# Cultural Connections through Globalization

## OVERVIEW & OBJECTIVES

In this inquiry lesson students learn about globalization and its impact on their lives through an investigation of products. They begin from a personal point of view by assessing items in their day-to-day life that come from another country and then by exploring select U.S. companies that sell items elsewhere. Students’ will categorize items, map places, and form an opinion on globalization. (Note: This lesson is an adaptation of the National Geographic Society’s Expedition lesson, “Products Across Borders”.)

**Students will be able to…**

- Define “globalization”.
- Provide examples of globalization in their personal life.
- Identify countries where select U.S. companies conduct business.
- Explain the increasing globalization of products.
- Identify both challenges and benefits of globalization.
- Support an opinion on whether globalization is positive or negative for the world.

## GRADES

8th

## TIME

3-5 Days

## REQUIRED MATERIALS

- Computer Internet access with projector
- Computer Internet access for students
- Globalization Article
- Globalization Story
- Two blank world outline maps
- Colored pencils
- Power Point: “The World of McDonald’s

## MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

**Standard 1.** People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

8.3.1.1.2 Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

**Standard 2.** Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.

**Standard 14.** Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

8.4.3.14.1 Describe causes of economic imbalances and social inequalities among the world’s peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present)
**SUGGESTED PROCEDURE**

The day before the lesson, students complete an Exit Slip writing their definition of “globalization”. They turn these in on their way out of class.

**Opening:**

Begin the lesson with a class discussion of their responses to “What is the definition of ‘globalization’?” Next, students will discuss the following questions in small groups:

- How available are products from other countries in the U.S.? Can you think of any examples?
- Do you think U.S. products are available elsewhere? Can you think of any examples?
- What types of things might make this exchange of items possible?

Pose the question: Is globalization positive or negative for the world? Discuss responses.

**Development:**

1. Students will complete a Frayer model of “globalization” as a class using the handout, “Understanding Cultural Connections Through Globalization”. Discuss each box as a class.

2. Next, students will read the article, “What is Globalization”, using the HUG reading strategy. Students will also discuss new vocabulary they encounter in the article. The student directions are on the handout, “Globalization Article”, and the article is located at: [http://www.globalization101.org/what-is-globalization/](http://www.globalization101.org/what-is-globalization/). Discuss the article as a class addressing the question: Is globalization positive or negative?


4. Students identify how other countries impact them with “Personal Connections” that continues on the handout, “Global Personal Story”. Students add these items to their world map and color the countries with a second color. Students categorize the items from the article and their own lives to identify the types of products that they use from other countries. Discuss as a class the impact of globalization on their lives.

5. Students work with a partner to identify examples of globalization using Ford, Levi Strauss, and McDonald’s with the handout, “U.S. Companies Gone Global”, Part One: Globalization of U.S. Companies. Links to these companies are also listed under Website Resources.

6. McDonald’s will be used as an example to understand the spread of globalization with the handout, “U.S. Companies Gone Global”, Part Two: Globalization Over Time. Students will identify where and when the fast-food chain is located on the second world map using the decade that the chain opened to color-code their maps. Students will answer follow-up questions.

7. Students will also view the power point, “The World of McDonalds”, to understand how McDonalds has adapted to a variety of cultures. Discuss as a class: How are companies able to expand into other countries? What factors have caused the increasing globalization of products? How has globalization impacted the lives of people in other countries? What patterns on the maps indicate increasing globalization? What should be the future of globalization?

8. As a class revisit the Frayer model of “globalization” to clarify earlier responses and solidify students' understanding of globalization.

9. Students complete the handout, “What are the Benefits and Challenges of Globalization?” Discuss as a class the questions: Which Benefit is most important? Which Challenge is hardest to overcome?
Closing:
Students write an essay supporting their opinion on whether or not globalization is positive or negative. Students will use the handout, “Globalization Opinion Essay”, to complete the assessment.

Assessments:
Class Discussions
Map of Globalization
Map of McDonald’s
“Understanding Cultural Connections Through Globalization” Handout
“U.S. Companies Gone Global” Handout
Globalization Opinion Essay

RESOURCES
“Products Across Borders” Lesson at National Geographic
http://www.nationalgeographic.com/xpeditions/lessons/11/g68/products.html
“What is Globalization?” Article at Globalization 101
http://www.globalization101.org/what-is-globalization/
“Lizzie’s Morning” Story at National Geographic
“Global Sites” at Levi’s
http://us.levi.com/home/index.jsp
“Global Links” at Ford
https://corporate.ford.com/global-links.html#s0f
“International Website” from Websites at McDonald’s
“List of Countries with McDonald’s Restaurants” at Wikipedia
http://en.wikipedia.org/wiki/List_of_countries_with_McDonald%27s_franchises

