



## **“The Geography of ...”: Globalization in Southeast Asia**

**Grade Level: 9-12**

**Created By TAGE Teacher Consultant: Michelle Crane**

**Time Frame:** Three 55 minute periods

**Curriculum Connection:** This lesson is intended to be taught as part of a unit on Southeast Asia in a 9<sup>th</sup> grade World Geography course. Since this unit is typically taught towards the end of the year, it is assumed that students already have a basic understanding of the concept of globalization and the types of diffusion. If not, a review may be necessary. A video with a brief description can be found under the Video Resources of the Globalization module.

### **Learning Outcomes:**

Upon completion of this unit, students should be able to:

1. Trace the diffusion of one culture trait from or to Southeast Asia,
2. Create an annotated flow map to show the historical spread of this trait,
3. Explain the impact of this culture trait,
4. Identify the type of diffusion responsible for the spread of this trait,
5. Speculate on how increasing globalization will affect the diffusion of this product, and
6. Create a visual presentation to illustrate the spread of this trait.

### **TEKS Strand(s) Objective(s):**

(1) **History.** The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

(10) **Economics.** The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:

(D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.

(18) **Culture**. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;

(21) **Social studies skills**. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.

(22) **Social studies skills**. The student communicates in written, oral, and visual forms. The student is expected to:

(B) generate summaries, generalizations, and thesis statements supported by evidence;

(C) use geographic terminology correctly;

(23) **Social studies skills**. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions;

## Materials :

For Student Use:	
Blank World Map	See References for an appropriate file. If students are creating digital posters, provide the file to students. If students are creating a traditional poster, file may be printed.
Computer lab with Internet connection	
The Geography of ...student handout	
Access to Glogster, optional	Glogster is a website which allows students to easily create digital posters. It is a subscription site. A one year subscription for a secondary teacher is \$39, but a free trial is available if this is the only time the teacher will utilize this resource. Students can create a traditional poster if access to Glogster is not possible.

<b>For Teacher Use:</b>	
Computer with Internet connection and speakers	
“How to Sell Coke to People Who Have Never Had a Sip” audio file	Link is listed under References. The file can be downloaded or streamed.

## References:

*White Transparent Political World Map.* (2013). Retrieved October 6, 2013, from Outline World Map Images: <http://www.outline-world-map.com/white-transparent-political-world-map-b5a>

Smith, L. T. (2013, June 7). *Translating the Coke Experience.* Retrieved October 6, 2013, from NPR: <http://www.npr.org/blogs/money/2013/06/07/189260873/translating-the-coca-cola-experience>

Smith, R. (2013, June 7). *How to Sell Coke to People Who Have Never Had a Sip.* Retrieved October 6, 2013, from NPR: <http://www.npr.org/blogs/money/2013/06/07/189184092/how-to-sell-coke-to-people-who-have-never-had-a-sip>

**Strategies:** Students will use the Inquiry Method and flow maps they have created to analyze the diffusion of one product or culture trait either to or from Southeast Asia.

## Procedures to conduct the lesson:

Starting the Lesson: 20 minutes

Access the NPR Morning Edition story “How to Sell Coke to People Who Have Never Had a Sip”. Stream the story while students listen. If you like, you can display the graphic “Translating the Coke Experience”.

Spend a few minutes discussing the story with students and asking the following questions:

Explain why the US had sanctions on Cuba, North Korea and Myanmar.

*They all have dictatorial/communist political systems.*

Describe the difficulties faced by Coke doing business in Myanmar.

*Limited connectivity to the outside world, few cell phones, limited internet access*

Describe and give examples of the factors which make Myanmar an ideal market for Coke.

*Culture - food preferences for sweet drinks – sell cane juice on the street, presence of counterfeit and smuggled products*

*Demographics - Large population – 55+ million people*

Describe and give examples of the factors which will make it difficult to market Coke in Myanmar.

*Economic - Presence of counterfeit products which are cheaper*

*Culture - Smuggled Coke extremely expensive, so Coke seen as an elite product*

*Culture – no one (except extremely rich) had ever had it, completely unfamiliar*

Explain how Coke is addressing these issues and where did they receive their inspiration.

*Free samples, simple marketing “Good delicious and fresh mind”, inspired by original*

*American Coke campaigns*

Speculate on how Coke might change the culture of Myanmar.

*Answers will vary*

**Asking Geographic Questions:** 5 minutes

Explain to students that Coke is just one example of a global product. As globalization increases, more products and culture traits will be shared around the world. The students will create a visual presentation describing the diffusion of one such product and answering the following question:

Describe the diffusion of one global (or soon to be global) product or culture trait to or from Southeast Asia and analyze how this product or trait impacted or has been impacted as it spread globally.

