

East Asian Foodways - Curriculum Unit Project

A Globalization of Asian Foods in World History: The Impact of Trade, Diffusion and Migration on Food Cultures

By Angela A. Lee
Weston High School
World History

Rationale:

- *A rationale for the proposed unit*

- *Explain how and where the unit fits into your course.*

- *What skills and/or content will your students have prior to the unit and what will they be ready to tackle?*

- In 9th grade world history, we covered in depth the Silk Roads, and Columbian Exchange and looked at the food commodities that were exchanged between the hemispheres and the impact that they had on the food cultures of Asia. The first two lessons of this unit connect with that previous knowledge and can be integrated into an earlier world history course to reinforce a deeper understanding of how trade and diffusion impact changing cultures.
- In 9th grade, students have a course on research and digital media literacy, so the summative assessment will give them an opportunity to practice and apply the research skills they have learned. The first unit of the course is called “Foundations of Historical Thinking” where students have already learned about close reading of text, application of knowledge, using historical thinking and reasoning skills regarding comparison, continuity and change over time, causation, interpretation and sourcing analysis, as well as a review of the importance of geographic knowledge and application which they learned in middle school.
- The last three lessons would fall into a Modern World History course toward the end of the year in a larger unit on globalization. Students will already have a basic understanding and knowledge of modern East Asian history, and will have learned about and analyzed the impact of migration and other global historical processes, and will now apply it to the changing nature of foodways and food cultures.
- I teach in a smaller, suburban public school, where we have an alternative block schedule - 5 blocks/day for about 70 minutes. I teach both 9th and 10th grade world history courses.

Skill and Content Objectives:

- Skill and content objectives according to your state or district standards
 - Identify which of these is addressed by your lesson plans.

<u>MA History/Social Studies Framework</u>	
Topic 3. Interactions of kingdoms and empires c. 1000–1500 [WHI.T3] <i>Supporting question: How did the interactions of kingdoms and empires in this time period influence political, economic, and social developments?</i>	3. Describe the goods and commodities traded east, west, north and south along the Silk Roads connecting Europe, Africa and Asia, including horses, grain, wood, furs, timber, spices, silk, and other luxury goods
Topic 5. Global exploration, conquest, colonization, c. 1492– 1800 [WHI.T5] <i>Supporting question: What was the effect of European conquests on the political and social structures of other regions of the world?</i>	2. Explain the motivations for European nations to find a sea route to Asia. 3. Identify the major economic, political, demographic, and social effects of the European colonial period in the Americas and the Caribbean Islands, the so-called “Columbian Exchange” (the transmission of foodstuffs, plants, bacteria, animal species, etc., across the Atlantic for the first time and its environmental and agricultural implications); the impact of Christian missionaries on existing religious and social structures in the Americas, and the expansion of the trans-Atlantic slave trade. 4. Map the extent of the Ottoman, Chinese, Portuguese, Dutch, Spanish, and British Empires in the 17th century and research and report on an account of travel, trade or diplomacy of the 17th century.
Topic 3. The global effects of 19th century imperialism [WHII.T3] <i>Supporting Question: What factors led to European imperial ambitions?</i>	3. Analyze the impact of Western imperialism in Asia, Africa, and Latin America. 4. Analyze the cultural impact of colonial encounters and trade on people in Western nations, drawing on examples such as b. the introduction of new foods into Europe and the United States
Topic 6. The era of globalization 1991–present [WHII.T6] <i>Supporting Question: What are the factors that brought about globalization in the 21st century?</i>	1. Analyze reasons for globalization – an international network of economic systems—and explain its consequences for workers in highly developed and less developed countries.

College, Career and Civic Life (C3) Framework for Social Studies

<p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none">- Economics	<p>D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.</p> <p>D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p> <p>D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p>
<p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none">- Geography	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>
<p>Dimension 2: Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none">- History	<p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p>

Essential Questions:

- How did trade, diffusion and migration of food commodities impact foodways and food cultures around the world?
- What does studying food history reveal to us about the history of trade, diffusion and migration in world history?

Detailed Lesson Plan for Unit:

o Include specific lesson objectives, class and individual activities, and materials to be used.

o Provide discussion-launching questions, questions to guide reading, and other procedural tips.

o Include copies of textbook readings, draft handouts, or other materials.

Lesson 1: Trade Routes and early Globalization of Foodstuffs

This lesson will come after the students have done a deeper study of the medieval trade routes such as the Silk Roads in their World History I course, which covers world history from ~500 - 1700 CE.

