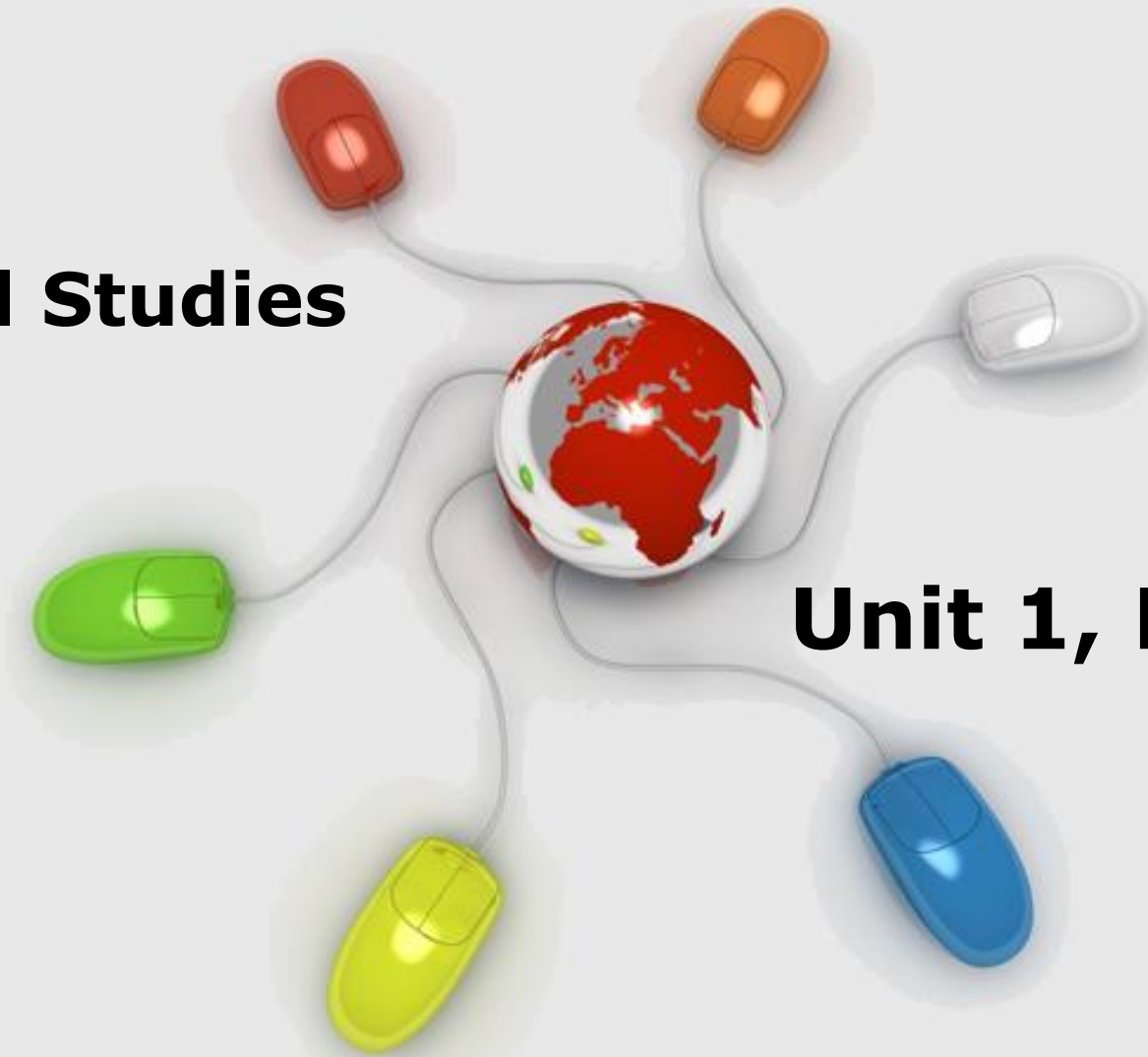


**Global Studies**



**Unit 1, Lesson 5**

**Globalization**

# What is Globalization?

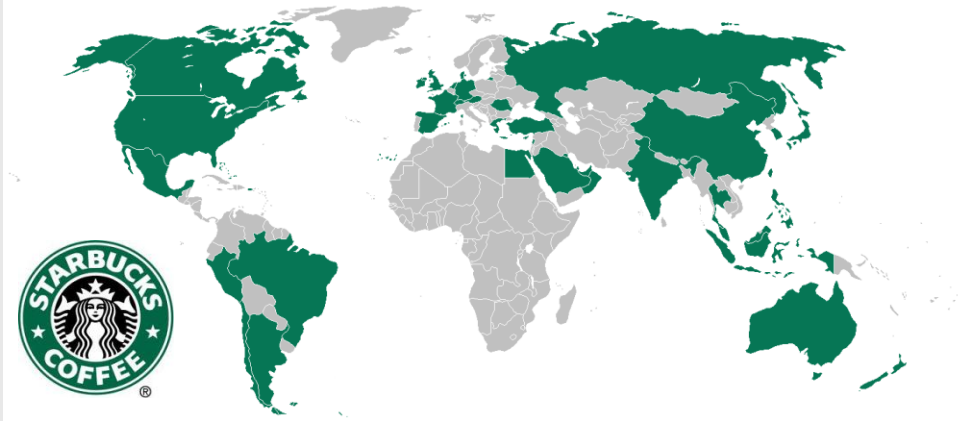


Globalization

By Guille3691

# Examples of Globalization

Countries with Starbucks



# Unit 1, Lesson 5: Globalization

## Lesson 5: Globalization

Global Studies B Unit 1: Global Economy

### Global Studies

Briefing

#### Globalization



Your goals are to learn how to complete these objectives:

- Define globalization
- Analyze examples of globalization and their positive and negative impacts

Now that you have studied how economic systems can vary, you will research how they are interdependent and report back to your editor about how economically connected you are to the rest of the world!

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There are examples of globalization all around us. It's just a matter of opening your eyes. Where were your shoes made? Your clothes? Did you have tacos for dinner? From where does your religion originate? Do you enjoy watching World Cup soccer? The Olympics?

Everyday, our lives are impacted by ideas and resources from around the world. This lesson will help you investigate examples in your own life.



# Unit 1, Lesson 5: Globalization



International  
Monetary Fund

What's New | Site Map | Site Index | Contact Us | Glossary

Search

Home | About the IMF | Research | Country Info | News | Videos | Data and Statistics | Publications

Key Issues | Globalization

Globalization is the result of trade among nations.

Click the "International Monetary Fund" link to learn more about Globalization. Be sure to take notes about what you find.

...es Harder Than Others



Crisis jolts globalization process

Economic and financial globalization and the expansion of world trade have brought substantial benefits to countries around the world. But the current financial crisis has put globalization on hold, with capital flows reversing and global trade shrinking.

Some analysts see the drivers of the recent globalization wave getting undermined, with protectionism on the rise.

Even supporters of globalization

...stimulus measures used to combat the



