

## 9.4.1

## Lesson 13

## Introduction

In this lesson, students complete their reading of “Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?” from “So what can be done?” through “We hope none” (pp. 2–3), in which the author elaborates on the specific problems that face safety reform in garment factories and the steps she views as necessary to bring about change. Students work to delineate and evaluate the argument made by McMullen in this article through the Evaluating Argument and Evidence Tool and Assessment, which also serves as the lesson assessment.

For homework, students draft a claim in response to the Mid-Unit Assessment prompt, review the texts they have read up to this point in the module, and review and expand their notes in preparation for the Mid-Unit Assessment.

## Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
W.9-10.1.a, b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>

## Assessment

Assessment(s)
<p>Student learning is assessed via the Evaluating Argument and Evidence Tool. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Delineate an argument and specific claims in “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” and describe how the author uses evidence to support these claims.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>See Model Evaluating Argument and Evidence Tool and Assessment.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>stakeholders (n.) – persons or a group that has an investment in business or industry</li> <li>transparent (adj.) – open; candid</li> <li>memorandum (n.) – a record or written statement of something</li> <li>sourcing (n.) – the buying of components of a product from an outside supplier, often one located abroad</li> <li>wake (v.) – succeeding; following</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standards: RI.9-10.8, W.9-10.1.a, b</li> <li>Text: “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” (<a href="http://www.cnn.com">www.cnn.com</a>)</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> </ol>

3. Reading and Discussion	3. 30%
4. Evaluating Argument and Evidence Tool and Assessment	4. 45%
5. Closing	5. 5%

## Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)
- Student copies of the Evaluating Argument and Evidence Tool and Assessment (refer to 9.4.1 Lesson 10)
- Copies of the Forming Evidence-Based Claims Tool for each student

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.8. In this lesson, students continue their reading of “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” and analyze the specific claims made in this text, building on the skill of delineating and evaluating argument in text. Inform students that the assessment in this lesson is a tool that asks students to evaluate the author’s argument and specific claims in the text, including whether or not the evidence is relevant and sufficient to support the argument.

- ▶ Students look at the agenda.

ⓘ Throughout this module, students pause at critical moments in *Sugar Changed the World* to explore short, supplementary texts. The goal of exploring these texts is to help students make connections between the central ideas of *Sugar Changed the World* and related contemporary issues. The supplementary texts also provide examples of argument writing, which model the components

students are asked to use in their own argument writing pieces later in this module. Additionally, these texts scaffold to the expectations of the Mid-Unit and End-of-Unit Assessments in which students engage in cross-textual analysis of the ideas presented in *Sugar Changed the World* and those presented in the supplementary texts.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standards: W.9-10.1, W.9-10.1.a, and W.9-10.1.b.

Ask students to individually read W.9-10.1 and W.9-10.1.a on their tools and assess their familiarity with and mastery of these standards

- ▶ Students read and assess their understanding of standards W.9-10.1 and W.9-10.1.a.

Instruct students to talk in pairs about what they think the standards means. Lead a brief discussion about the standards.

☞ Student responses should include:

- Write arguments to analyze issues or texts.
- Support claims with evidence and reasoning.
- Introduce claims and counterclaims, and clarify the difference between them.
- Connect all of the parts of an argument.

① Consider providing students with the definition of counterclaim: a claim that is opposed to an author's central or supporting claim.

Ask students to individually read W.9-10.1.b on their tools and assess their familiarity with and mastery of the standard

- ▶ Students read and assess their understanding of standard W.9-10.1.b.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

☞ Student responses should include:

- Develop claims and counterclaims with evidence.
- Discuss the strengths and shortcomings of each claim and counterclaim.

① Consider providing students with the definition of *limitations*: a real or imaginary point beyond which a person or thing cannot go. In the context of argument, *limitations* may be points the author does not consider or does not develop fully or effectively.

Explain to students that they will consider the claims, counterclaims, evidence, and limitations of the text in this lesson.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- 🗨️ Students may identify the following word: *stakeholders, transparent, memorandum, sourcing, wake.*

① Definitions are provided in the Vocabulary box in this lesson.

## Activity 3: Reading and Discussion

30%

Instruct students to form the same pairs from 9.4.1 Lesson 12. Post or project each set of questions below for students to discuss.

Instruct students to read “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” from “So what can be done?” through “worker-led improvements to the industry” (p. 2) and answer the following questions before sharing out with the class.

① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

**What claim does the author make in response to her question “so what can be done?”**

- 🗨️ The author claims that the “Bangladesh Building and Fire Safety Agreement” is the “program that hopes to solve [the problems with safety inspections in Bangladesh]” (p. 2) and seems to be claiming that this proposal will be able to solve the problems she has identified.

