

Globalization: Food For Thought

Pillar: Healthy Eating and Positive Social Environments

Division: IV

Grade Level: 10-1

Core Curriculum Connections: Social Studies

I. Rationale:

In this lesson, teams of students explore the impact of globalization on food. Students will research the complex topics, issues, and controversies involving food and then discuss those issues in a summit. By exploring multiple perspectives on genetically modified foods, food diseases, and local food cultures, students gain insight into the comprehensive nature and impact of globalization on their lives.

II. Pillar Focus (Healthy Eating):

The students will explore, study, and debate controversial topics relating to the impact of globalization on food:

- the impact of the fast food culture on local food trends and traditional cuisines.
- the health implications of food-borne diseases and the nation's ability to protect against them
- the nutritional content, and the health and environmental effects of genetically modified foods

III. Curriculum Outcomes: Social Studies 10-1

SS 10-1 Key Outcome: Students will understand, assess and respond to the complexities of globalization.

General Outcome: Students will explore the impacts of globalization on their lives.

Specific Outcomes:

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples)

1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification)

General Outcome: Students will assess economic, environmental and other contemporary impacts of globalization.

Specific Outcomes:

3.7 explore multiple perspectives regarding the relationship among people, the land and globalization

3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)

General Outcome: Students will assess their roles and responsibilities in a globalizing world.

Specific Outcomes:

4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)

V. Materials:

i. *Student Handouts* (following the lesson):

- Group 1: "Globalization and Local Food Culture"
- Group 2: "Globalization and Food Biotechnology"
- Group 3: "Globalization and Food Diseases"
- "Globalization: "Food for Thought" (student activity instructions)

i. *Resources and Web links (Background and news coverage):*

- [Microsoft Encarta Online Encyclopedia](#)
- [MSNBC](#) - Search "globalization" for news coverage and commentary from the last couple of years, including news reports from the Seattle, Prague, and Genoa protests.
- [BBC News Special Report](#) - Globalization: What on Earth is it about?"
- ["Globalization: Threat or Opportunity?"](#) - Reports and position papers from the International Monetary Fund
- [World Trade Organization](#) - Statistics and reports
- [Institute for Agriculture and Trade Policy](#) - This organization advocates for sustainable agriculture and local farmers.
- [Organic Consumers Association](#) - Advocates for "Food Safety, Organic Agriculture, Fair Trade & Sustainability"; includes areas on bioengineering and mad cow disease

V. Procedure:

i. *Teacher Preparation and Background:*

1. For this project, your students will prepare for and hold a classroom summit on food and globalization. Students will work in several groups:
 - A small committee, elected by the whole class in Student activity Step 1, will plan the details of a Food and Globalization Summit to culminate the project.
 - Divide the rest of the class into thirds, with each third focusing on one of these aspects of globalization: Globalization and Local Food Culture, Globalization and Food Biotechnology, and Globalization and Food Diseases.
 - Each of these focus groups will then divide into two teams, one pro-globalization and one anti-globalization.
2. Preview the Web links listed under [Resources](#), and add to or adjust them to meet your students' learning needs.
3. Download or photocopy the student handouts for each focus group and hand them out for students to use in Step 2.
4. Prior to the project review the definition of globalization and discuss. Economists typically define globalization as the integration and interdependence of many nations' and regions' economies around the world. The key idea here is that these connections operate in many dimensions—from pure trade, to the flow of labor and investment across borders, to rapidly expanding communications technologies? and they interrelate in complex ways. Encourage your students to approach their study of globalization with the understanding that there are no easy answers to the challenges and questions they uncover.
5. Photocopy and distribute "Globalization: Food for Thought" containing the student instructions for the project.

"Globalization: Food for Thought"

Project Description:

This project will help you understand how globalization affects you. By using a subject that is familiar to everyone -food, you will explore the meaning of globalization through research, analysis, and debate.

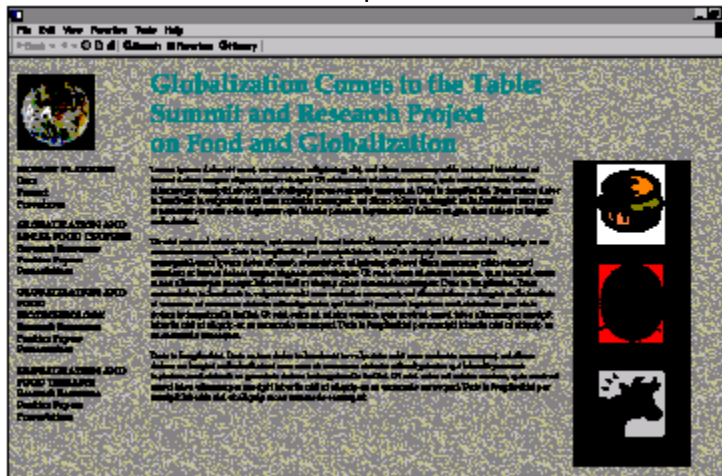
Step 1: Planning the Summit

- Software: Microsoft Internet Explorer, Microsoft Word 2002 or newer, Microsoft FrontPage 2002

