



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A Unit 3: Overview



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## Culminating Project: Researching Working Conditions in the Modern Garment Industry

In this unit (which centers on research standards W.7.6 and W.7.7 and also addresses some aspects of W.7.8), students will explore how businesses can affect working conditions, both positively and negatively. First, students are introduced to the idea of current working conditions through a short case study on Wegmans, a popular New York employer. Then, using skills and concepts developed in Units 1 and 2, students will engage in a short research project on current working conditions in the garment industry. In particular, students will learn to gather relevant information, ask supporting research questions, and paraphrase information from sources. As students research, they will keep track of their notes in the researcher's notebook. In the Mid-Unit 3 Assessment, students will answer selected-response questions about a research text that the class has not yet

discussed. In the End of Unit 3 Assessment, they will synthesize the information they gathered in their research into several paragraphs. Both assessments focus on W.7.7 and W.7.8, but the Mid-Unit 3 Assessment focuses more on gathering relevant information and asking questions, while the end of unit assessment focuses more on paraphrasing and synthesizing information to answer a research question. As a final performance task, students create a consumer's guide (targeting a teenage audience) to buying clothing. This guide provides an overview of working conditions and explains how consumers might respond to this information. This task focuses on NYSP12 ELA Standards W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6.

### Guiding Questions And Big Ideas

- **What are working conditions, and why do they matter?**
- **How do workers, the government, businesses, and consumers bring about change in working conditions?**
- **How can you tell the difference between a useful and not useful research question?**
- *Working conditions include multiple factors and have significant impacts on the lives of workers.*
- *Workers, the government, businesses, and consumers can all bring about change in working conditions.*
- *Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.*



**Culminating Project:** Researching  
Working Conditions in the Modern Garment Industry

<b>Mid-Unit 3 Assessment</b>	<p><b>Gathering Relevant Information and Generating Additional Research Questions</b></p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and touches on W.7.8. After conducting initial research on working conditions in the garment industry, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.</p>
<b>End of Unit 3 Assessment</b>	<p><b>Writing a Research Synthesis</b></p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and W.7.8. After students complete their research on working conditions in the garment industry, they will synthesize their findings (from their finished researcher’s notebooks) into several paragraphs in which they acknowledge their sources.</p>
<b>Performance Task</b>	<p><b>Creating a Consumers’ Guide to Working Conditions in the Garment Industry</b></p> <p>(See also stand-alone document on EngageNY.org.) This task focuses on NYSP12 ELA Standards W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a researcher’s notebook in which they track their questions and take notes. As the End of Unit 3 Assessment, they write a synthesis of their research findings. For the performance assessment, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.</p>

<b>Content Connections</b>
<ul style="list-style-type: none"> <li>This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.</li> </ul>



**Culminating Project:** Researching  
Working Conditions in the Modern Garment Industry

**NYS Social Studies Core Curriculum**

**Relevant Content Standards**

- 8.16 At the start of the 21st century, the United States faced global and domestic challenges, including terrorism, increased economic interdependence and competition, and growing environmental concerns.

**Relevant Social Studies Practices**

- Geographic Reasoning: Characterize and analyze changing interconnections among places and regions
- Gathering, Using, and Interpreting Evidence: Define and frame questions about events and the world in which we live and use evidence to answer these questions
- The Role of the Individual in Social and Political Participation: Participate in activities that focus on a classroom, school, community, state, or national issue or problem; fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process

**Central Texts**

1. Tabea Kay, “Ethical Style: How Is My T-Shirt Made?” *GOOD*, February 9, 2012.
2. Steven Greenhouse, “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” *The New York Times*, July 18, 2010.
3. Oxfam Australia, “Are Your Clothes Made in Sweatshops?” available at <https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/>.
4. Research Texts: See Unit 3, Lesson 6 supporting materials for a list of texts that students can select to work with as part of their short research project.



## Unit-at-a-Glance

**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Setting Purpose for Research: What Are Fair Working Conditions?	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the differences between working conditions in developing and developed countries.</li> <li>I can participate in discussions that help me form my opinions about what constitutes fair working conditions.</li> <li>I can articulate my beliefs about fair working conditions, considering my position as a future worker.</li> </ul>	<ul style="list-style-type: none"> <li>Setting a purpose for research in researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Four Corners protocol</li> <li>Working Conditions</li> </ul>
<b>Lesson 2</b>	Researching: Asking the Right Questions	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and understand the parts of the research process.</li> <li>I can determine the difference between an effective and ineffective research question.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 3</b>	Research: Paraphrasing Relevant Information	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can generate effective questions to guide my research.</li> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Research's Roadmap</li> </ul>



## Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Deepening Your Research	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Entry task</li> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 5</b>	Mid-Unit 3 Assessment and Independent Reading Check-in	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> <li>I can make connections between narratives and other texts, ideas, events, and situations. (RL.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions.</li> <li>I can self-select a text based on personal preferences and read it independently.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 6</b>	Individual Research	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can read to find out specific information.</li> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 7</b>	End of Unit 3 Assessment: Writing a Research Synthesis	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question. (W.7.7)</li> <li>I can use several sources in my research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can synthesize the information I learned from several sources into cohesive paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment</li> </ul>	



Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Performance Task: Planning the Final Brochure	<ul style="list-style-type: none"><li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li><li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li><li>• I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</li><li>• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li></ul>	<ul style="list-style-type: none"><li>• I can use what I learned in my research to decide how I as a consumer will respond to the issue of working conditions in the garment industry.</li><li>• I can select information from my research to include in my brochure.</li></ul>	<ul style="list-style-type: none"><li>• Researcher's notebook</li><li>• Brochure Planning Guide</li></ul>	



## Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Performance Task: Publishing the Final Brochure	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can design a brochure in which the layout, style, and language make my meaning clear and engage a teenage audience.</li> </ul>	<ul style="list-style-type: none"> <li>Final version of performance task</li> </ul>	
<b>Lesson 10</b>	Module Reflection and Writing Book Reviews	<ul style="list-style-type: none"> <li>I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>I can consider how what I learn in school affects my choices outside of school.</li> <li>I can write a book review that helps my classmates decide whether to read a book.</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions Reflection</li> <li>Book review</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>





#### Optional: Experts, Fieldwork, And Service

- Experts
  - \* Invite graphic designers to work with students on their final products. These experts could teach students about the design elements they could incorporate into their final performance brochure and/or provide students with feedback on their work to help them revise it. A particularly effective format for this type of work is to have each expert meet with a group of three or four students and lead a group critique session of each piece of work.
  - \* Invite employees or business owners from a local business to discuss how they ensure fair working conditions in their company.
- Fieldwork
  - \* Arrange for students to visit a local factory or place of business to observe and evaluate working conditions.
- Service
  - \* Take the class to a local business and volunteer to work for a few hours. Ask the students to reflect on the working conditions they encounter.
  - \* Arrange for students to distribute their brochures to others, such as younger students, patrons at a local library, or members of a youth center.

#### Optional: Extensions

- This unit lends itself to collaboration with the art teacher or media specialist. Consider expanding the work time to make the brochure a more involved project.
- If time allows, consider studying “The Shirt” by Robert Pinsky (<http://www.poets.org/viewmedia.php/prmMID/15479>) with the students.



## Preparation and Materials

### Research

This unit serves as an introduction to the research process. The skills that students will practice in this unit include generating supporting research questions, gathering information from multiple sources, and paraphrasing to avoid plagiarism (W.7.7 and W.7.8). It is important to notice that students will not master all aspects of research in this unit, as some important parts of the research process, such as finding and evaluating sources, are not included. Students will engage in more robust, self-directed research in Module 4, and mastering the subset of research skills addressed by this unit will prepare them for success in that module.

Notice that students are given the first few texts for their research, and then they are able to choose from a variety of sources. As this unit went to print, several tragedies, such as the factory collapse in Bangladesh, were prompting increased media coverage of controversial working conditions in the garment industry. By the time you are using this module, it is likely that you will be able to find a number of current articles about this issue aimed at teenagers. Consider gathering very recent articles from sources such as *Upfront Magazine*, *Junior Scholastic*, and *Time for Kids* to use in this unit, particularly to create the set of texts that students choose from in Lesson 6. You can follow the same process outlined in this unit with different texts from those included here.

**Creating a model performance task:** The final performance task is a teenage consumer’s guide to buying clothes. The goal of this performance task is to provide an authentic audience for the information that students gather in their research. Unit 3, Lesson 2 features a model brochure called “iCare about the iPhone.” This model brochure is not formatted, but it does illustrate the type of informative writing that brochures often contain, with a voice appropriate to the task. In order for students to have an exemplar model to refer to as they complete their own consumer’s guides, consider what technology is available at your school to produce the brochure (Pages, Prezi, Microsoft Word templates, etc.) and format the “iCare about the iPhone” text to model the format as well as the information. If you would like students to have multiple models, consider bringing in other brochures as well. Make sure the format is the same as the one that students will use for their own work. Note that this assignment is not assessing students’ ability to write in the genre of a brochure; rather, the task provides an engaging medium for students to synthesize their research.