Lesson Objectives:

- Students will be able to access prior knowledge about the medieval trade routes such as the Silk Roads that we have been studying in class, and to extend their understanding and knowledge.
- Students will be able to explain how trade routes facilitated the spread of food commodities and food cultures into Asia.
- Students will be able to explain how the syncretism of cultures created new food cultures that incorporate indigenous food products.

Materials Needed:

- Access to internet - for [Medieval Trade Routes website](#)
- Access to the article from South China Post about how food cultures would have spread along the trade routes from Turkey to Central Asia:
 - Marchetti, Sylvia. "How halva, baklava and Turkish delight were baked into Chinese cuisine centuries ago, and the mooncake's Arabian cousin." 28 Oct. 2021.
<https://www.scmp.com/lifestyle/food-drink/article/3153860/how-halva-baklava-and-turkish-delight-were-baked-chinese>

Procedures:

1) DO NOW (Review)	Write down all the items that were traded along the Silk Roads that you remember from our previous lessons. Don't forget both tangible and intangible exchanges! <i>(Possible answers: Commodities: Silk, luxury goods, gems, porcelain, tea, rice, currencies; religions and belief systems</i>
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	- <i>Buddhism, Islam, Christianity; technologies/advancements - compass, gunpowder, stirrups, plow)</i>
2) TURN and SHARE <i>Have students share their list of what was traded along the Silk Roads with their desk partners for a couple minutes.</i>	Debrief: What is something you forgot to add to your list, but once you heard it from your partner, you thought it was important to add to your list?
3) EXPLORATION <i>Post the interactive map of the Silk Roads for students to explore and remind them of the extensiveness of the trade routes.</i>	Explore the website and make 3 new observations about the overall trade routes based on what we've learned so far about these trade routes. https://www.visualcapitalist.com/medieval-trade-route-map/ <i>After students explore and make their observation, transition them into looking at an area that has not been explored enough - food cultures that have been exchanged along the trade routes. Usually we focus on items that are traded from the Silk Roads to other places, but students need to think about it as a mutual exchange of goods and cultures.</i>
4) CLOSE READING of Article <i>Using Close Reading strategies, students will read and mark up the article to help them answer the questions.</i> Marchetti, Sylvia. "How halva, baklava and Turkish delight were baked into Chinese cuisine centuries ago, and the mooncake's Arabian cousin." 28 Oct. 2021. https://www.scmp.com/lifestyle/food-drink/article/3153860/how-halva-baklava-and-turkish-delight-were-baked-chinese	Read article from the South China Post about the influence of food cultures along the Silk Roads and answer questions/complete the tasks below: 1) What was one food item that had been passed along the Silk Roads that you had not considered before? 2) What evidence do historians (listed below) use to show the exchange and diffusion of certain foods? - Miranda Brown - Paul Buell - Mary Isin 3) Make a chart of the original Muslim/Arab/Turkish food and the equivalent in Chinese cuisine. 4) On the interactive map, find some of the locations that are mentioned in the article and mark it on your own trade routes map. Explain how the history of the Tang/Song and the Turks and their exchanges on the Silk Roads could have led to these cultural food exchanges as well.

Extension Ideas :

- If possible, try to find some of the Turkish pastries, helwa or Arabic halwa, or baklava, naan, maamoul and Chinese *sutang*, shaobing or mooncakes for students to do a taste test and to see what kind of similarities are still found in these different pastries.

- Make halva or baklava from a 16th century Chinese recipe:
<https://www.chinesefoodhistory.org/post/halva-in-china-a-touch-of-chinese-sophistication>
<https://www.chinesefoodhistory.org/post/a-sixteenth-century-cheese-baklava-shanghai>
- Have students brainstorm other areas that could have resulted in exchanges of cultures along the Silk Roads and medieval trade routes (ie: textiles, clothing/fashion, architecture, artistic designs, etc)

Lesson 2: Columbian Exchange: Adding to the Asian Food Basket

This lesson will extend students' learning about the Columbian Exchange, which usually just focuses on the biological exchanges between those regions along the Atlantic seaboard - Americas, Europe, and Africa, and does not often include Asia in the narrative to consider how the Columbian exchange food items made a drastic impact on Asia as well.

Lesson Objectives:

- Students will be able to locate the original food commodity and show where it spread to in Asia.
- Students will be able to locate and describe the impact of the Columbian Exchange on Asian foodways and food cultures.
- Students will understand that food can be a critical lens through which to examine history, geography, and cultural influences.