How many times have you looked at a possession of yours and noticed that it was not made in the country where you live? In fact, you've probably realized that many of the items you use on a daily basis are not manufactured in your home country, but rather in countries you may not be familiar with. Why is that? Shouldn't any country be able to produce its own goods?

The answer is, "Yes, they probably should." The reason they don't has to do with resources. All countries have them, some just have different ones than others. Resources can be divided into three types: natural, human, and capital. How the individual country uses these resources is known as resource allocation. In some instances, it is more cost efficient to import a product than it is to produce it. This is why the world trade among nations. The highly developed system for the transfer of goods, ideas, and information between many countries around the world is called globalization. Globalization is a concept that has gained great importance in the last few decades. Learn more about globalization at the [International Monetary Fund site](#) by the IMF Staff.

# Lizzie's Morning

Click on the "Lizzie's Morning" link to read about a day in the life of Lizzie. This short look into her day will show you many examples of how globalization can affect our lives.

Pay attention, because you'll be creating a similar story about how globalization affects YOUR daily life.

## Lizzie's Morning

7 a.m. The clock radio blasts [Jamaican](#) reggae into Lizzie's room in Washington, D.C., and the music wakes her. As she comes to life, she thinks about school and the day ahead. She doesn't think about Guglielmo Marconi of [Italy](#), who patented the radio. And she doesn't know that the first experimental radio broadcast took place in [Massachusetts](#) in 1906.

Lizzie gets dressed, heads to the kitchen, and makes a pitcher of orange juice, using frozen concentrate that was preserved by a process developed in [Florida](#) during the 1940s. The very same round, golden fruit was popular in ancient [China](#).

Lizzie's mom uses an electric appliance to grind coffee beans from [Brazil](#). The first version of this machine was invented in [Ohio](#) in the 1930s. (Before then people used manual grinders, which date to the 1800s.) Her mom pours the ground beans into a cone-shaped filter invented in [Germany](#) around 1900.

