

## Where is your shirt made?

Sam Hellberg, Wapello Junior High

Grade Level (Req.): 7th	Content Area (Req.): World Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• English</li> <li>• American History</li> <li>•</li> </ul>		
Time Frame (Req.): 10-14 days	Goal (Req.): To add a human element to the production of clothing.	
	Objective (Req.): To write a five paragraph research paper regarding garment factories throughout the world.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• chromebooks, internet connection</li> <li>• rubric for presentation</li> <li>• Template for research project</li> <li>• rubric for research paper</li> <li>• <a href="#">Click here to enter text.</a></li> </ul> <a href="#">Click here to enter text.</a> <a href="#">Click here to enter text.</a>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• gross domestic product</li> <li>• insurance</li> <li>• benefits</li> <li>• garment factory</li> <li>• living wage/prevaling wage</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Without looking, where are your clothes made? (Use Interactive board to project a blank map and mark their guesses) Then have the students find a partner and read their tags of their t-shirt/coat/shoes. (Record what countries the students have on a separate googledoc.) Have the students mark those on the map and compare their guesses and where they were actually made. Anything surprising? We are going to look into where our clothes are made later. First, we are going to learn about the history of the garment industry in the United States.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. After the Introduction, you will delve into the history of Garment factories in the United States, specifically the Triangle Shirtwaist Factory. You will begin this by emailing a link to the students for the following website: <a href="http://chroniclingamerica.loc.gov/lccn/sn83030214/1911-03-26/ed-1/seq-1/#">http://chroniclingamerica.loc.gov/lccn/sn83030214/1911-03-26/ed-1/seq-1/#</a> The students will split into groups of 2 or 3 and analyze the document. Supply them with a copy of the worksheet found at: <a href="http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf">http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</a> for the photograph in the newspaper and <a href="http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf">http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</a> for the newspaper articles. You can choose to assign the photograph or certain portions of the text to specific groups of students to differentiate, or allow the groups to explore the entire document how they choose. Decide how much time your students need to really access the document.</li> <li>2. If the students finish early and have extra time, give them this link <a href="http://www.loc.gov/rr/news/topics/triangle.html">http://www.loc.gov/rr/news/topics/triangle.html</a> and allow them to explore other newspaper articles printed in the days and months following the fire.</li> <li>3. Allow students at least 15 minutes for discussion on what they found.</li> <li>4. Then watch a video through NBCLearn. The first one is an interview with an author whose book</li> </ol>		

is about the Triangle Shirtwaist Factory fire. <https://archives.nbclearn.com/portal/site/k-12/browse?cuecard=907> The next video is from Learn360. This video is giving an idea of what came from the fire. Give the students the attachment titled Triangle Fire and Worker Safety Laws Question sheet.

5. Allow 5 to 10 minutes to discuss the videos. Have the students turn in the question sheet after the discussion.
6. Pose a question to the students: Are working conditions still like this today? Allow students to give reasons to back up what they think.
7. Watch <https://archives.nbclearn.com/portal/site/k-12/browse?cuecard=46414> and have students share with a partner their reactions. When finished with that video, quickly move on to the next few sources: <http://www.npr.org/sections/thetwo-way/2013/05/08/182379394/death-toll-tops-800-in-bangladesh-factory-collapse> is a link to an NPR story written less than 2 months after the collapse of a garment factory in Bangladesh in 2013. This is a short concise article that the students can handle reading within ten minutes on their own. An amazing news story about a survivor of the collapse is at <https://archives.nbclearn.com/portal/site/k-12/browse?cuecard=64449> A series of 9 pictures from LA Times looking back on the collapse is located at <http://www.latimes.com/la-fg-bangladesh-factory-charges-pictures-20150601-photogallery.html> If you have a projector or interactive board you can use that to show the class as a whole. As the students view the photos, ask them to respond to the pictures by writing about what they see and what they feel about it. As a homework assignment, create a Google Doc and distribute through email to students. This is the attachment labeled Response to PBS video. They will watch a short video and answer questions over it. They will turn it into you via GoogleDocs/Email.
8. After this background knowledge is built, you will move to their research project based off their t-shirts.
9. Repeat the introduction activity. Students find a partner and see where their t-shirts were made. Collect another set of data and show results with students.
10. The students will then choose which country they want to research, and find a partner to do research with. If they would like to research on their own, they may.

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11. Instruct the students that they will write a research paper. Share the instructions on GoogleDocs and go through it together.
12. Go over the rubric for the oral presentation and written research paper.
13. Begin research on the United States following the template, as an example for the students.
14. Continue research for United States. Record information on a GoogleDoc. As information is gathered, also model how to keep track and cite sources. Make sure to share GoogleDoc with students, in view only mode so they can not change the information on it.

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15. Once research is completed, the students will participate in a brainstorming activity. How can we change how we use clothing? No answer is too crazy. Divide group into 4 or 5 groups. Have groups brainstorm for 10 minutes. Instruct them to keep track of ideas and have someone chosen to report back to the group. Have a class-wide discussion and list them on interactive board or chart paper so it continues to be accessible by the students.
16. They begin to write their paper on their own, using the information discovered by the partner group and our class-wide research/discussion.
17. They will present their paper, either by reading the paper, using Blabberize, or creating a Google Presentation to present their findings.