• Instructions:

Set plans in motion now for the Food and Globalization Summit that will wrap up all your work at the end of this project

1. As a whole class, make nominations (at least three) for the summit planning committee. All nominees should be willing to put aside their own views on globalization issues to assure a well-run, meaningful meeting free of bias when the summit convenes in Step 4.
2. After identifying candidates, hold a vote. Everyone should vote for one person, but only the top three will all work on the planning committee. The number-one choice will serve as chair.
3. While the rest of the class goes on to Steps 2 and 3, the summit planning committee should:
 - Review the setup and proceedings of recent world summits to select "best practices" for this one.
 - Establish the overall Web page that will provide up-to-date information about the summit schedule and format as well as serve as a place for the issue teams to post the work they complete in Steps 2 and 3.



- Plan for a process that will result in a set of recommendations approved by a majority of summit participants.

Step 2: Defining the issues

- Software: Microsoft Internet Explorer, Microsoft Word 2002 or newer, Microsoft FrontPage 2002

• Instructions:

Begin with research about your globalization focus

1. Each focus group that will look at one of three issues:
 - Globalization and local food culture
 - Globalization and food biotechnology
 - Globalization and food diseases
2. Meet with your focus group, and open the "Guidelines" Word document. Discuss the document to make sure everyone on the team understands the broad implications of the issue that you'll be focusing on.
3. Divide up the initial research work. Everyone in the group should work together to find resources on

the Internet and in print that include:

- News stories that will help you understand the timeline of events
 - Opinion pieces from many sides
 - A collection of links and other resources for deeper research
4. After this first research period, meet to share your findings and discuss them. Your aim is to clearly define the "pro-" and "anti-" globalization aspects of your focus area. What are the key arguments from both sides? What do the different sides hope to achieve?
 5. By volunteer or vote, divide your group into two "issue teams": One group will develop a pro-globalization stance on your focus area, and the other an anti-globalization position.
 6. Assign two members - one from each team - to serve as archivists of your collective research and writings. These two members should use FrontPage to add team pages to the Web site created by the Summit Planning Committee.
 7. Brief your teacher and/or classmates on your issue and the two sides of it that you will explore.

Step 3: Developing Positions

- Software: Microsoft Internet Explorer, Microsoft Word 2002 or newer, Microsoft FrontPage 2002, Microsoft Office PowerPoint 2002 or 2007

- Instructions:

Each pro- and anti-globalization issue team builds its case

1. Check the latest information on the summit Web page, and then review the "Guidelines" document. You will see several specific goals for each pro- and anti-globalization team. These goals are:
 - Conduct thorough research on your topic so that you can cite at least two credible resources (reports, in-depth features, databases, etc.).
 - Write a one- to three-page position paper that uses both persuasion and facts (including one table or chart with statistics, plus one photograph or illustration) to advance your point of view.
 - Prepare a three- to six-slide PowerPoint presentation that summarizes your argument and evidence.
2. Within your team, everyone should conduct and share research, but you may want to assign one or two members to write the position paper and another one or two to develop the PowerPoint presentation.
3. As you complete your research, draw on the work of your larger focus group as a starting point. While digging more deeply into your topic and your particular position on it, be sure to examine the source of each new research find.
4. Once you have written your position paper and developed the PowerPoint presentation, submit them to your teacher for review. Then post the revised versions on your focus group Web site, so that the opposing team and your whole class is aware of your arguments.

Step 4: A Meeting of the Minds

- Software: Microsoft Office Word 2002, Microsoft Office FrontPage 2002, Microsoft Office PowerPoint 2002 or 2007

- Instructions:

The entire class brings all the food-related globalization issues to the table

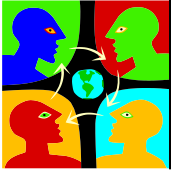
1. When the summit launches, each team will have a chance to present its position (following guidelines set up by the Summit Planning Committee) and then participate in the development of overall recommendations.
2. To prepare for the summit, work within your team to polish your position paper and practice delivering your PowerPoint presentation.
3. In addition, read through all the position papers that will be presented by the other teams. Look for

points of common concern as well as particular lines of reasoning from the other side. Prepare to respond to likely arguments.

