



CC5782

GRADES
5-8
READING
LEVELS
3-4

World Connections Series

Culture, Society & GLOBALIZATION

High-Interest • Low-Vocabulary

Aligned to
your
State
Standards

Curriculum
Based
Activities

Based on
Bloom's
Taxonomy



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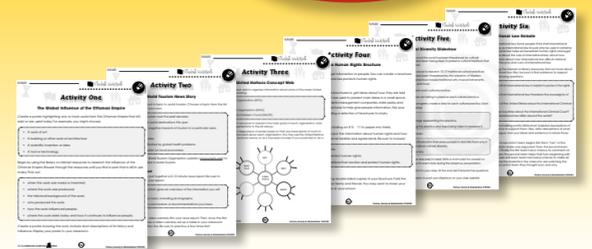


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Globalism and Tourism



1. Use the library or internet resources to find out more about the terms **DEVELOPED**, **DEVELOPING**, and **UNDERDEVELOPED NATIONS**. Then, use your own words to define these terms using the spaces provided.

A **developed nation** is:

A **developing nation** is:

An **underdeveloped nation** is:

2. What do you think the term **tourism** means? How is tourism different from other kinds of travel? Write your response on the spaces provided. You may use a dictionary to help you.

Globalism and Tourism



Travel for leisure, or **tourism**, was once a pastime available mainly to people who were very wealthy or members of a powerful ruling class. However, that changed dramatically during the course of the 1900s with the advent of airplanes and the growth of the air travel industry. The cost of international travel became affordable to many people. By the 1950s, 25 million people had traveled to a foreign country. In the year 2000, nearly 700 million people visited a foreign country.



What industry allowed the growth of international travel?

Benefits and Problems of Tourism

When travelers from wealthy, developed nations visit developing or underdeveloped nations, they bring money that can benefit the local economy. Visitors may take tours of local historical sites, view natural wildlife, eat local foods, or attend performances of local artists. These activities can help support local people. But travelers also bring traffic, congestion, garbage, and Western culture to an area. Natural and historical sites can be overwhelmed or even destroyed by travelers. Construction of hotels, restaurants, and roads to accommodate tourists can also have a negative ecological and cultural impact in a region.

Even the economic impact of tourism can have negative effects. Economies of developing and underdeveloped host countries may become dependent on tourism. But since tourism is a leisure activity, it decreases significantly during periods of economic downturn in developed nations, and then the economies of tourism-dependent nations suffer greatly. Water, food, and other natural resources in host countries may be used more for tourists who can pay a higher price for them than for local indigenous people.



Palm Trump Hotel in Dubai



Globalism and Tourism



1. Use the words in the box to answer each question.

tourism dependent	economy resources	congestion indigenous
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- a) What are air, water, and food?
- b) What is the system of money and goods?
- c) What are people who are native to a certain region called?
- d) What is travel for fun or personal interest?
- e) Which term means having to rely on something for support?
- f) Which word describes an excessive amount of people in one place?

2. Put a check mark (✓) next to the answer that is most correct.

a) How many people have traveled internationally by the 1950s?

- A 1 million
- B 25 million
- C 50 million
- D 700 million

b) How many people traveled internationally in the year 2000?

- A 1 million
- B 25 million
- C 50 million
- D 700 million

Globalism and Tourism



3. a) On the spaces provided, explain what you think is the main benefit of hosting tourism for developing and underdeveloped nations. Defend your reasoning.

b) On the spaces provided, explain what you think is the main problem of hosting tourism for developing and underdeveloped nations. Defend your reasoning.

Research

4. How does tourism affect people in developing or underdeveloped regions? Choose a popular tourist destination in a developing or underdeveloped nation. Use the library or internet to research how indigenous or other local people have been affected by the tourist activities. Find out about:

- Why tourists visit the area and what activities they usually do there;
- Who are the indigenous groups in the area and other local people;
- How has the local economy been affected by tourist activity;
- Whether local people benefit from tourists;
- The environmental and social problems caused by tourism.

Using this information, write a report outlining the benefits and problems of tourism in your region. In your report, make recommendations about how to make tourism more beneficial to local people, and how to lessen, or help fix, any problems related to tourism.

Celebrate International Food Day

You learned how cultural homogenization has led to the adoption of Western customs, including diet, all around the world. You also learned how Western dietary fads like fast food can have a negative impact on people's health. Plan a potluck celebration with your class to celebrate international food day. You can promote awareness of healthy eating traditions from different cultures and encourage people to make healthy food choices.

First, have each student choose a culture represented in their family. Research the traditional diet of the culture, including:

- What staple crops were grown by the culture;
- How foods were traditionally prepared and cooked;
- What common dishes were served for breakfast, lunch, and dinner;
- How the cultural food traditions have been impacted by Western culture.