Materials Needed:

- Where in the World Food Cards
https://cdn.agclassroom.org/media/uploads/2016/08/17/where_in_world_foodcards.pdf
https://cdn.agclassroom.org/media/uploads/2016/08/17/foodcards_answerkey.pdf
- [Short article on the traditional foods from China](#) (PDF) from “Ingredients in Traditional Chinese Cooking.” *A History of Food Culture in China*. World Scientific. January 2015, 8-9. <https://www.worldscientific.com/worldscibooks/10.1142/z008#t=oc>
- Access to website to look at origins of food items: <https://www.foodtimeline.org/>
- Access to the internet to utilize [Google MyMaps](#)
- Additional resource: Blog article by historian Jeremiah Jenne:
<https://www.jeremiahjenne.com/the-archives/2018/4/21/seeking-to-improve-agricultural-yields-china-looks-back-to-the-basics-of-the-columbian-exchange> (Referenced in the blog post above: Keane, Lauren. "China Turns to Potatoes for Food Security: Hopes Vegetable can Help Alleviate Country's Poverty." *Boston Globe*, Jun 18 2010, ProQuest. Web. 30 Oct. 2021)

Procedures:

<p>Hook: Using a large map of the world (either paper map or projected digitally on the board) distribute the “Where in the World” Food cards to students and give them 1 minute to attach the card to the map.</p>	<p>Try to guess where your food item originated and attach your card on the map using some tape.</p> <p>Cards: https://cdn.agclassroom.org/media/uploads/2016/08/17/where_in_world_foodcards.pdf</p> <p>Answer Key: https://cdn.agclassroom.org/media/uploads/2016/08/17/foodcards_answerkey.pdf</p> <p>After debriefing the activity, have students respond to where the foods originated and what they know about food they consume today.</p>
<p>INITIAL EXPLORATION - Have students read the short article “Ingredients in Traditional Chinese Cooking” which will give them a starting point of what food commodities existed in China before the Columbian Exchange.</p>	<p>As you read the short article “Ingredients in Traditional Chinese Cooking” make a list of what some of those ingredients were.</p> <ol style="list-style-type: none">1) What changed in China starting in the 16th century?2) What new foods were introduced?3) Explain how those particular food commodities made their way to China from the Americas?
<p>DEEPER EXPLORATION Students are assigned one food item from the Columbian Exchange to explore on the Food Timeline. Pair up students if there are not enough cards/items to assign.</p>	<p>Find out the basic information about your assigned food commodity. Write the information on a notecard and stick the picture on the notecard too. Be prepared to share information about your food commodity to the class.</p> <ul style="list-style-type: none">- Which of these food commodities “greatly changed the Chinese people’s traditional diet structure, food types and eating habits”? <p>Continue to do more research on the food items that have changed food cultures in Asia. Include other food commodities that also have diffused from Europe, Central Asia or Africa to Asia as well.</p>
<p>MAPPING Changes in Foodways and Food Cultures</p>	<p><i>Culminating Activity:</i></p> <p>In small groups, students will divide up some of the food items that have come from the Columbian exchange and how they have changed food cultures in Asia. These groups will create a collaborative Google My Maps that tracks where the food originated, and the impact that it has had on Asia, ending with a short paragraph analysis and a standard recipe that</p>

	<p>incorporates those food items.</p> <p>Some suggested items are the potato, chili, green beans, squash, corn, peanuts, sweet potatoes, tomatoes and others they have come across in our readings and research for class.</p>
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Culminating Activity: (Parts of this assignment can be assigned as homework, and this lesson can extend for more than one day to give students an opportunity to collaborate while in class together).

In small groups, students will divide up some of the food items that have come from the Columbian exchange and research how they have changed food cultures in Asia. These groups will create a collaborative Google MyMaps that tracks where the food originated, and the impact that it has had on Asia, either ending with a short paragraph analysis of the consequence of the food on Asia, and a standard recipe that incorporates those food items.

Students are required to keep track of their sources and submit their final product with a bibliography in MLA format.

Resources to start research:

Food Timeline: <https://www.foodtimeline.org/>

Origins of Crops - Interactive Map: <https://blog.ciat.cgiar.org/origin-of-crops/>

Lesson 3: What's in a Dumpling?

This lesson would be part of a larger unit on Globalization that explores more deeply the impact of globalization on food and the food industry. One of the issues that are raised in this unit is whether or not a consequence of globalization is a homogenization of cultures.