Additional Website Resources
“Ford Motor Company” at Wikipedia
“International Availability of McDonald’s Products” at Wikipedia
http://en.wikipedia.org/wiki/International_availability_of_McDonald’s_products#Israel
“21 McDonald’s Meals You Won’t Find in America” at Huffington Post
http://www.huffingtonpost.com/2013/01/19/mcdonalds-international-menu_n_2507006.html

Globalization Videos
“Globalization Easily Explained” at Explainity (4:18)
https://www.youtube.com/watch?v=Jl0nFD19eT8
Pros and Cons of Globalization” (3:11)
https://www.youtube.com/watch?v=oh03fullQNI
“Globalization Pros and Cons” (5:13)
https://www.youtube.com/watch?v=SyJ23a7_fvQ
Globalization Activities/Lessons/Resources
“What is Globalisation” at Global Education
http://www.globaleducation.edu.au/teaching-activity/what-is-globalisation-ms.html#activity1
“3 Great Films for Teaching About Globalization and Modernization” at Edutopia
http://www.edutopia.org/blog/films-teaching-about-globalization-modernization-eileen-mattingly
“Globalization” at National Geographic
http://education.nationalgeographic.com/archive/xpeditions/lessons/10/g912/globalization.html
“They Have MacDonald’s Here Too?” Article by Erla Zwingle
http://webcache.googleusercontent.com/search?q=cache:Frww_LKNUKcI:http://schools.yrdsb.ca/markville.ss/history/Society/macdonalds_article.doc%2B“They+Have+MacDonald’s+Here+Too?”+Article+by+Erla+Zwingle&amp;gbv=2&amp;ct=clnk
“Our Connected World: Cultures Blend into a Global Voice” at National Geographic
“10 Teacher Resources for Global Learning” at TeachThought
http://www.teachthought.com/culture/10-teacher-resources-for-global-learning/
“Globalization” at AP Human Geography at Ken Lewis Lane Tech
“Effects of Globalization” at Platform Economic Geography
WHAT ARE THE BENEFITS
AND CHALLENGES OF GLOBALIZATION?

Directions: Read each statement and place the letter in the correct oval. Then answer the two questions below.

a. New jobs are offered in poor developing countries  
b. Loss of jobs in rich developed countries  
c. Lower prices for consumers  
d. Increased environmental issues in developing countries with lower standards  
e. Higher profits for companies  
f. Increased communication between people of other countries  
g. The gap between rich and poor countries may become greater

BENEFITS

CHALLENGES

- Which Benefit is most important? _________________________________
  Why?

- Which Challenge is hardest to overcome? ________________________________
  Why?
Understanding Cultural Connections Through Globalization

*Fill in the boxes as a class after discussing yesterday’s “exit slips” and the following questions:*

1. How available are products from other countries in the U.S.? Can you think of any examples?
2. Do you think U.S. products are available elsewhere? Can you think of any examples?
3. What types of things might make this exchange of items possible?

<table>
<thead>
<tr>
<th>Definition: <em>Globalization</em></th>
<th>Characteristics: (other words beyond the definition)</th>
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<tbody>
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<td>Textbook Definition:</td>
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<td>My Definition:</td>
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<tr>
<th>Examples:</th>
<th>Non-Examples: (What it is NOT)</th>
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EXIT SLIP
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EXIT SLIP
NAME___________________________________________HOUR__________

EXIT SLIP
NAME___________________________________________HOUR__________

EXIT SLIP
NAME___________________________________________HOUR__________
GLOBALIZATION OPINION ESSAY

Write a three-paragraph essay that answers the question, “Is globalization positive or negative for the world?” Justify your opinion by answering the following questions as you write the essay:

Introduction: Why is globalization a controversial issue?

Body of Essay: Do you think there are more advantages or disadvantages to globalization? (Include details and examples to explain why you think so.)

Conclusion: Where do you want to see the world going with globalization?
Global Personal Story

Story Directions:

As you read the story, “Lizzie’s Morning”, a global personal story, at
http://education.nationalgeographic.com/archive/xpeditions/activities/11/popup/lizzie.html?ar_a=1 underline each country that is mentioned.

Next, locate each country on your world map and color them all one color. Instead of labeling the country’s name, write the product that originated at that country next to it.

Map Directions:

After reading “Lizzie’s Morning” and mapping the location of all the products, answer the following two questions:

1. From which continent do the majority of the items in this story come?

2. Why might that be true?

Chart Directions and Final Map Directions:
(On back side)
**Personal Cultural Connections**

**Directions:** How does the world impact your day-to-day life? Complete the chart identifying how you are connected to the world with the products you use. Use the story about “Lizzie’s Morning” as an example; however, you may not replicate any of her items! Things to think about include: What are you wearing? (Look at the tags on your clothes.) What things do you regularly use? (Such as electronics, books, music, etc.) What sports do you play? What car do your parents own?