For breakfast, Lizzie eats a bowl of Kellogg's corn flakes, named after the [American](#) family that developed the cereal in the 1890s. As she eats, she glances at the newspaper. (The first regular weekly newspapers appeared in [Germany](#) in the early 1800s.)

After breakfast, Lizzie brushes her teeth. (The Chinese claim they invented the toothbrush in the 1400s.) She then says good-bye to her father, who is shaving with a safety razor—patented in 1901 by a salesman from [Wisconsin](#). The earliest safety razors date from [France](#) in the late 1800s. Centuries ago, people used shells and sharks' teeth as razors.

Lizzie gathers her stuff for school, including her saxophone—invented in [Belgium](#) by Adolphe Sax in the 1840s. She puts on her Walkman, developed in [Japan](#) in the 1970s. Then, when her mom isn't looking, she pops some gum into her mouth. People have enjoyed gum since ancient times, and the Indians of [Mexico](#) and Central America chewed chicle, a substance from wild sapodilla trees. Chicle was introduced to the [United States](#) in the 1860s.

Rain begins to fall as Lizzie leaves the house. She races back inside for her umbrella, which was made in [Taiwan](#). Umbrellas have a long past. They appear in artwork from ancient [Egypt](#), and they've been used in various cultures—both practically and ceremonially.

Back outside, Lizzie dashes across the street once the traffic light turns green. The first working traffic signal was installed outside the Houses of Parliament in London, the capital of the [United Kingdom](#). Modern traffic lights were invented in the early 20th century.

The smooth, solid road that Lizzie crosses is paved with macadam, a surface developed in part by [English](#) engineer John McAdam. Lizzie waits a few minutes for the bus that will take her to school. The first bus line was established in Paris, [France](#), in the 1600s, but it didn't last long. Not until the 1800s were horse-drawn buses a regular part of life in cities such as Paris, London, and New York.

Lizzie climbs aboard the bus, pays her fare, and heads off to school.

[Close Window](#)

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Learn how globalization affects one young lady by reading [Lizzie's Morning](#) from National Geographic Society.

Were you familiar with any of the places that were involved in Lizzie's morning? Did you ever consider how much globalization might be occurring in your life? Do you think it is more or less than Lizzie? Let's figure it out.

# Unit 1, Lesson 5: Globalization

Before continuing on to the Assessment, click on the "Thinking About Economics" link to review important topics in Economics.

## Lesson 5: Globalization

### 1: Global Economy

their own country.

Learn how globalization affects one young lady by reading [Lizzie's Morning](#) from National Geographic Society.

Were you familiar with any of the places that were involved in Lizzie's morning? Did you ever consider how much globalization might be occurring in your life? Do you think it is more or less than Lizzie? Let's figure it out.



Your assessment is to begin keeping a "Globalization Journal" that will be used for something very important! Make a list of five things that are found in your home or community and investigate where each item was produced. Look for identifying markings on the item or its packaging that show where the item was produced. A work file is provided to help you start your journal. Use the following links to identify information such as other products each country imports and exports, as well as the balance of trade for each country. To determine the balance of trade, you may need to review the basic economic facts in [Thinking About Economics](#).

- [World Factbook](#) from the U.S. Central Intelligence Agency.
- [CountryReports.org](#)
- [Country Studies/Area Handbook](#)

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## Global Studies

Assignment

### Thinking About Economics

Everything on earth must find ways to survive. For humans, the process can become quite complicated. "Making a living" is the business of survival. Countries do things to make a living, too. When we speak about the economy of a nation, we are talking about how the country makes money and how that money is distributed. It is important to know something about national economic systems. After all, you will have to survive in the world, and that means you will need to know something about how people make a living.

#### What is economics?



Economics involves the study of how money is made and distributed. View the slide show below about basic economic facts. **Keep in mind: good reporters always take detailed notes.** Use the work file provided to help you organize what you learn.

### Basic Economic Facts



How a country makes a living can often be determined by its geography. Being near the ocean or in the mountains affects what people do for a living. Having raw materials close by can determine what goods are manufactured in certain places. Geography influences not only the life of the people, but can affect the whole economy of a country.

Use the next and back arrows to view slides.

Text only description

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# Let's review Basic Economics!

## Basic Economic Facts Work File

Print out this sheet and use it to help you organize the information from the lesson.