The lesson is inspired by this article by Wong, Seanon. "What's in a Dumpling? The Chinese Fast Food Industry and the Spread of Indigenous Culture under Globalization." 2006.

https://www.academia.edu/12144212/What_s_in_a_Dumpling_The_Chinese_Fast_Food_Industry_and_the_Spread_of_Indigenous_Cultures_under_Globalization Accessed 1 October 2021.

Downloaded PDF:

https://drive.google.com/drive/folders/1qednLcOfEzQpvuH73B_VFWkCSAQCzhYG

Lesson Objectives:

- Students will be able to debate whether or not the dumpling is a good symbol for globalization.

- Students will be able to discuss the impact of globalization on cultures from all over the world.

Materials Needed:

- Excerpt about dumplings from “A Bite of China” documentary that was produced by CCTV in 2011 from [Episode: “The Story of Staple Food”](#)(43:20 - 48:15)
- Are dumplings originally from China?
 - a. Liu, Sherry. “The Unique Creation of the Chinese Dumpling.” 2021. <https://www.chinaeducationaltours.com/guide/culture-dumplings.htm>
 - b. Marchetti, Silvia “The History of the Dumpling.” 26 March 2021. <https://www.scmp.com/lifestyle/food-drink/article/3126761/history-dumpling-ravioli-wonton-gyoza-why-they-all-belong-same>

Key Terms:

globalization, homogenization, export, import, markets, indigenous cultures, cultural imperialism, “McWorld,” bamboo curtain, modernity, commoditization

Procedures:

<p>Hook: Show excerpt from “A Bite of China” documentary on Jiaozi (Chinese dumpling) Episode: “The Story of Staple Food”(43:20 - 48:15)</p>	<p>Debriefing Questions: 1) What is the significance of the Lunar New Year for those in China? 2) What food item is found universally to celebrate the New Year? 3) What is the symbolism behind the dumpling? What makes it a special treat?</p>
<p>ORIGINS - Are dumplings originally from China? a. Liu, Sherry. “The Unique Creation of the Chinese Dumpling.” 2021. https://www.chinaeducationaltours.com/guide/culture-dumplings.htm b. Marchetti, Silvia “The History of the Dumpling.” 26 March 2021. https://www.scmp.com/lifestyle/food-drink/article/3126761/history-dumpling-ravioli-wonton-gyoza-why-they-all-belong-same</p>	<p>Half of the students read one article and half the students read the article from SCMP.</p> <p>Mini-debate -</p> <ul style="list-style-type: none"> - According to your article, who invented the dumpling? - What evidence do the authors provide that help make their argument more persuasive? - Are “dumplings” unique if almost all food cultures have something similar - filling wrapped with dough. - Why does it matter where the dumpling was first “invented?” (Connect with diffusion vs. innovation discussion from the start of the school year) - How does this reflect the global processes

	that are occurring
<p>4) CLOSE READING of Article <i>Using Close Reading strategies, students will read and mark up the article to help them answer the questions.</i></p> <p>Wong, Seanon. “What’s in a Dumpling? The Chinese Fast Food Industry and the Spread of Indigenous Culture under Globalization.” 2006. https://www.academia.edu/12144212/Whats_in_a_Dumpling_The_Chinese_Fast_Food_Industry_and_the_Spread_of_Indigenous_Cultures_under_Globalization</p> <p>Introduce Key Terms list and define some of the words (some of which would have been defined as the overall part of the globalization unit). Many of these terms have also been introduced in earlier units such as the Industrial Revolution or Imperialism.</p>	<p>Questions for students answer/discuss (they can either work individually on the questions or in pairs):</p> <ol style="list-style-type: none"> 1) According to the author, does globalization lead to homogenization of cultures? Why or why not? What is his argument? 2) Wong breaks down his argument into three parts - what are the three parts? 3) What evidence does he use to support the parts of his argument? Which pieces of evidence are the most persuasive? 4) What are some of the things that you’ve observed in our society that either supports or refutes what Wong argues in his essay since this article is 15 years old. 5) What are your thoughts about globalization now? Have they changed? Have they stayed the same? <p>Debrief questions with the students as a class to have a whole class discussion on the article to connect with the issues of globalization that have been covered in class.</p>

Possible Extensions:

- Make dumplings using the following recipe from Miranda Brown’s blog:
<https://www.chinesefoodhistory.org/post/the-dummy-proofed-dumpling-recipe-asian-258-virtual-food-lab>
- Have students research a list of items (related to food, but can be extended beyond food to cultures in general) that would either support or refute what they read in Wong’s article about globalization of cultures from Asia.
 Examples: In Costco, one can find Bibigo (Korean brand) as a common prepared food item that is sold. Most towns/cities near me now have a location to get boba tea, the milk tea drink that was developed in Taiwan in the 2000s. Locally, the town center where I teach opened up a “Dumpling Daughter” that presents a fusion of Chinese and American cuisine and serves boba tea.