4. As a team, you should also decide what your objective should be in the give-and-take of the summit session and the recommendations your team will deliver. Will you insist on endorsement of your entire position—or are there some points that seem more crucial than others?
5. Once the summit begins, your team may want to form voting blocs with other teams that have similar concerns, conduct additional on-the-spot research support a position, or make trade-offs to assure that the most important issues are well represented.
6. When the summit has concluded, the Summit Planning Committee will post documentation of its proceedings on the Web site. Your team should develop a set of comments on the summit's outcome—are you pleased with the results? Disappointed? Of mixed mind?—to also post on the site.
7. Together, the whole class should review the Web site, with all its research resources, position papers, and presentations, and fine-tune it. Then, invite others in your community—which includes your school, your town, the nation, and the world—to visit the site as well.

VII. Assessment Ideas:

- Presentation, debate, and group work rubrics to assess relevant criteria.



GLOBALIZATION COMES TO

GUIDELINES FOR FOCUS GROUPS

Group 1: Globalization and Local Food Culture



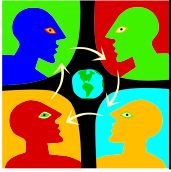
As food companies go international and global media spread common images, some fear that unique local or national cultures—and the cuisines that go with them—may get swept away in a tidal wave of American fast food. Others argue that a worldwide taste for hamburgers and fries can peacefully coexist with indigenous flavors.

Focus Group Tasks

- Find news stories that report on the controversy, both as it is unfolding and in retrospect. Using those stories, you will develop a working time line of events from at least the past three years.
- Locate and analyze opinion pieces from many sides of the issue. They may appear in media outlets (newspapers, magazines, online news services) or be issued by advocacy organizations. Look for reactions to those pieces as well. One example: “Let Them Eat Shakes” by MSNBC columnist Jim Washburn (<http://www.msnbc.com/news/424173.asp>) about French protests against McDonald’s, which generated hundreds of e-mail responses.
- Develop a collection of Internet links and other resources for deeper research.

Issue Team Tasks

- Locate at least two substantial resources (reports, in-depth features, databases, etc.) to draw on for your side of the globalization issue.
- In Microsoft Word, write a one- to three-page position paper that includes at least:
 - One table or chart with statistics, AND
 - One photograph or illustration
- Prepare a three- to six-slide PowerPoint presentation that summarizes your argument and evidence.



GLOBALIZATION COMES TO

GUIDELINES FOR FOCUS GROUPS



Group 2: Globalization and Food Biotechnology

In research labs around the world—including those of global food-producing companies—scientists are developing new variations on common foods.

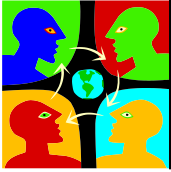
Proponents argue that these bioengineered or genetically modified (GM) foods can be grown more abundantly and easily, are resistant to disease, and can deliver better nutrition. Opponents are concerned that these foods may have adverse health and environmental effects that far outweigh any benefits.

Focus Group Tasks

- Find news stories that report on the bioengineering/GM controversy, both as it is unfolding and in retrospect. Using those stories, you will develop a working time line of events from at least the past three years.
- Locate and analyze opinion pieces from many sides of the issue. They may appear in media outlets (newspapers, magazines, online news services) or be issued by advocacy organizations. Look for reactions to the pieces as well.
- Develop a collection of Internet links and other resources for deeper research.

Issue Team Tasks

- Locate at least two substantial resources (reports, in-depth features, databases, etc.) to draw on for your side of the globalization issue.
- In Microsoft Word, write a one- to three-page position paper that includes at least:
 - One table or chart with statistics, AND
 - One photograph or illustration
- Prepare a three- to six-slide PowerPoint presentation that summarizes your argument and evidence.



GLOBALIZATION COMES TO

GUIDELINES FOR FOCUS GROUPS

Group 3: Globalization and Food Diseases



Food is one of the most widely imported and exported categories of goods around the world. But the outbreaks of “mad cow” and foot-and-mouth diseases in Europe over the past several years have heightened concerns about any nation’s ability to protect against deadly food-borne diseases from outside its borders.

Focus Group Tasks

- Find news stories that report on the controversy, both as it is unfolding and in retrospect. Using those stories, you will develop a working time line of events from at least the past three years.
- Locate and analyze opinion pieces from many sides of the issue. They may appear in media outlets (newspapers, magazines, online news services) or be issued by advocacy organizations. Look for reactions to the pieces as well.
- Develop a collection of Internet links and other resources for deeper research.

Issue Team Tasks

- Locate at least two substantial resources (reports, in-depth features, databases, etc.) to draw on for your side of the globalization issue.
- In Microsoft Word, write a one- to three-page position paper that includes at least:
 - One table or chart with statistics, AND
 - One photograph or illustration
- Prepare a three- to six-slide PowerPoint presentation that summarizes your argument and evidence.