

## EAST ASIA FROM 1800 CURRICULUM PROJECT

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## UNIT RATIONALE

This unit is intended to fit into a high school level, International Business class. Prior to this unit students will have comprehensive knowledge in the following areas: global business etiquette, international communications, importing, exporting, and international trade. They will understand the fundamentals of business ownership and entrepreneurship, including marketing and promotions. They will use their knowledge of the marketing and promotional mix to explore the concept of globalization, and to “create” products, advertisements, and a business plan for entering the East Asian market(s).

This unit includes three lesson plans on exploring and understanding globalization in the context of East Asia. It begins with an introductory geography lesson on East Asia. Students will be divided into groups to learn more about one country in East Asia. Then they will prepare and deliver short presentations to the class detailing their findings in various areas. In the second lesson, students will be introduced to the term “globalization” by reading “Lizzie’s Morning” and completing a related mapping activity. Next, the students will work in cooperative groups to learn about globalization in each East Asian country and then share their findings with the class. In the final lesson, students will brainstorm products that might be sold in East Asia, and develop their own business plans and promotional materials for advertising and selling those products.

## SKILL & CONTENT OBJECTIVES

- Students will identify and describe the physical and cultural characteristics of East Asia, including economic, geographic, governmental, legal, and cultural/social factors.
- Students will explore and define globalization, in the context of East Asia.
- Students will develop business plans for selling products in the countries of the region.
- Students will work in cooperative groups to become experts on their topics and will present their finding to the class.

**REQUIRED MATERIALS**

- Projector
- World Map
- Country Comparison Matrix
- East Asia Country Profiles (China, Japan, North Korea, South Korea, and Mongolia)
- World Outline Map
- *Lizzie's Morning*
- Globalization Concept Web
- Business Plan Outline
- Group Work Rubric
- Colored Pencils
- Poster Board or Butcher Paper
- Markers
- Atlases and textbooks (optional)
- Internet (optional)

**REFERENCES AND RESOURCES**

Kwintessential

CIA World Factbook

Internet World Stats

Library of Congress Country Studies

National Geographic Society Xpeditions

National Geographic Society EarthPulse

Rubistar

**LESSON 1: REGIONS OF EAST ASIA**

1. Using a world map, ask student volunteers to identify the region of East Asia. (*China, Japan, Mongolia, North Korea, South Korea*)
2. Ask students, “What comes to mind when you think of East Asia?”
3. Have a student volunteer record all responses on the board. (These will be used at the end of the lesson).
4. Divide students into six groups; one group for each of the six countries in the region. Provide each group with copies of the assigned Country Profile. Provide each student with a Country Comparison Matrix.
5. Explain that each group’s task is to become knowledgeable experts in their assigned country. They are to use the information included in the Country Profile, in addition to classroom textbooks, atlases, online research, etc. Each group will present its country to the class, and each group member should have a speaking role in the presentation.
6. Give students 20-30 minutes to learn as much as they can about the assigned country.
7. Ask each group to share their findings about the country with the class. Presentations should be 3-5 minutes each.
8. During each presentation, the remaining groups will keep track of what they learn about each country in the Country Comparison Matrix.
9. Return to the list of student generated responses at the start of the lesson. Ask students to review the list, revising and adding facts to it, based on what they’ve learned so far.
10. Ask students to identify the facts they found most interesting. If time allows, discuss these in greater detail. Provide an overview of the next lesson, where they will learn more about East Asia and its connection with the rest of the global community.
11. Collect Country Comparison Matrices for evaluation of student participation.