**What effect is created by the author's claim that this reform is “long overdue”?**

- 🗨️ The author's use of “long overdue” creates an effect of urgency. This claim strengthens the author's argument by suggesting that immediate action is necessary because of all of the deaths that have occurred in Bangladesh, and all of the safety problems that still exist in the factories.

**What does the author claim is the most “crucial” element of this proposal? How might this claim help you make meaning of “transparent” in this context?**

- The author claims that making changes “in a public way” (p. 2) is the most crucial element of this proposal. Students should use the author’s claim about doing things in “public” to infer that “transparent” in this context means to be upfront or open about what is happening.

Lead a brief whole-class discussion of student responses.

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Instruct students to read from “In the *wake* of tragedies such as” through “We hope none” (p. 3) and answer the following questions before sharing out with the class.

**How does the author refine her claim about the “Bangladesh Building and Fire Safety Agreement” in this section?**

- The author claims that this proposal is the “best by far” and that it will be able to “make a change” in the garment industry (p. 3).

**What evidence does the author use to support this claim?**

- The author cites the signing of a major company “PVH, owner of Calvin Klein and Tommy Hilfiger” (p. 2) as evidence of the proposal’s strength, as well as the fact that it is “supported by all key labor *stakeholders* in Bangladesh and internationally” (p. 2). Since the author does not give any other examples of possible options, it is hard to know that this is the “best by far” (p. 3).

**What is the rhetorical effect of the evidence the author uses to support her claim about the “Bangladesh Building and Fire Safety Agreement”?**

- The author uses appeal to authority to support her claim, by demonstrating that many important people in Bangladesh, and around the world, support this proposal.

**What rhetorical technique does the author employ in her conclusion and how does it advance her point of view?**

- The author ends the piece with a rhetorical question “how many more deaths will it take ...?” (p. 3), which creates an effect of urgency in the text because it reminds the reader that this is an issue of life or death. It advances the author’s point of view by making the issue seem really urgent and something that everyone should care about as much as the author does.
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Remind students that they are working toward writing their own arguments in support of W.9-10.1, and part of being able to write arguments well is being able to identify what is happening in the argument writing of other texts. Post or project the following questions for students to answer in pairs.

- ① It may be helpful to review with students the terms that are being used in this module to discuss argument and argument writing: *argument* means the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning; *central claim* means an author or speaker’s main point about an issue in an argument; *supporting claim* means smaller, related points that reinforce or advance the central claim; *evidence* means the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims; and *reasoning* means the logical relationships among ideas, including relationships among claims and relationships across evidence.

**Identify the central claim of and a counterclaim present in “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?”**

- Businesses are responsible for changing the garment labor conditions in Bangladesh: “the brands, not the consumer, are the ones who must take responsibility” (p. 2). A counterclaim presented in the text is the view that businesses do not need to do anything because “it is not [business’] fault—[the consumers] bought it” (p. 2).
- ① **Differentiation Consideration:** If students struggle, encourage them to return to the section of the text in which the author personifies business and summarizes her main point using the transitional phrase “in short” (p. 2).

**How does the author develop the claim and counterclaim you identified in your response to the previous question? Give examples.**

- The author uses evidence to support her claim(s) and counterclaim. To support her central claim, the author cites the “United Nations guiding principles” as strong evidence that “mass corporate businesses” are responsible for making change. To develop the counterclaim, the author identifies that “consumer apathy” (p. 1) exists.

**What might it mean to develop claims and counterclaims “fairly”?**

- An author must show the “strengths and limitations” of the claims and counterclaims.

**What are some limitations of the author’s argument in this text?**

- The text may need to go into more detail about the specifics of the Bangladesh Building and Fire Safety Agreement. Since the author says “this proposal is the best on the table by far” (p. 3) there is an implication that there are other proposals “on the table,” but the author does not identify what they are. The text would need to give other options in order for the reader to agree that this is the “best” (p. 3).

Lead a brief whole-class discussion of student responses.

## Activity 4: Evaluating Argument and Evidence Tool and Assessment

45%

Distribute copies of the Evaluating Argument and Evidence Tool to students. Instruct students to complete the Evaluating Argument and Evidence Tool in their pairs, using claims and evidence from the entire text of “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” Inform students that the “Question” to which they are asked to respond is also their Mid-Unit Assessment question:

### Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Instruct students to fill in the “Question” box on their tool with this question.

- ① Students were introduced to this tool in 9.4.1 Lesson 10, but it may be helpful to briefly review the tool and instructions with students. Consider reminding students that completion of the tool supports engagement with RI.9-10.6, which asks students to consider author’s purpose and point of view, and R.9-10.8, which asks students to delineate and evaluate arguments.
- ① Students may use their 9.4.1 Lesson 12 Quick Write and notes to fill in the optional “Author’s Point of View or Purpose” box on their tool.
  - ▶ Students complete the Evaluating Argument and Evidence Tool in pairs.

