning in the 1960s and accelerated global economic exchange. Global consumption patterns created homogenized cultural experiences in the global

cities that sprang up around the world; for example, critics assert that the “McDonaldization” of the world effectively Americanizes diverse cities.

### **Objectives-**

- Students will recall the significance of the “Silk Road” for trade and cultural exchange and compare it to China’s plan for “One Belt, One Road”, that some have dubbed the “New Silk Road”
- Students will locate China and Mongolia on a current map of Asia, and identify neighboring countries and bodies of water
- Students will analyze contemporary photographs from Chinese and Mongolian cities
- Students will identify and note aspects of American culture found in modern cities in China and Mongolia
- Students will share observations with partners and small group
- Students will write a summary paragraph in their interactive notebook, answering the essential question: If Marco Polo travelled today, how would his journey compare to his travels in the 13<sup>th</sup> century? Give specific details from the photographs analyzed in class.

### **Guiding Questions -After a short review of the Silk Road and Marco Polo-**

In ancient times, where was the Silk Road? What goods and ideas were exchanged along this route? Today, how is trade conducted? What is China’s plan for a New Silk Road? How do you think this compares to trade in the 13<sup>th</sup> century?

### **Essential Questions:**

If Marco Polo were travelling today, what goods would he be trading? How would he be travelling? Where would he be eating? What would he be wearing?  
How have Chinese and Mongolian cities become more Americanized?  
What are examples of American culture that you noted?

**Time: 1 ½ - 2 class periods (50 minutes)**

### **Lesson Procedure (See attached ppt. with images)**

Photo analysis – students will have either digital or hardcopy photographs recently taken in China and Mongolia. Students will note at least 7 significant details, then with a partner, discuss their findings. All the images will include elements of American products or services. Students will tell their findings in a class discussion, leading to a teacher-led discussion of “McDonaldization” and the concept of the diverse cities becoming more homogeneous.

Directions for students after they have been given an image: Note at least 7 significant details from the photo. Include where you think the photo was taken and when the photo was taken. Share your results with your partner(s) and add at least 3 details your partner found.

**Materials/Equipment:**

- World Maps to locate China and Mongolia
- Internet access for videos
- Projector
- Ppt/print images for analysis
- Interactive notebook/pencils and pens

**Possible videos/article for China's New Silk Road:*****China's New "Silk Road": Future MEGAPROJECTS (11:16)***

<https://www.youtube.com/watch?v=RJCkpOkuph4>

***China builds new billion dollar 'Silk Road' (3:15)***

China is earmarking \$900 billion for its new Silk Road in order to bolster trade. The gigantic infrastructure project includes roads, railway lines, ports and airports.

<https://www.dw.com/en/china-builds-new-billion-dollar-silk-road/av-41926175>

**Assessment:** In a paragraph, students will answer the following questions in their interactive notebooks

**Essential Questions:**

If Marco Polo were travelling today, what goods would he be trading? How would he be travelling? Where would he be eating? What would he be wearing?

How have Chinese and Mongolian cities become more Americanized?

What are examples of American culture that you noted?

Examples of rubrics for interactive notebook:

5 – Excellent analysis with concrete details. Student writes grammatically correct including complete sentences/exceeds criteria.

4 – Good analysis, writing and incorporation of details

3 – Adequately meets criteria for analysis and writing

2 – Inadequate meets criteria for analysis and writing

1- Incomplete/does not show understanding of prompt

oh Rubric Student Name: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
<b>Sentence Structure</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
<b>Capitalization &amp; Punctuation</b>	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

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- **Grade level – 10<sup>th</sup> grade – Modern World History, Culture and Geography**
- **HSS Framework Topic: Economic Integration and Contemporary Revolutions in Information, Technology, and Communications**
- How has globalization affected people, nations, and capital?
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- **Common Core Literacy Standards**
- ***Writing History (WHST9-10)***
- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
- **Introduction:** China is an integral part of global trade today, but has a long history as a key player in goods, especially going back to the "Silk Road". Since most 10<sup>th</sup> grade students have not had World History since 7<sup>th</sup> grade, a brief review and discussion of the Silk Road during Medieval times is necessary to set the stage for the current topic of China's New Silk Road. An interesting component of modern trade and globalization is the idea that "McDonaldization" of the world effectively Americanizes diverse cities. The term McDonaldization will be defined and examples of American goods will be discussed.