Write a brief definition of each term:

Producers	
Goods	
Intermediate goods	
Market	
Raw materials	
Resources	
Natural resources	
Human resources	
Capital resources	
Import	
Export	
Balance of trade	
Surplus	
Deficit	
Per capita	
GDP	
GNP	

## Global Studies

Assignment

### Thinking About Economics

Everything on earth must find ways to survive. For humans, the process can become complex. Countries do things to make a living, too. When we speak about the economy, we talk about the money and how that money is distributed. It is important to know something about nations in the world, and that means you will need to know something about how people make

### What is economics?



Economics involves the study of how money is made and distributed. View the slide show below about basic economic facts. **Keep in mind: good reporters always take detailed notes.** Use the work file provided to help you organize what you learn.

Use the Work File to take notes on the information found in the "Basic Economic Facts" slide show. Click the arrow to advance the slides.

## Basic Economic Facts



How a country makes a living can often be determined by its geography. Being near the ocean or in the mountains affects what people do for a living. Having raw materials close by can determine what goods are manufactured in certain places. Geography influences not only the life of the people, but can affect the whole economy of a country.

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Use the next and back arrows to view

[Text only description](#)





# Time for some research!

After you've reviewed basic Economics, it's time to start researching for your own "Day in the Life of... YOU".

## Lesson 5: Globalization

Global Studies B Unit 1: Global Economy

their own country.

Learn how globalization affects one young lady by reading [Lizzie's Morning](#) from National Geographic Society.

Were you familiar with any of the places that were involved in Lizzie's morning? Did you ever consider how much globalization is in your life? Do you think it is more or less than Lizzie? Let's figure it out.



Your assessment is to begin keeping a "Globalization Journal" that will be used for something. List five things that are found in your home or community and investigate where each item was produced. Make markings on the item or its packaging that show where the item was produced. A work file is provided for your journal. Use the following links to identify information such as other products each country exports and the balance of trade for each country. To determine the balance of trade, you may need to use facts in [Thinking About Economics](#).

- [CIA World Factbook](#) from the U.S Central Intelligence Agency.
- [CountryReports.org](#)
- [Country Studies/Area Handbook Series](#) from [countrystudies.us](#)

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### Globalization Journal Work File

1. Collect evidence of globalization in your life. List five items found in your home or community and investigate where each item was produced.
2. Answer the questions when you have completed your journal.

Globalization In My Home or Community					
Item	Country where produced	Continent where produced	3 other items that country exports	3 items that country imports	Balance of Trade (Total exports minus total imports)
1)					
2)					
3)					
4)					
5)					

1. In your own words, define globalization.
2. What evidence of globalization is reflected by the things in your room or home? Be sure to include a discussion of the number of countries and continents represented.

Use the Work File to keep track of your research. Compile a list of five items in your everyday life, and then use these links to research their countries of origin.



# CIA World Factbook

The CIA World Factbook is a great resource to find all sorts of statistics about countries.

Use the drop-down menu to select your country.

Click the "Economy" section to find statistics and other information about a country's economic system.

The screenshot shows the CIA World Factbook website for China. The page title is "CENTRAL INTELLIGENCE AGENCY THE WORK OF A NATION. THE CENTER OF INTELLIGENCE." The main heading is "THE WORLD FACTBOOK". A search bar is located at the top right. The left sidebar contains navigation links: CIA Home, About CIA, Careers, Offices of CIA, News & Information, and Library. The main content area features a navigation menu with "ABOUT", "REFERENCES", "APPENDICES", "FAQs", and "CONTACT". A drop-down menu is set to "--- SELECT A COUNTRY OR LOCATION ---". The current page is titled "EAST & SOUTHEAST ASIA :: CHINA (ALSO SEE SEPARATE HONG KONG, MACAU, AND TAIWAN ENTRIES)". Below the title is a "PRINT" button. The page includes a flag of China, a map of China, and a larger map of East and Southeast Asia. A "VIEW 77 PHOTOS OF CHINA" section is also visible. The main content area lists various sections: Introduction :: CHINA, Geography :: CHINA, People :: CHINA, Government :: CHINA, Economy :: CHINA, Communications :: CHINA, Transportation :: CHINA, Military :: CHINA, and Transnational Issues :: CHINA. The "Economy" section is circled in blue. At the bottom, it states "The online Factbook is updated bi-weekly. ISSN 1553-8133. For additional information on government leaders in selected foreign countries, go to World Leaders."

# Country Reports

Country Reports is another resource for information about countries. However, parts of this website require a paid subscription to log in. You ARE NOT required to view these sections. You can find adequate info using the other resources provided.