## Preparation and Materials

### Independent Reading

- This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit and in Unit 3 is reading independent reading books, and plans in both units include time in class to check in on independent reading. Consider scheduling a week between Units 1 and 2 to launch independent reading. Alternatively, you could lengthen the time for Unit 2 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about  $\frac{1}{2}$  class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. Various options are outlined in the **Launching Independent Reading in Grades 6–8: Sample Plan**; consider what will best meet the needs of your students and establish that routine in this unit.



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# **Grade 7: Module 2A: Unit 3: Lesson 1**

## **Setting Purpose for Research: What are Fair Working Conditions?**



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**Setting Purpose for Research:**  
What are Fair Working Conditions?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can explain some of the differences between working conditions in developing and developed countries.</li><li>• I can participate in discussions that help me form my opinions about what constitutes fair working conditions.</li><li>• I can articulate my beliefs about fair working conditions, considering my position as a future worker.</li></ul>	<ul style="list-style-type: none"><li>• Setting a purpose for research in Researcher's Notebook</li></ul>



**Setting Purpose for Research:**  
What are Fair Working Conditions?

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Investigating Working Conditions at Wegmans (15 minutes)</li> <li>B. Discussing Fair Working Conditions (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Setting a Purpose for Research in Researcher's Notebook (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Begin reading your independent reading book for this unit.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson launches Unit 3, an investigation of working conditions in the modern-day garment industry. In this research, students will refer to the Working Conditions anchor chart that they added to in Units 1 and 2. The questions they developed as they read <i>Lyddie</i> will be particularly useful now.</li> <li>• Students will also add to the Working Conditions anchor chart. In earlier units, they added examples of actual working conditions they encountered; in this unit, they will add their ideas about what working conditions they consider fair. If the Examples of Fair Working Conditions column of the anchor chart is full, consider adding a “What we think is fair” column; otherwise, just add ideas in a different color.</li> <li>• To begin this unit, students engage in a short exploration of working conditions at Wegmans, a popular New York employer. If you would like, you can focus on working conditions at a different popular local employer. The goal is to help students understand working conditions in a place where they could potentially be employees.               <ul style="list-style-type: none"> <li>– Throughout Unit 3, specific terms are used to describe elements of research:                   <ul style="list-style-type: none"> <li><i>Overarching research question</i> is the broad research question that students investigate. More generally, this can be thought of as the topic of research.</li> <li><i>Supporting research questions</i> are more narrow in their scope and help guide students to specific pieces of information. In these lessons, students learn to craft these types of questions.</li> <li><i>Source</i> refers to a text (in any format: article, Web site, infographic, video, etc.) that gives the student information to help address a supporting research question (or the overarching research question).</li> </ul> </li> </ul> </li> <li>• This first lesson of Unit 3 orients students to a major issue in understanding current working conditions in a global economy: the difference between pay and other working conditions in developing and developed countries. Students begin to grapple with questions of what fair working conditions are and discuss the extent to which working conditions in the garment industry today are relevant to them.</li> </ul>



**Setting Purpose for Research:**  
What are Fair Working Conditions?

Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• Because the skills and texts that students will be engaging with in this unit are challenging, most of the research and writing happen in class so the students can be well supported. Therefore, homework for this unit is almost always independent reading. Consider how to encourage and support students in this. See two separate stand-alone documents on EngageNY.org—The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan—which together provide the rationale and practical guidance for a robust independent reading program.</li> <li>• In advance: Students begin this lesson by investigating what working conditions they might encounter if they got a job at Wegmans. There are several options for how to structure this investigation, depending on computer access. Preview Work Time Part A and decide what will work best for your circumstances. Whether you are showing the Web site on your screen or having students explore it on their computers, spend time becoming familiar with the site and what you might find there.</li> <li>• Review: Four Corners strategy (Appendix).</li> </ul>

Lesson Vocabulary	Materials
<p>developing, developed, constitute; compensation, benefits, leave (from Wegmans Web site), cost of living</p>	<ul style="list-style-type: none"> <li>• Entry Task (one per student)</li> <li>• Working Conditions anchor chart (first seen in Unit 2; a blank chart is included in the supporting materials of this lesson; one per student for note-taking and one to display; see Work Time A)</li> <li>• Statements for the Four Corners Activity (for teacher reference; to post)</li> <li>• Researcher’s Notebook (one per student)</li> <li>• Computers to research working conditions at Wegman’s (one per student)</li> </ul>



Setting Purpose for Research:  
What are Fair Working Conditions?