**LESSON 2: EAST ASIA and GLOBALIZATION**

1. Provide students with an overview of the lesson. Explain that the focus will be on connections between major world regions, with specific emphasis on East Asia.
2. Explain that the lesson begins with a story about a high school named Lizzie, who lives in Washington D.C. The story walks us through her morning as she prepares to go to school. Provide each student with a copy of Lizzie’s Morning and World Outline Map. They will need two different colored pencils to use on the maps.
3. Students will work with a partner to read the article and identify on their maps, using one color pencil, where each product or idea that Lizzie encounters in the article originates from.
4. Once this task is completed have students share what they discovered about Lizzie’s morning and the connections she has with the various areas of the world.
5. Looking around the classroom and at their own personal belongings, ask students to identify the origin of items such as clothing, shoes, books, supplies, and furniture. Using the second color pencil, have them mark these places on their World Outline Map.
6. Explain to students that the connections they identified in their classroom and in Lizzie’s story are examples of “globalization”. Provide students with a basic definition of globalization and record it on the board. Tell students they will be exploring additional examples of the globalization that connect East Asia to other world regions.
7. Divide students into their six country groups from Lesson 1. Provide each group with copies of their assigned news article. Explain that each group’s objective is to become knowledgeable experts about the example of globalization included in their news article. They should be able to explain how this example relates to their assigned country. Provide the following questions to guide their reading:
  - a. What other world regions were connected to your assigned country, and how were they connected?
  - b. Globalization is also about global interdependence. Was interdependence among countries part of your story? If so, how?
  - c. What types of goods, information, or ideas were being exchanged between countries or regions?
  - d. What methods of transportation and technology are used to exchange these goods, ideas, and/or information?

8. Give each group approximately 20-25 minutes to read their assigned news story and answer the guiding questions above.
9. Next, form new six member groups so that there is at least one person who is an expert on each of the articles in each group.
10. Ask each group member to share their expertise about the articles with their new groups. As each student is sharing, the remaining group members must record at least one interesting point about global connections between East Asia and the world.
11. After the sharing of globalization stories is complete, allow students some time to share comments, questions, and/or opinions on what they've learned. The discussion may begin with "Tell me what you heard and read about globalization and East Asia". The following questions may be used to guide the discussion beyond this point:
  - a. Do you think that globalization is something new? What evidence can you give to support your position?
  - b. Is globalization limited to the movement of products? What are examples of other connections?
  - c. What are some of the effects of globalization on individual countries?
  - d. Is there a negative side to globalization as well as a positive side? What evidence can you give to support your position?
12. Using a projector, project the Globalization Concept Web. Also, distribute a concept web to each student. Explain to students that they will use the web to summarize some key traits of globalization.
13. In the center of the web, write the word "globalization". Ask students to think of all the terms and phrases from the lesson and their own experience which they could use to describe globalization.
14. Record the words and phrases the students share on the legs of the web. Display the final product in the class for future reference.

**LESSON 3: BUSINESS IN EAST ASIA**

1. Explain to students that in this lesson they will be developing a business plan for going global in East Asia.
2. Ask students to get into the country groups we formed in Lesson 1 and distribute a copy of the Business Plan Outline to each student.
3. Explain that the group will be developing a preliminary business plan and advertisement to bring a product or service into the East Asian country to which they were assigned.
4. Give students time in class to develop their preliminary business plan, following the guidelines given on the Business Plan Outline worksheet. Students should be encouraged to use the information contained in their country profiles, Country Comparison Matrices, news articles used in Lesson 2, classroom atlases and textbooks, and the internet.
5. Each group should then develop advertisements for their product using desktop publishing software or poster board.
6. During these activities, the teacher should circulate among the groups to monitor their progress and provide guidance where needed. The Group Work Skills Rubric will be used to assess student progress.
7. Next, have each group share their preliminary business plans and advertisements with the class. Encourage feedback and questions from the audience.
8. Conclude the lesson with a discussion on their experience in developing their plans and advertisements. The following questions may be used to guide the debriefing:
  - a. What information would you need in order to create a more fully developed business plan?
  - b. Are there certain products or services that simply would not work in the country you selected? What makes you say so?
  - c. What characteristics does a country need to have to develop connections with other regions?