Click the "Economy" section to find statistics and other information about a country's economic system.



Use the drop-down menu to select your country.



## Statistics, Graphs, Charts, & Data Tables

**Capital Cities...** Beijing » History of Beijing  
**Population:** 1,330,141,295  
**GDP:** \$8,789,000,000,000 (USD)  
**Total Area:** 9,596,960 (sq km) 3,705,386 (sq mi)  
**Currency:** yuan

# Country Studies

You can also find economic information about a country using Country Studies.

## Country Studies

This website contains the on-line versions of books previously published by the Federal Research Division of the Library of Congress as part of the Handbook Series sponsored by the U.S. Department of the Army. Each study offers a comprehensive description and analysis of the setting, geography, society, economy, political system, and foreign

<a href="#">Afghanistan</a>	<a href="#">Georgia</a>	<a href="#">Pakistan</a>
<a href="#">Albania</a>	<a href="#">Germany</a>	<a href="#">Panama</a>
<a href="#">Algeria</a>	<a href="#">Ghana</a>	<a href="#">Paraguay</a>
<a href="#">Angola</a>	<a href="#">Grenada</a>	<a href="#">Persian Gulf States</a>
<a href="#">Antigua and Barbuda</a>	<a href="#">Guyana</a>	<a href="#">Peru</a>
<a href="#">Armenia</a>	<a href="#">Haiti</a>	<a href="#">Philippines</a>
<a href="#">Austria</a>	<a href="#">Honduras</a>	<a href="#">Poland</a>
<a href="#">Azerbaijan</a>	<a href="#">Hungary</a>	<a href="#">Portugal</a>
<a href="#">Bahamas</a>	<a href="#">India</a>	<a href="#">Qatar</a>
<a href="#">Bahrain</a>	<a href="#">Indonesia</a>	<a href="#">Romania</a>
<a href="#">Bangladesh</a>	<a href="#">Iran</a>	<a href="#">Russia</a>
<a href="#">Barbados</a>	<a href="#">Iraq</a>	<a href="#">Saudi Arabia</a>
<a href="#">Belarus</a>	<a href="#">Israel</a>	<a href="#">Sechelles</a>
<a href="#">Belgium</a>	<a href="#">Ivory Coast</a>	<a href="#">Singapore</a>
<a href="#">Belize</a>	<a href="#">Jamaica</a>	<a href="#">Somalia</a>
<a href="#">Bolivia</a>	<a href="#">Japan</a>	<a href="#">South Africa</a>
<a href="#">Brazil</a>	<a href="#">Jordan</a>	<a href="#">South Korea</a>
<a href="#">British Virgin Islands</a>	<a href="#">Kazakhstan</a>	<a href="#">Spain</a>
<a href="#">Bulgaria</a>	<a href="#">Kuwait</a>	<a href="#">Sri Lanka</a>
<a href="#">Cambodia</a>	<a href="#">Kyrgyzstan</a>	<a href="#">St. Kitts and Nevis</a>
<a href="#">Caribbean Islands</a>	<a href="#">Laos</a>	<a href="#">St. Lucia</a>
<a href="#">Cayman Islands</a>	<a href="#">Latvia</a>	<a href="#">Sudan</a>
<a href="#">Chad</a>	<a href="#">Lebanon</a>	<a href="#">Syria</a>
<a href="#">Chile</a>	<a href="#">Libya</a>	<a href="#">Tajikistan</a>
<a href="#">China</a>	<a href="#">Lithuania</a>	<a href="#">Thailand</a>
<a href="#">Colombia</a>	<a href="#">Madagascar</a>	<a href="#">Trinidad and Tobago</a>
	<a href="#">Maldives</a>	<a href="#">Turkey</a>
	<a href="#">Mauritania</a>	<a href="#">Turkmenistan</a>
	<a href="#">Mauritius</a>	<a href="#">Turks and Caicos Islands</a>
	<a href="#">Mexico</a>	<a href="#">Uganda</a>
	<a href="#">Moldova</a>	<a href="#">United Arab Emirates</a>
	<a href="#">Mongolia</a>	<a href="#">United States</a>
	<a href="#">Nepal</a>	<a href="#">Uruguay</a>
	<a href="#">Nicaragua</a>	<a href="#">Uzbekistan</a>
	<a href="#">Nigeria</a>	<a href="#">Venezuela</a>
	<a href="#">North Korea</a>	<a href="#">Vietnam</a>
	<a href="#">Oman</a>	

First, select your country.