Opening	Meeting Students' Needs
<p><b>A. Entry Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students:<ul style="list-style-type: none"><li>* “When you get a job, what do you expect in terms of your working conditions? Refer to the Working Conditions anchor chart and discuss what you would hope to find in at least three of those categories.”</li></ul></li><li>Add students’ answers to the <b>Working Conditions anchor chart</b> (from Unit 2) in the Examples of Fair Working Conditions category. If you already have ideas in this column, add a new column or use a separate color for the entries in this unit.</li><li>Explain to students that previously, they have been gathering examples from various industries and times; in this unit they will be adding ideas to this column that reflect their beliefs about what is fair. They can expect to find different and sometimes conflicting ideas in this column, as students may have different beliefs.</li><li>Direct students to the learning targets for today, and help them notice that today is about figuring out what they believe. Define <i>constitute</i> (to be considered to be something, to create or make up). As an example, say: “Careless drivers <i>constitute</i> the single biggest threat to the safety of pedestrians.”</li><li>Assure students that you will explain <i>developed</i> and <i>developing</i> later in the lesson, as these are words they have heard before but have particular meanings in this context. needed has changed, but the workers are still young women.</li></ul>	<ul style="list-style-type: none"><li>Connecting abstract ideas (like working conditions) to the students themselves can help engage students’ interest and empathy—this will support their thinking about working conditions in the garment industry, as they research and create the performance task.</li><li>Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>





## Setting Purpose for Research: What are Fair Working Conditions?

Work Time	Meeting Students' Needs
<p><b>A. Investigating Working Conditions at Wegmans (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that in this unit, they will be researching working conditions in the world today. They will see to what extent the issues faced by the mill girls and the farmworkers have been resolved, and to what extent those issues continue. They will also think carefully about the role that American consumers and businesses play in shaping working conditions both in the United States and in other parts of the world.</li> <li>Explain that before students start researching global working conditions, they will look at the working conditions they might encounter locally, so they will have a point of reference. Today the class will research working conditions at Wegmans, which many people in New York regard as a good place to work.</li> <li>Depending on the technology setup in your class, either direct students to the Wegmans Web site (wegmans.com “Careers” page; focus on the “Benefits,” “Opportunities,” and “Diversity” subpages) or print out the relevant Web pages and distribute them to students.</li> <li>Explain to students that their task is to learn what working conditions at Wegmans are like: They will have 10 minutes to learn as much as they can about working conditions in each category of the anchor chart. Pass out a <b>blank Working Conditions anchor chart</b> on which students can record their findings.</li> <li>Distribute a blank Working Conditions anchor chart to each student. Tell them that this is where they can record their findings.</li> <li>As students work, they may need the following help: The site does not provide data on how much workers are paid; a call to the hiring office suggests that the average 16-year-old with no experience looking for part-time work would start at about minimum wage (\$7.25/hour in New York) and have the opportunity for raises over time.</li> <li>Define relevant vocabulary as necessary: <i>benefits, compensation, leave</i>.</li> <li>After students have worked for 10 minutes, do a Think-Pair-Share: <ul style="list-style-type: none"> <li>* “Given what you have learned about what it might be like to work at Wegmans, what can we add to the anchor chart under ‘Examples of Fair Working Conditions?’”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Some students may benefit from having the Web site printed out with key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.</li> </ul>



Setting Purpose for Research:  
What are Fair Working Conditions?

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>As students share out, add their ideas to the class Working Conditions anchor chart and prompt them to offer evidence from the Web site:               <ul style="list-style-type: none"> <li>* “Did you see this offered?”</li> <li>* “Why is this fair?”</li> </ul> </li> <li>Listen for students to offer ideas that help define fair working conditions. Point out those ideas as students offer them and consider writing them on the board. They should understand that fair working conditions are ones in which the workers are paid appropriately, have reasonable workdays (8 hours or so) and workweeks (40 hours or so), and are safe and healthy.</li> <li>Tell students that you want them to keep their expectations for a job in mind as they research working conditions in other places.</li> </ul>	
<p><b>B. Discussing Fair Working Conditions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain to students that in this unit, they will research conditions in the garment industry today.</li> <li>Define “garment” and ask them where they think their clothes are made. Consider bringing some clothes from home or from the lost and found and having the students check the labels. Students will notice that many of the clothes are made in developing countries, and some are made in the United States.</li> <li>Briefly define <i>developing</i> and <i>developed</i> country. Consider drawing a spectrum on the board and placing a handful of countries on it to help students develop a frame of reference. The United States is a developed country—it is wealthy and has a lot of technology, industry, and infrastructure. Many countries—such as Bangladesh and Cambodia—are developing countries: They are relatively poor and don’t have as much industry or technology, but they are changing and are gaining those things. Other countries, such as Mexico, China, and Thailand, are somewhere in between—less wealthy than the United States but with considerably more industry and technology than places like Bangladesh or Cambodia. While you don’t have time for a whole lesson here on the nuances and politics of these labels, make sure students understand that there are both costs and benefits to development, and that there are often disagreements of the form development should take, because different types of development help different groups in the population more or less.</li> <li>Also, consider pointing out that just because a country, like the United States, is wealthy, it does not mean that everyone in</li> </ul>	<ul style="list-style-type: none"> <li>Use of strategies like Four Corners allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Setting Purpose for Research:  
What are Fair Working Conditions?