Name the item, identify the country it came from, and identify where the item was purchased (Examples: shopping mall, independent store, on-line, print catalog, borrowed).

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<tr>
<th>Item</th>
<th>Country It Came From</th>
<th>Where It Was Purchased</th>
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Now, add these personal items to your map. Choose a new color to use. If a country has already been colored, outline it in the new color. As before, do not label the country; write the product beside it. Add a title to your map and complete TODALSS.
Globalization Article

Directions: Read the article, “What is Globalization?” at http://www.globalization101.org/what-is-globalization/. While reading, please HUG the article!

Highlight the main ideas (This is no more than 20% of the article or 8 lines on average)

Underline important details (key words, definitions, examples, names/dates)

Give your thoughts in the margins (list points, give opinion, summarize steps)

The following terms are new and important to the article and will be discussed as a class:

- Prosperity
- Enterprises
- Prevailing
- Qualitatively
- Vastly
- Myriad
- Collaboration
- Proponents
- Opponents
- Unfettered
U.S. Companies Gone Global

PART ONE: Globalization of U.S. Companies

Directions: Visit the following websites to see examples of U.S. companies and how they have expanded globally.

1. Go to the website: https://corporate.ford.com/global-links.html#s0f. This is the official site for Ford Motor Company. Click on each Region and count the countries in which Ford is located.

   How many countries is Ford located in? ________

1. Go to the website: http://us.levi.com/home/index.jsp. This is the official site for Levi Strauss. Click on “Global Sites” located at the bottom of the page and count the countries that are named.

   How many countries is Levi Strauss located in? ________

2. Go to the website: http://www.mcdonalds.com/us/en/home.html. This is the official site for McDonald’s global chains. Click on “Websites” located at the left of the page. Next, click “International Websites” located near the bottom of the page. Click on each region and count the countries.

   How many countries is McDonald’s located in? ________
PART TWO: Globalization Over Time

Directions: Locate all the countries where the McDonald’s chain has expanded. Create a key using decades to code your map. Each decade (1960s, 1970s, 1980s, 1990s, 2000s, 2010s) is a different color. Also, star the first country in a continent to open a McDonald’s. Complete the map with Todalss. Go to “List of Countries with McDonald’s Restaurants” at Wikipedia to complete the map and answer the questions.

http://en.wikipedia.org/wiki/List_of_countries_with_McDonald%27s_franchises

Follow-up Questions:
1. McDonald’s first expanded into Canada. Hypothesize why you think this was an appropriate expansion:

2. What patterns do you see where McDonald’s chains are located and when they were opened?

3. Identify why the following countries closed their McDonald’s franchises:
   - Bermuda: __________________________________________________________
   - Barbados, Bolivia, Jamaica, Montenegro: ______________________________
   - Iceland: ___________________________________________________________
   - Macedonia: _______________________________________________________

4. Find three countries where there is no McDonald’s. Speculate (guess) why they may not have a McDonald’s restaurant.
   1)__________________:
   
   2)__________________:
   
   3)__________________:
The World of McDonalds
In India, there are no Big Macs because people of the Hindu religion don't eat beef. However, they have the Maharaja Mac, which is a Big Mac made of lamb or chicken.

There is also a vegetarian burger—the McAloo Tikki.
Germany

- It's bottoms up in Germany, where McDonald's serves beer!
In parts of Canada, you can have a lobster dinner with the McLobster lobster roll. Pardon me. It’s "McHomard” in French.
Japan

- Japan totally reinvents McDonald's with its Ebi Filet-O (shrimp burgers), Koroke Burger (mashed potato, cabbage and katsu sauce all in a sandwich), Ebi-Chiki (shrimp nuggets) and Green Tea flavored milkshake!
Norway

- In fish-loving Norway they have the McLaks, which is a sandwich made of grilled salmon and dill sauce.
In Costa Rica, unsurprisingly, you can order Gallo Pinto, meaning rice and beans.
Greece

- It's not Greek without pita bread, so when in Greece have a Greek Mac, which is a burger made of patties wrapped in a pita.
• Rice-loving Hong Kong has, of course, Rice Burgers. The burgers are in between not burger buns, but two patties of glutinous rice.
• Despite Jewish religious dietary laws, most McDonald's are not Kosher; they serve "McPitzutz" ice creams and cheeseburgers.
• Israel is one of the only countries that cooks the meat over charcoal versus frying. They also have the McKebab, two patties with Middle Eastern seasonings stuffed into a pita bread.
In Uruguay, they have the McHuevo, which is like a regular hamburger, but it is topped with a poached egg.
In Chile you can dress your burgers with not ketchup, but avocado paste!
Thailand

- And wherever you go, Ronald McDdonald can be found.
- Ronald McDonald—the Thai-Way