# SILK ROAD ROUTES

[HTTPS://EN.WIKIPEDIA.ORG/WIKI/SILK\\_ROAD](https://en.wikipedia.org/wiki/Silk_Road)



Class discussion-Recall what you remember about the Silk Road. Think of a couple of items. Share with us.



## GEOGRAPHY WARM-UP-

- Using the given map, find China. List its neighboring countries and bodies of water.
- Then, find Mongolia. List its neighboring countries and bodies of water.



# CHINA'S NEW SILK ROAD?- ONE BELT, ONE ROAD

- China's New Silk Road Video (11:17):
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- China's New "Silk Road": Future MEGAPROJECTS
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- <https://www.youtube.com/watch?v=RjCkpOkuph4>
-

## GUIDED QUESTIONS/ESSENTIAL QUESTIONS:

- In ancient times, what goods were traded along the Silk Road? Today, how is trade conducted? What is China's plan for a New Silk Road? How do you think this compares to trade in the 13<sup>th</sup> century?
- Questions:
- If Marco Polo were travelling today, what goods would he be trading? How would he be travelling? Where would he be eating? What would he be wearing?
- How have Chinese and Mongolian cities become more Americanized?
- What are examples of American culture that you noted?

## IMAGE ANALYSIS

- Carefully analyze your given image. In your notebook, note 7 significant details.
- Share your observations with you partner(s). Add 3 more details.
- Be ready to discuss your observations with the class.

CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



# 1 - CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



# 2 - CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.





# 3 CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



# 4 -CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



# 5 - CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



# 6 - CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



# 7 CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



# 8 CAREFULLY ANALYZE YOUR GIVEN IMAGE.  
IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT  
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# 9 - CAREFULLY ANALYZE YOUR GIVEN IMAGE. IN YOUR NOTEBOOK, NOTE 7 SIGNIFICANT DETAILS.



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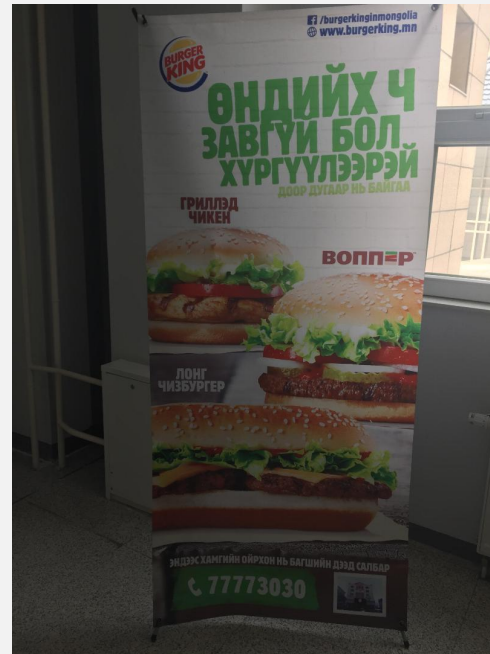


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- If Marco Polo were travelling today, what goods would he be trading?
- How would he be travelling? Where would he be eating? What would he be wearing? Be sure to include how cities may be more “McDonaldized”.

- Rubric for paragraph in interactive notebook-

- 5 – Excellent analysis with concrete details. Student writes grammatically correct including complete sentences/exceeds criteria.
- 4 – Good analysis, writing and incorporation of details
- 3 – Adequately meets criteria for analysis and writing
- 2 – Inadequate meets criteria for analysis and writing
- 1- Incomplete/does not show understanding of prompt