Lesson 4: Globalization and Urbanization of Food in Asia

This lesson would be part of a larger unit on Globalization that explores more deeply the impact of globalization on food and urban settings. One of the issues we explore in the overall unit is

about how the 20th century has seen the greatest migration of people to urban areas and how that is a reflection of the impact of globalization.

Based on the article by Farrer, James “**Globalizing Asian Cuisines: From Eating for Strength to Culinary Cosmopolitanism-A Long History of Culinary Globalization**,” in *Education about Asia* 16 no. 3 (Winter 2011): 33-37.

Lesson Objectives:

- Students will be able to discuss how globalization has impacted urbanization through 4 different case studies of major urban centers in Asia.
- Students will be able to discuss the impact of globalization on cultures from all over the world with a focus on Asian urban centers.

Materials Needed:

- Access to article: Farrer, James “**Globalizing Asian Cuisines: From Eating for Strength to Culinary Cosmopolitanism-A Long History of Culinary Globalization**,” in *Education about Asia* 16 no. 3 (Winter 2011): 33-37.
- Access to a presentation program - Google Slides or [Prezi](#)

Procedures:

<p>Hook: Bring in a pepper shaker/grinder to show students.</p>	<p>What’s the significance of pepper in world history?</p>
<p>INSTRUCT - using the earlier part of Farrer’s article, review the process of ancient patterns of the globalization of food stuff - through the Silk Roads and Columbian Exchange.</p>	
<p>CASE STUDY - DEEPER EXPLORATION Students will take each of these case studies, and research more in depth about the city in Asia and the impact that globalization has had on them overall. Divide up the article by Farrer, James “Globalizing Asian Cuisines: From Eating for Strength to Culinary Cosmopolitanism-A Long History of Culinary Globalization,” in <i>Education about Asia</i> 16 no. 3</p>	<p>After reading the excerpt on your case study, Goa, India Manila, Philippines Shanghai, China Tokyo, Japan Prepare a short slide presentation using Prezi or Google Slides about the impact of globalization on each of these cities. Include a picture of the city today, and one visual of what they are most known for. In your presentation, answer the following questions: - What impact (positive or negative) has</p>

(Winter 2011): 33-37.	<p>globalization made on your assigned urban center?</p> <ul style="list-style-type: none"> - How have these urban centers adjusted their (food) culture to be more global? - Does your urban center support or challenge the thesis that Wong had made in his article that we read in a previous class? -
<p>JIGSAW - Students will present their findings/slides to a small group of classmates that represent each of the urban centers. In their sharing, they should answer the questions that were raised in the previous activity.</p>	<p>As you are listening to your classmate, fill out a comparison chart of the other cities being presented. Analyze the similarities and differences between these 4 urban centers.</p>
<p>DEBRIEF - Bring students back as a whole class, and have representatives in each jigsaw group offer their answers to the debriefing questions.</p>	<ol style="list-style-type: none"> 1) Did your group generally view globalization as a positive or negative impact on their assigned urban center? 2) What are some similarities you could see across the four different urban centers in terms of the impact of globalization and its influence on (food) culture? Why do you think those similarities exist? 3) What are some differences that you saw in the four urban centers in terms of impact of globalization and its influence on (food) culture? What can you attribute the differences to? 4) As you were looking more closely at globalization in these urban centers, think about how globalization has impacted us more locally? Can you see any similarities with what has happened in our town/city compared to what has happened in the major urban centers in Asia?

Possible Extensions:

- Have students explore the globalization of food through migration history, for example, looking at this post by food historian Jeffery Pilcher about the first Chinese food to come to America, and also development of Chifa (Peruvian Chinese food)
 - <https://www.chinesefoodhistory.org/post/the-manila-galleon-and-the-original-chinese-american-food>
 - <https://www.chinesefoodhistory.org/post/eating-chinese-and-feeling-peruvian-chifas-in-argentina>

- Have students explore the urban centers in the United States, such as LA, San Jose/Francisco (Bay Area), New York City, Chicago, Houston, etc., and how globalization has affected the food choices of these major metropolises. This can be adjusted to be more localized to where the teacher is teaching from.