The Lesson:

**Acquiring Geographic Information:** Remainder of Day One

Distribute the “The Geography of...” handout to students. They will work individually or in pairs to select a product or trait and research its diffusion. The products can be individual food items (bananas, mangos), prepared products (Sriracha), cuisine (Thai food), music (rap in Burma), religion (Buddhism), clothing (denim jeans) or anything the student wishes to research. Make sure to guide students to products or traits which are

extremely wide spread in order to ensure students will be able to find material. Examples and instructions are found on the students’ handouts.

Students will use the Internet to research their product.

**Organizing Geographic Information:** Day Two – Entire period

Students will organize their research onto a PERSIAN matrix and prepare a flow map showing the culture hearth and diffusion of their product.

**Analyzing Geographic Information:** Day Three – 45 minutes

Students will analyze their research and prepare their posters. Students may either use Glogster (see note in Materials list above) or prepare a traditional paper poster.

End the Lesson:

**Answering Geographic Questions:** Day Three – 10 minutes

Closing product:

Have each student write a brief paragraph answering the original question and describing their product, its diffusion and its impacts.

**Questions:**

Describe the diffusion of one global (or soon to be global) product or culture trait to or from Southeast Asia.

- Each group will have a different answer to this depending upon the product or culture trait they select. Several examples would be the arrival of European religions and languages as the result of colonization, or the arrival of American products such as Coca-Cola due to global trade networks.

Analyze how this product or trait impacted or has been impacted as it spread globally.

- Again, this will vary depending upon the product. An example of a culture trait would be that French who emigrated to French Indochina tended to be the educated elite. The children of the elite went to school and were taught French while children of less wealthy parents either did not go to school or did not go to a school where French was taught. Therefore, French diffused to the region but in such a way as to become a cultural wedge between the wealthy and the poor in this area.

Evaluate the impact this product has had on the culture of places where it has been introduced.

- Answers will vary depending upon the product, but an example would be the arrival of American soft drinks, such as Coca-Cola. These drinks often tend to supplant local and/or traditional beverages in popularity. As a result, the culture becomes more global and less local. In addition, even in America, these drinks have led to health issues such as loss of bone density and tooth enamel. On the other hand, the arrival of these products tends to accompany the arrival of improved and/or increased trade which can create jobs, and become income generators.

## Evaluation/Assessment : 5 points total

	<b>Not There Yet</b>	<b>Satisfactory</b>	<b>Clearly Outstanding</b>
<b>Content</b>	<p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>▪ Summary merely lists product and places of diffusion.</li> <li>▪ Summary makes little to no attempt to analyze diffusion and impact.</li> <li>▪ Summary and annotations do not utilize appropriate vocabulary.</li> <li>▪ Summary and annotations are difficult to read due to spelling and/or grammar errors.</li> <li>▪ Map is missing or incorrectly labeled.</li> </ul>	<p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>▪ Summary correctly describes product and diffusion.</li> <li>▪ Summary adequately analyzes diffusion and impact.</li> <li>▪ Summary and annotations correctly utilize appropriate vocabulary.</li> <li>▪ Summary and annotations are generally free from spelling or grammar errors.</li> <li>▪ Map is present and correctly prepared.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>▪ Summary completely and correctly describes product and identifies type of diffusion.</li> <li>▪ Summary completely analyzes diffusion and impact.</li> <li>▪ Summary and annotations demonstrate mastery of appropriate vocabulary.</li> <li>▪ Summary and annotations are largely free from spelling or grammar errors.</li> <li>▪ Map is detailed and enhances information presented in poster.</li> </ul>
<b>Appearance</b>	<p><b>0.75 Points</b></p> <ul style="list-style-type: none"> <li>▪ Map and poster are not clear and are difficult to read.</li> <li>▪ Annotations obscure map.</li> <li>▪ Graphics clutter poster and make reading information difficult.</li> <li>▪ Map and poster show minimal effort.</li> </ul>	<p><b>1.25 Points</b></p> <ul style="list-style-type: none"> <li>▪ Map and poster are clear and legible.</li> <li>▪ Annotations are neat and do not obscure map features.</li> <li>▪ Graphics are clear and do not clutter poster.</li> <li>▪ Map shows effort and attention to detail.</li> </ul>	<p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>▪ Map and poster are clear, legible and attractive.</li> <li>▪ Annotations are neat and enhance the map presentation.</li> <li>▪ Graphics are clear and enhance the poster.</li> <li>▪ Map shows great effort and attention to detail.</li> </ul>