Have each student prepare a poster showing typical foods, crops, and cooking methods from their culture.

Then, have each student prepare a dish to share with the class during a potluck. Ask students to include a complete list of ingredients with their dishes so that students can be aware of any potential problems from food allergies.

During the potluck:

- Display all of the students' posters.
- Have each student introduce their dish, explaining where the dish originated, the ingredients, and the methods of preparation.
- Ask all students to try a taste of each dish that is within their personal dietary restrictions.
- Remind students to offer positive feedback.
- Ask students to share their opinions about their favorite dishes.



Crossword Puzzle!

Across

- the sharing of goods, ideas, culture, systems of government amongst people from different parts of the world
- European formed _____ empires beginning in the 15th century
- a global epidemic
- a mother _____ is passed down from parents to children
- native
- an agreement between nations
- a disease passed from person to person

Down

- the increase in earth's average temperature
- to move from one region or nation to another
- Islamic art and architecture flourished in the _____ Empire
- the spread of Western culture around the world has led to cultural _____
- rights afforded to all people around the world by international law
- things from nature that people and other living things need to survive
- travel for leisure
- a series of trade routes across Asia, the Middle East, North Africa, and Europe



Word List

colonial	human rights	migrate	Silk Road
global warming	indigenous	Ottoman	tourism
globalism	infectious	pandemic	treaty
homogenization	language	resources	



Comprehension Quiz

25

Part A

Circle **TRUE** if the statement is TRUE or **FALSE** if it is FALSE.

- Globalism began in the 20th century.
TRUE **FALSE**
- The spread of Western culture has led to cultural homogenization.
TRUE **FALSE**
- The rights of migrant workers are protected by international human rights law.
TRUE **FALSE**
- The Kyoto Protocol or Copenhagen Climate Change Conference aims to protect and preserve the world's oceans.
TRUE **FALSE**
- The International Criminal Court prosecutes serious war crimes.
TRUE **FALSE**
- English is one of six official languages used by the United Nations.
TRUE **FALSE**
- The Ottoman Empire included territories in North America, South America, and Australia.
TRUE **FALSE**
- Infectious diseases spread from person to person.
TRUE **FALSE**

Part B

On the spaces provided, list five human rights that are protected by international law.

Globalism and Health

Pandemics & Epidemics



West Nile Virus



Foot & Mouth Disease



Swine Flu

Global Impacts of the Western Diet



Asthma



Heart Disease



Obesity

NAME: _____

After You Read 



The Global Environment

3. a) On the spaces provided, explain why environmental commons, such as the oceans and the atmosphere, must be protected by international treaties rather than by the laws of individual nations.

b) On the spaces provided, explain how the United Nations Convention on the Law of the Sea aims to protect the world's oceans.

Research

4. How does the Kyoto Protocol or UN Climate Change Conference in Copenhagen aim to reduce the effects of global warming? Use the library or internet to learn more about the Kyoto Protocol or Copenhagen Climate Change Conference. Find out about:

- Which nations drafted and signed the Kyoto Protocol or Copenhagen Climate Change Conference;
- The position of the United States on the Kyoto Protocol or Copenhagen Climate Change Conference;
- Which aspects of the Kyoto Protocol or Copenhagen Climate Change Conference received the most debate;
- The agreements made by developed nations under the Kyoto Protocol or Copenhagen Climate Change Conference;
- The agreements made by developing and underdeveloped nations under the Kyoto Protocol or Copenhagen Climate Change Conference.

Using this information, write a newspaper opinion piece about the Kyoto Protocol or Copenhagen Climate Change Conference. Provide readers with basic factual information about the treaty, and then give your opinions about its provisions. Discuss whether or not you think the treatment of different nations is fair, whether you think allowing carbon trading is a good idea, and whether or not you think the provisions of the Kyoto Protocol or Copenhagen Climate Change Conference go far enough to protect people all around the world from the effects of global warming.

<p>3.</p> <p>a) Answers will vary.</p> <p>b) It acknowledges that the open oceans beyond nations' coastlines belong to all people, and that we all must work together to protect the oceans by regulating fishing, mining, oil exploration, shipping, and other activities that remove resources or add pollution.</p> <p>37</p>	<p>1.</p> <p>a) Human rights are rights regarded as belonging fundamentally to all persons.</p> <p>b) Answers will vary.</p> <p>38</p>	<p>1.</p> <p>a) human rights</p> <p>b) Universal Declaration of Human Rights</p> <p>c) international law</p> <p>d) International Criminal Court</p> <p>e) Tribunals</p> <p>40</p>	<p>3.</p> <p>a) Answers will vary.</p> <p>b) Answers will vary.</p> <p>41</p>
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EASY MARKING ANSWER KEY

Answers may vary.



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