Collect the Evaluating Argument and Evidence Tool for individual student assessment.

- ① The Evaluating Argument and Evidence Tool serves as the assessment for this lesson.
- ① Students will need their completed tools for reference in Lesson 24.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to draft a claim in response to the Mid-Unit Assessment prompt: **Who bears the most responsibility for ensuring that clothes are ethically manufactured?** Additionally, instruct students to review the articles and Evaluating Argument and Evidence Tool and Assessment that they completed for the supplementary texts: “Globalization,” “Your Addiction to Fast Fashion Kills” and “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” and begin to collect evidence that supports their claim. Ask students to use vocabulary from their reading wherever possible in their written responses.

- ▶ Students follow along.
- ① **Differentiation Consideration:** Consider providing students with the Forming Evidence-Based Claims Tool to structure this homework assignment.
- ① Students have experience drafting claims from their work in earlier modules.
- ① Consider reviewing the definition of *ethical* introduced in 9.4.1 Lesson 4. “Ethically manufactured” means products (in this case, clothing) that have been manufactured in safe conditions where the

workers are paid a fair wage. Students may decide to take a position on this issue that aligns with the argument of one of the supplementary texts they have read (e.g. businesses are responsible to create safer environments and pay better wages; government is responsible to change policies to encourage ethical manufacturing; consumers are responsible to seek out and demand ethically manufactured clothing).

## Homework

Draft a claim in response to the Mid-Unit Assessment prompt:

**Who bears the most responsibility for ensuring that clothes are ethically manufactured?**

Review “Globalization,” “Your Addiction to Fast Fashion Kills,” and “Who Really Pays for our Cheap Clothes?” and begin to collect evidence that supports your claim.

## Model Evaluating Argument and Evidence Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>Question</b>	Who bears the most responsibility for ensuring that clothes are ethically manufactured?
<b>Text</b>	“Who Really Pays for our Cheap Clothes?” by Anna McMullen
<b>Author’s Point of View or Purpose</b>	The writer is a campaigner for garment factory reform and higher wages for garment workers.
<b>Central Claim</b>	Businesses bear the most responsibility for ethically manufactured clothes.

Supporting Claim	Supporting Claim	Supporting Claim	Counterclaim
Garment factories in Bangladesh are “further tragedies waiting to happen” (p. 1)	“The Bangladesh Building and Fire Safety Agreement” (p. 2) is the “best by far” (p. 3) option for reform.	The things brands have in place are not good enough to make safe working conditions.	Businesses already pay workers enough.
<b>Evidence</b> The factories are built on “swampland.” (p. 1) “Seven hundred workers have died in factory collapses and fires in this very small region” (p. 1) “factory owners inevitably let things slide” (p. 1)	<b>Evidence</b> “supported by all key labor stakeholders in Bangladesh and internationally” (p. 2)	<b>Evidence</b> “many western brands rely on audits and in-house checks ... this process often fails to give an accurate picture” (p. 2)	<b>Evidence</b> “the prices that they pay, [Brands] assure us, are enough to pay workers enough to live on and keep factories in tip top condition” (p. 1)

Supporting Claim	Supporting Claim	Supporting Claim	Counterclaim
<p><b>Is the evidence relevant and sufficient? What more do you need to know?</b></p> <p>The evidence is relevant, but it might be more sufficient if there were first-hand accounts of the conditions.</p>	<p><b>Is the evidence relevant and sufficient? What more do you need to know?</b></p> <p>The evidence is relevant, but there do not seem to be many companies signed up and we would need to know what other options there are to be able to agree that this is the “best” option.</p>	<p><b>Is the evidence relevant and sufficient? What more do you need to know?</b></p> <p>This evidence is relevant, but it would be helpful to have an example or citation of one of these audits failing (like how Rana Plaza was checked a day before the collapse happened).</p>	<p><b>Is the evidence relevant and sufficient? What more do you need to know?</b></p> <p>The evidence is relevant, but does not contain any proof that the workers are being paid enough to live on. It also does not define what kind of quality of life they can have with that amount of money.</p>



Name ..... Source(s) #.....

Inquiry Question: .....

**SEARCHING FOR DETAILS** I read the sources closely and mark words and phrases that help me answer my question.

<b>SELECTING DETAILS</b>	Detail 1 (Ref.: ..... )	Detail 2 (Ref.: ..... )	Detail 3 (Ref.: ..... )
I select words or phrases from my search that I think are the <u>most important</u> for answering my question. I write the <u>reference</u> next to each detail.	..... ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....

**ANALYZING AND CONNECTING DETAILS** What I think about the details and how I connect them:

I re-read parts of the texts and think about the meaning of the details and what they tell me about my question. Then I compare the details and explain the connections I see among them.

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**MAKING A CLAIM** My claim that answers my inquiry question:

I state a conclusion I have come to and can support with evidence from the texts after reading them closely.

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