Lesson 5: Globalization of Food: Mega-Food Corporations and Marketing

This lesson would be part of a larger unit on Globalization and would be the final session that explores more deeply how corporations maximize on reaching a global market. This lesson will end in a culminating project where students will choose a company and explore the specific ways that those food corporations have adjusted their marketing and their products to access new markets.

Lesson Objectives:

- Students will be able to discuss how modern marketing strategies and methods have supported globalization of food cultures and food consumption.
- Students will be able to research one food corporation in depth to explore what kind of methods and strategies are needed in the globalized economy.
- Students will be able to explain how marketing strategies need to be sensitive to their target audiences/countries in order to be effective in marketing their products and brand.

Materials Needed:

Video clips of commercials in Asia to project to the class:

“How KFC Won Over China” <https://www.youtube.com/watch?v=GWDxTUdxo9A>

Korean KFC Commercials https://www.youtube.com/watch?v=J3k00W3I_9Q&t=2s

“McDonald’s Pokemon Aquatic Toy Set HK Commercial”

<https://www.youtube.com/watch?v=U-83wcC0lj8>

“McDonald’s Anime Commercial [1&2] English Sub” <https://www.youtube.com/watch?v=ebPd26u9n-A>

“The BTS Meal - McDonalds in Philippines.” <https://www.youtube.com/watch?v=OJ12GwU2KRU>

Jollibee US Commercial - 2021 <https://www.youtube.com/watch?v=pLutMyNCL44>

Procedures:

<p>Hook/DO NOW: Students brainstorm one commercial that they’ve seen recently that has been effective. Ask them to find a video and submit it. Show a couple of them to the class.</p>	<p>What is one commercial that you have seen that has been really effective? Have students share about what makes these particular commercials effective.</p>
<p>ANALYSIS: How do current global food corporations market their product around the world? Show commercials to students - have students think about target audience and how</p>	<p>Have you ever thought about how some of these familiar food corporations might have to market to an audience that is not American?</p>

<p>they might have adjusted their marketing for their target population.</p> <p>(Have students brainstorm, then show a selection of commercials from McDonalds, KFC, and then Jollibee's to the US - for deeper analysis, show students a current commercial for that food corporation that targets an American audience).</p>	<p>Debriefing Questions:</p> <p>What is different about the commercials that are marketed to audiences in different places in Asia?</p> <p>From the commercials that you watched, how do international food corporations access the markets of other countries?</p>
<p>MINI-RESEARCH PROJECT - Introduce the project idea and what they need to have in it.</p>	<p>Students can start by researching some of the information from the corporation's website to gather some data on that company and their reach to a specific market that is outside their originating location. See details below for other requirements for the mini-project.</p> <p>Students will have the remainder of the week to finish this assignment, and then they will be posted as a gallery tour for the students to view and compare.</p>

A plan for assessing student achievement

o Describe culminating activities, projects, or other tasks which will permit students to demonstrate the knowledge and skills they have acquired.

Mini-research project - Culminating Activity

Research one of the above global fast food corporations - go to the fast food company's website - they usually have an American-based website for their businesses. Collect the data about their market reach, the number of locations, etc.

What are some of the issues your corporation is facing today?

If they are American corporations, how have they learned to market their product and brand in Asia?

If they are Asian corporations, how have they learned to market their product to Western markets?

How are they increasing their market share in the target market? What strategies are they using?

What is their competition? Who are their main competitors?

Below are possible options for you to focus on:

McDonalds in India, Korea, Japan, HK

KFC in China, Japan, Korea

Jollibees in the Australia, US

(So many others for students to choose from -- MOS Burger - Japan, Toast Box - Singapore, Bonchon - S. Korea, Lotteria - S. Korea, Yoshinoya - Japan, TKK Chicken - Taiwan, Kung-fu Tea - Taiwan, Dicos - China)

Your final product will be an infographic that cites data about market reach and profits in the target country. You will need a bibliography included in your final product.

You are encouraged to use Canva: <https://www.canva.com/create/infographics/> but may use other infographic creation tools if you are more comfortable with them.

Here's an example of what your final product could look like:



Resources for student to start research:

<https://www.businessinsider.com/mcdonalds-vs-lotteria-the-mcdonalds-of-korea-2020-2>

<https://www.urbo.com/content/foreign-fast-food-chains-that-give-mcds-a-run-for-its-money/>

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