Work Time (continued)	Meeting Students' Needs
<p>the country is wealthy. It means that, on average, a person's yearly income is much higher than in countries like Bangladesh or Cambodia.</p> <ul style="list-style-type: none"><li>• Tell students that in developing countries, wages are often lower than they are in the United States, and that this is one reason many companies have their factories in these countries—when their labor costs are lower, they make more money. Many people in these countries are glad to have jobs at wages that seem low to us, because they pay more than some other jobs. In addition, the <i>cost of living</i>—how much you pay for food, a place to live, etc.—is lower. However, although many workers are willing to work longer hours for less pay than workers in the United States, they also want working conditions and pay that they consider fair.</li><li>• Explain to students that in this unit, they will need to think a lot about what they think fair working conditions are. They will also need to think about what, if any, responsibility they think they have as consumers for the working conditions of garment workers in other countries.</li><li>• Today they will do an activity to help them think about what it means for working conditions to be fair, and also to think about how working conditions in the garment industry are relevant to them.</li><li>• Briefly review the Four Corners strategy with students. You will state and post a statement. Students will think for a minute, then go to the corner that best represents their opinion: strongly agree, mostly agree, mostly disagree, or strongly disagree. Groups will talk in their corners for a few minutes, and then you will call on one or two people from each corner to share out. Then you will state and post a new statement, and they will move again and repeat the process. Remind students that they should listen carefully; at the end of this activity they will be writing individually about their opinions.</li><li>• <b>Statements to post for the Four Corners Activity:</b><ul style="list-style-type: none"><li>* Because all wages and the cost of living are lower in Bangladesh, it is fair that the average hourly wage for a garment worker there is \$0.24 while in the United States it is \$8.25.</li><li>* It is never fair to have children younger than 16 working in factories, even if their parents give permission.</li><li>* It is the responsibility of the governments of other countries, not U.S. companies, to make sure the garment factories are safe. Governments in other countries should pass and enforce laws to protect their citizens. U.S. consumers have some responsibility for poor working conditions and low wages in garment factories in other countries, because they demand cheap clothes and don't demand that companies provide fair working conditions to the people who make those clothes.</li></ul></li></ul>	



**Setting Purpose for Research:**  
What are Fair Working Conditions?

Closing and Assessment	Meeting Students' Needs
<p><b>A. Setting a Purpose for Research in Researcher's Notebook (10 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>Researcher's Notebook</b> to students. Read the overarching research question aloud:<ul style="list-style-type: none"><li>* "What are current working conditions like in the garment industry?"</li></ul></li><li>Explain that they will use this question to guide their research. They will also come up with supporting research questions to find more specific pieces of information.</li><li>Ask students to reflect on their conversations today and write the purpose for research on page 1 of their notebooks. Briefly review the two questions in Part 1 of the Researcher's Notebook, defining vocabulary terms as necessary.</li><li>In students' discussion of what "fair working conditions" means, they should refer to the Working Conditions anchor chart and also specifically address the question of working conditions in developing countries. Assure students that they will have the opportunity to revisit these questions; it is possible that their research will change their answers.</li></ul>	<ul style="list-style-type: none"><li>Some students may benefit from having sentence starters as a scaffold for writing their purpose for research.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Begin reading your independent reading book for this unit.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 1

## Supporting Materials



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### Working Conditions Anchor Chart

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

Date: \_\_\_\_\_

When you get a job, what do you expect in terms of your working conditions?

Refer to the Working Conditions anchor chart and discuss what you would hope to find in at least three of those categories.