[Publishing](#)  
[Libraries and Archives](#)

### The Economy

[GENERAL NATURE OF THE ECONOMY](#)

[ECONOMIC POLICIES, 1949-80](#)

[Recovery from War, 1949-52](#)

[The First Five-Year Plan, 1953-57](#)

[The Great Leap Forward, 1958-60](#)

[Readjustment and Recovery: "Agriculture First," 1961-65](#)

[The Cultural Revolution, 1966-76](#)

[The Post-Mao Interlude, 1976-78](#)

[Reform of the Economic System, Beginning in 1979](#)

[Roles of the Government and the Party](#)

[Agriculture](#)

[Industry](#)

[The Banking System](#)

[LIVING STANDARDS](#)

[Progress since 1949](#)

[Income Distribution](#)

[Party and Government](#)

[CHINESE COMMUNIST PARTY](#)

Then scroll down the page until you come to "The Economy" section.

# A Day in the Life of....

Now it's time to use the research in your Work File to create your own "A Day in the Life of (insert your name here)."

Be sure to read the list of items that your teacher will be looking for in your creation.



It's time for your big break! You have worked hard collecting information on globalization. Now it's time to write your life. All of this hard work has paid off because you have just received a very important message from your editor. You are going to write a feature story. Remember *Lizzie's Morning*? Your story will be called *A Day in the Life of (insert your name here)*. The parents; you are in the big time now!

## Think about this first...

In order to create a story that is worthy of being a scoop for GNN, you will need to organize your thoughts, hone your writing skills, and dust off your imagination. Think pizzazz! Grab your audience's attention! But most importantly, you are going to **educate your audience about globalization**. Here are some tips from the editor about what topics should be included in the story and what questions should be answered:

1. Definition of globalization (original; in your own words)
2. Evidence of how globalization is reflected in your life. Look at the information you listed in your journal. Be sure to include a discussion of the number of countries and continents represented by the items in your journal.
3. Give specific examples of items that you found in your room, home, or community. Discuss the trade relationship in the source country. Was there a favorable balance of trade or a trade deficit?
4. Based on your findings, what do you think might be two positive aspects of globalization?
5. Based on your findings, what do you think might be two negative aspects of globalization?

**BE CREATIVE!!**

# The Rubric

It's very important that you read The Rubric carefully for this assignment. Your submission will be graded according to the required elements listed here.

## Submit Your Work

- When you are sure you have met the learning goals and each grading requirement, submit your work on the following page.



How will you be graded on this assessment?

Are all necessary pages printed and placed in your notebook? Is all work saved on a floppy disk?

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Notice the point break down.

Globalization	Student demonstrates understanding of globalization in his/her life by creating "Day in the Life of..." story about him/herself that gives specific examples of globalization in his/her life and includes the following:	100 pts. total
	<ul style="list-style-type: none"><li>Original definition of globalization</li></ul>	5 pts.
	<ul style="list-style-type: none"><li>Evidence of globalization reflected by the choice of examples from student's room/home; discussion of the number of countries and continents represented by the items selected from journal</li></ul>	10 pts. per item
	<ul style="list-style-type: none"><li>Discussion of the trade relationship between countries where items were purchased</li></ul>	15 pts.
	<ul style="list-style-type: none"><li>Discussion of two (2) positive aspects of globalization</li></ul>	5pts.
	<ul style="list-style-type: none"><li>Discussion of two (2) negative aspects of globalization</li></ul>	5pts.
	<ul style="list-style-type: none"><li>Interest level of presentation, including use of graphics/ images, creativity, originality and few, if any, errors in spelling, grammar, and punctuation</li></ul>	20 pts.

Yes, creativity counts!!

# The Drop Box

## Lesson 5: Globalization

Global Studies B Unit 1: Global Economy

**P** Your Globalization assessment is a portfolio item. When you are finished, please submit your work to your teacher in the drop box below.

### Drop Box

Complete and [submit the Globalization assessment](#).

I am SO looking forward to reading about what your day is like!

After you have proofread your creation for grammar and spelling, and you're sure that you've included all of the required elements listed in The Rubric, submit your creation here into the Drop Box.



# Contact Information

**Ms. Teneil Brinkman  
Global Studies Instructor  
Florida Virtual School**

**904-469-6786 office  
904-716-6786 text only**

**Tutorial Website:**  
[www.globalstudieshelp.weebly.com](http://www.globalstudieshelp.weebly.com)

**Appointments:** <http://tiny.cc/brinkmanppt>