Formative Evaluation (Req.): Research checklist made by the student from the Research template, daily meetings (either during class, AAT, or briefly before or after school), set of questions over Sustainable Happiness excerpt

Assessment (Req.): Research paper and presentation

<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• SS.6-8.BS.5</li> <li>• SS.6-8.H.4</li> <li>• SS.6-8.H.5</li> <li>• RI.7.1</li> <li>• W.7.2</li> <li>• W.7.6</li> <li>• W.7.9</li> <li>• SL.7.4</li> <li>• RH.6-8.8</li> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>• SAME AS ABOVE</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• 1. Demographic concepts help explain the structures of populations</li> <li>• 3. The world is increasingly interdependent as a result of flows of people, capital, information, raw materials, and goods</li> <li>• 2. Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Region</li> <li>• Movement</li> <li>•</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>21<sup>st</sup> Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Other Essential Information (Opt.):</p>	

**Other Resources (Opt.):**

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## Triangle Fire and Worker Safety Laws Question Sheet

1. What day of the week did this happen? (Listen to the survivor's account closely)
2. What started the fire?
3. Why didn't the workers leave out the door?
4. How long did the fire last?
5. How many people watched the funeral procession?
6. What happened as a result of the fire?

## Triangle Fire and Worker Safety Laws Question Sheet

1. What day of the week did this happen? (Listen to the survivor's account closely) **SATURDAY**
2. What started the fire? **THEY ARE NOT SURE**
3. Why didn't the workers leave out the door? **IT WAS LOCKED BECAUSE THE OWNERS WERE AFRAID OF THEFT**
4. How long did the fire last? **AN HOUR**
5. How many people watched the funeral procession? **HUNDREDS OF THOUSANDS**
6. What happened as a result of the fire? **MULTIPLE WORKER SAFETY LAWS PASSED IN NY THEN OTHER STATES**

## Response to PBS video “Can garment factories pay a living wage and still compete in the global economy?”

1. What is the name of the factory?
2. Where is it located
3. Where is that in the world?
4. How much do the workers get paid per hour?
5. How does that compare to the United States?
6. What is a living wage?
7. Are living wages the same everywhere?
8. How much do garment workers make in Bangladesh?
9. What is the minimum wage in the Dominican Republic?
10. When did the company begin?
11. How many college bookstores sell clothes made here?
12. Who will be hiring this factory to make their clothes?
13. Does this change how you think of the clothes you wear?

Why or why not?

## Response to PBS video “Can garment factories pay a living wage and still compete in the global economy?”

1. What is the name of the factory? **ALTA GRACIA**
2. Where is it located? **DOMINICAN REPUBLIC**
3. Where is that in the world? **SHOW STUDENTS A MAP**
4. How much do the workers get paid per hour? **\$3**
5. How does that compare to the United States? **MINIMUM WAGE**  
**HERE IS \$7.25**
6. What is a living wage? **A WAGE THAT ALLOWS FOR THE PERSON**  
**TO PROVIDE FOR THEIR FAMILY**
7. Are living wages the same everywhere? **NO, A LIVING WAGE WILL**  
**CHANGE DEPENDING ON THE ECONOMY OF THE COUNTRY**
8. How much do garment workers make in Bangladesh? **19 ¢ BUT**  
**WILL INCREASE TO 34 ¢**



9. What is the minimum wage in the Dominican Republic? **\$1**

**(GARMENT WORKERS AT THIS FACTORY MAKE 3 TIMES THE  
NATIONAL MINIMUM WAGE**

10. When did the company begin? **2010**

11. How many college bookstores sell clothes made here?

**ABOUT 800**

12. Who will be hiring this factory to make their clothes? **NHL**

13. Does this change how you think of the clothes you wear?

Why or why not? **VARIOUS ANSWERS**

## Template for Research on Garment Factories

First paragraph: You should introduce us to your country, the population, the working age population, and where it is located in the world. Discuss the geography of the country including surrounding countries. (In addition to this paper, you will need to turn in a regional map, with your country and surrounding countries labeled and colored).

Second paragraph: This will be about money. What is their gross domestic product per capita in US dollars? What do garment factory workers in this country get paid? What benefits do they receive? How much of the population lives in poverty?

Third Paragraph This is about the workers in the garment factory. What are the conditions like? How many hours each day, how many days each week? Who are the workers? What negative (or positive) things have happened to their garment industry?

The fourth paragraph is comparing the country you researched to the United States research we did together. Why do you think the citizens in the U.S. buy clothes from foreign countries more often than they buy clothes from the United States? What companies produce products over seas? Could you find companies that produce products in the United States? If so, what were they?

The fifth paragraph is your conclusion. You need to briefly summarize your paper. Then, you will propose a solution to a part of the problem. You can use ideas you heard in your discussion groups, or come up with a different one.

I want to see effort and thought put into this assignment. Really talk about the issue with your partner. You are each going to write an essay on your own, off the research you have done together. Make sure you are citing your sources!! You will need to provide a works cited page.

## Research Report : Research

Teacher Name: Ms. Hellberg

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Required Information	Includes all of the required information from the instruction sheet.	Includes most of the required information from the instruction sheet.	Forgets some of the information needed.	Is missing many of the required information from the instruction sheet.
Citations	Cites all information they had to research and includes it in a works cited page correctly.	Cites all information and includes it in a works cited page, has a few errors within the works cited page.	Forgets to cite some information.	Forgets most or all of the citations.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.

## Oral Presentation Rubric : Presentation

Teacher Name: **Ms. Hellberg**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Eye Contact	Maintains appropriate eye contact with audience throughout the presentation.	Tries to make eye contact with the audience throughout the presentation.	Stares at the screen or their paper for most of the presentation.	Never looks at audience.

Date Created: Dec 02, 2013 09:11 pm (CST)