Category	Examples of PROBLEMS	Examples of FAIR WORKING	SUPPORTING QUESTIONS Research
Hours			
Compensation			
Health, Safety, and Environment			
Treatment of Individual Workers (Harassment, Discrimination)			
Treatment of Groups of Workers (Unions)			
Child and Forced Labor			

Statements for the Four Corners Activity

Because all wages and the cost of living are lower in Bangladesh, it is fair that the average hourly wage for a garment worker there is \$0.24 while in the United States it is \$8.25.

It is never fair to have children younger than 16 working in factories, even if their parents give permission.

It is the responsibility of the governments of other countries, not U.S. companies, to make sure the garment factories are safe. Governments in other countries should pass and enforce laws to protect their citizens.

U.S. consumers have some responsibility for poor working conditions and low wages in garment factories in other countries, because they demand cheap clothes and don't demand that companies provide fair working conditions to the people who make those clothes.





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Researcher's Notebook

<p><b>Use this side to take notes and plan your ideas. Research Directions</b></p> <p><b>II. Research Notes</b></p> <p><b>Source 1</b></p> <p>This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</p> <p>Supporting research questions:</p> <p>Exemplar question:</p> <p>Five supporting research questions I will use:</p>	<p><b>Use this side to record notes (in your own words).</b></p> <p>Source Title:</p> <p>Credible? _____ Useful?</p> <p>Author:</p> <p>Publisher:</p> <p>Relevant information from Source 1:</p> <p>Possible supporting research questions based on Source 1:</p>
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Researcher's Notebook

<p><b>Use this side to take notes and plan your ideas. Research Directions</b></p>	<p><b>Use this side to record notes (in your own words).</b></p>						
<p><b>II. R Research Notes</b></p> <p>Source 2:</p> <p>Use these steps for reading your source:</p> <p><b>Read for gist.</b> Is this a source that is relevant to your topic and questions?</p> <p><b>Reread the text</b> to find the answer to your questions. While you read, text-code important passages.</p> <p>After you've read, <b>paraphrase the answer</b> to your questions by using one of these</p> <table border="1" data-bbox="625 1247 1101 1913"> <tr> <td>According to</td><td>source</td><td>+ paraphrased fact</td></tr> <tr> <td>Source +</td><td>writes illustra tes notes observ es states reports</td><td></td></tr> </table>	According to	source	+ paraphrased fact	Source +	writes illustra tes notes observ es states reports		<p>Source Title: _____</p> <p>Credible? _____ Useful?</p> <p>Author: _____</p> <p>Publisher: _____</p> <p>Relevant information from Source 2: _____</p>
According to	source	+ paraphrased fact					
Source +	writes illustra tes notes observ es states reports						
<p><b>Example:</b></p> <p>According to <u>The New York Times</u>, the workers must work 60 hours per week.</p> <p><u>The New York Times</u> reports that workers must work 60 hours per week.</p> <p>e supporting research questions I will use:</p>	<p>New supporting research questions based on Source 2:</p>						

Researcher's Notebook

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Researcher's Notebook

<p><b>Use this side to take notes and plan your ideas. Research Directions</b></p>	<p><b>I III. Synthesize Your Findings</b> For your End of Unit 3 Assessment, you will write a paragraph that synthesizes your findings about working conditions in the garment industry. Use the column to the right to plan your synthesis.</p>	
<p><b>Use this side to record notes (in your own words).</b></p>	<p>Use this side to organize your ideas. In what order will you address the supporting research questions you circled? What information will you use to address each question?</p>	<p><b>IV. Suggestions for Further Study</b> After conducting this research, what are you wondering? What suggestions do you have for further study?</p>

Researcher's Notebook

Use this side to take notes and plan your ideas. Research Directions	Use this side to record notes (in your own words).	
<p><b>V. Plan of Action</b></p> <p>As an informed consumer, you have many options to influence the working conditions around the globe. Read through the list of options and pick one or two you believe are the best course of action. Explain your choice.</p> <p>Continue to buy clothes as you do.</p> <p>Buy clothes from companies recommended by the Fair Labor Organization or similar organization.</p> <p>Pay more money to order your clothes online from a company you believe supports fair working conditions.</p> <p>Make your own homespun clothing.</p> <p>Read the FLA guidelines for companies and write letters to companies urging them to take action.</p> <p>Continue to research working conditions and post your findings online.</p>		



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 3: Lesson 2**

## **Researching: Asking the Right Questions**



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**Researching:**  
Asking the Right Questions

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can generate additional questions for further research. (W.7.7)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify and understand the parts of the research process.</li><li>• I can determine the difference between an effective and ineffective research question.</li></ul>	<ul style="list-style-type: none"><li>• Researcher's Notebook</li></ul>



**Researching:**  
Asking the Right Questions

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Notice and Wonder (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Introducing the Researcher’s Roadmap (15 minutes)</p> <p>B. Sorting Questions (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Selecting a Model Research Question (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• This lesson introduces students to the research process and more specifically to the process of asking questions.</li><li>• There are several places where you can informally assess how well students can generate supporting research questions. As you listen to students work, keep a list of things the class as a whole is doing well and a list of what students struggle with. Let this guide your lesson planning for the remainder of this unit. Generating effective research questions can be challenging, so expect to provide a lot of support throughout these lessons, and especially note individual students who may benefit from additional targeted support.</li><li>• You will be showing students the model performance task in this lesson. As explained in the Unit 3 Overview (Preparation and Materials), you determine the format in which students publish their “brochures.” Ideally, students will publish them using technology, as this unit includes standard W.7.6. Once you have selected a format for publishing that makes sense for your situation, develop a model performance task in that format to share with students. Included with this lesson is the text for a model brochure—you can adapt it to any format you choose to use. Creating a model in the format students will use will allow them to see exemplar work and help you guide them effectively as they create their own.</li><li>• In the entry task, students need to see two images of modern garment factories: one with poor working conditions and the other with good working conditions. Find these images in advance; An internet search will yield many options.</li><li>• In advance: Set up the activity for Work Time Part A. The goal of the activity is for the class to come to a common understanding of the research process:<ol style="list-style-type: none"><li>1. Decide where and how you will plant the seven Research Process cards. Taping them to the underside of students’ desks or chairs can add some excitement to this activity. Consider giving them to students who are reluctant but able to participate in discussion.</li><li>2. Post and review the Researcher’s Roadmap anchor chart, as well as the Research Process cards. Be ready to lead a class conversation about how the cards relate to the Researcher’s Roadmap.</li></ol></li><li>• Also in advance, cut up the sample supporting research question strips.</li></ul>



**Researching:**  
Asking the Right Questions

Lesson Vocabulary	Materials
effective, ineffective, reliable, generate, relevant, evaluate, synthesize, specific, answerable	<ul style="list-style-type: none"><li>• Entry Task (one per student)</li><li>• Two images to display for Entry Task (found in advance by teacher; see Teaching Notes)</li><li>• Researcher’s Roadmap anchor chart (new; teacher-created; see sample in supporting materials; also distribute one per student)</li><li>• Performance Task prompt (one per student)</li><li>• Document camera</li><li>• Model Performance Task: “iCare about the iPhone” (one to display; alternatively, create your own electronic version of this model; see Teaching Notes above)</li><li>• Research Process cards (one set of seven cards per class; either taped under students’ chairs or handed out in the beginning of class)</li><li>• Sample supporting research question strips (one set per trio of students)</li></ul>



Researching:  
Asking the Right Questions

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Notice and Wonder (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Project or distribute the <b>Entry Task</b>, including the <b>two images</b> of modern garment factories. Invite students to look closely at each image and then write down what they notice and what they wonder.</li><li>• Give students a few quiet minutes and then “popcorn” out some of their answers.</li><li>• Remind students of their discussion from the previous lesson around fair working conditions. Ask one or two students to sum up what they took away from the class discussion yesterday and how their discussion relates to these two pictures.</li><li>• Tell students that effective research begins by asking a question. After looking at these two images, what is a question they have that would be a good research question? Listen for students to say something like: “What is the range of working conditions in the garment industry?” This is a good chance to informally assess where students are in terms of W.7.7. Tell them they will talk more about effective research questions later in the lesson.</li><li>• Ask a student to read the learning targets for today. Define what <i>effective</i> means (successful, does what it is supposed to do). Remind students that the prefix “-in” means “not,” as in <i>ineffective</i>—or “inept,” “insane,” or “insufficient.”</li></ul>	



**Researching:**  
Asking the Right Questions

Work Time	Meeting Students' Needs
<p><b>A. Introducing the Researcher's Roadmap (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Post and distribute the <b>Researcher's Roadmap anchor chart</b>. Tell students that in this unit they will be conducting a short research project and then synthesizing their findings to craft their performance task. Remind them that their focus will be on the modern-day garment industry.</li> <li>Define any terms that may be unfamiliar. Consider defining <i>reliable</i>, <i>generate</i>, <i>relevant</i>, <i>evaluate</i>, and <i>synthesize</i>.</li> <li>Explain that in order to help them understand what they will do in this unit, today you are going to share your own final product, retrace the steps you took to produce the final performance task, and explain how you used the Researcher's Roadmap to get there.</li> <li>Display the <b>Performance Task prompt</b> using a <b>document camera</b>. Read the prompt aloud and explain to students that, through their research, they are learning enough about working conditions to create a publishable brochure. If you have made an electronic version of the <b>model performance task</b>, project it now (see Unit 3 Overview, Preparation and Materials). If not, project the simple copy of "iCare about the iPhone" from the supplementary materials attached to this lesson.</li> <li>Give students a few minutes to read briefly over this work, then ask: <ul style="list-style-type: none"> <li>* "Who can explain how this relates to working conditions?"</li> </ul> </li> <li>When most students have their hands up, call on one student to explain. Then ask: <ul style="list-style-type: none"> <li>* "How does this relate to our conversation yesterday about fair working conditions in developing and developed countries?"</li> </ul> </li> <li>When most students have their hands up, call on another student to explain.</li> <li>The model began with: Direct students' attention back to the Researcher's Roadmap. Tell them that all good research begins with a question. Your model began with: <ul style="list-style-type: none"> <li>"What are the working conditions like in the electronics industry?"</li> </ul> </li> <li>Point out that you have planted seven <b>Research Process cards</b> in the classroom. Ask whoever has the overarching research question card to read it aloud. Ask the student to come up and place it where it belongs on the Researcher's Roadmap anchor chart. Explain that you have distributed six other cards that illustrate each step on the Roadmap with an example from your process.</li> </ul>	<ul style="list-style-type: none"> <li>To support English language learners, consider posting the definitions of vocabulary relevant to research for the duration of this unit.</li> <li>Making sure that students explicitly understand the research process will help them understand the purpose for research, as well as preview the kinds of work they will be doing.</li> </ul>



**Researching:**  
Asking the Right Questions

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to look under their chairs to see if they have a card. If they do, they should read their cards. Ask students with cards to turn and talk with a student near them to decide which step on the Researcher's Roadmap they have.</li> <li>• Ask for a volunteer who thinks she or he has Step 1. Listen for this card:</li> <li>• "I wanted to find a basic overview of the process of making electronics before I began thinking about working conditions."</li> <li>• Point out that this is Step 1 on the Roadmap, and ask the student to come and place it on the Roadmap.</li> <li>• Explain that two students have Step 2. Ask for someone to volunteer. Listen first for this card:             <ul style="list-style-type: none"> <li>* "The first Web site I went to was called Investopedia ..."</li> </ul> </li> <li>• Interject to point out the site out on the "works cited" section of the model. Ask the student to continue reading the card:             <ul style="list-style-type: none"> <li>* "... I decided that it was a credible site, and I skimmed it to find some information. From there, I found out that many of our electronic products were made by a company called Foxconn in China and, in fact, they make the iPhones. So I now had a more specific question: What is it like to work in a Foxconn factory?"</li> </ul> </li> <li>• Point out that this is Step 2 on the Roadmap but also a little of Step 3 because you are also beginning to gather credible sources. Explain that "credible" means you can trust the information that a source has. To decide that, you have to think about who the author is and the purpose of the source. For this one, you decided that the author of the source was an expert on the topic and that the purpose of the Web site is to help educate people. So, it is a credible site.</li> <li>• Ask for a volunteer who thinks she or he has the other Step 2 card. Listen for:             <ul style="list-style-type: none"> <li>* "I also decided that 'electronic' was very broad, so I narrowed it down to making iPhones because I was very interested in that and I thought it would be a good case study—a detailed example that has been studied a lot and can help me infer about the larger subject of electronics."</li> </ul> </li> <li>• Point out that narrowing your focus and getting more specific is part of Step 2.</li> <li>• Ask for a volunteer who thinks she or he has Step 3. Listen for this card:             <ul style="list-style-type: none"> <li>* "Then I began to search some more. On the first Web site, the author talked about a report on a TV show on ABC called Nightline. I decided a national TV show whose purpose is to thoroughly inform their audience about a topic would be a credible source, so I went there first."</li> </ul> </li> </ul>	



**Researching:**  
Asking the Right Questions

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Point out that finding credible sources is Step 3 on the Roadmap.</li> <li>• Ask for a volunteer who thinks she or he has Step 4. Listen for this card:             <ul style="list-style-type: none"> <li>* “I skimmed through the slide show based on the TV report and found some of the information I was looking for. I didn’t watch the whole TV show because I was just skimming.”</li> </ul> </li> <li>• Point out that this is Step 4 on the Roadmap and that in researching, you don’t read every part of the source closely.</li> <li>• Ask for a volunteer who thinks she or he has Step 5. Listen for the last card to say this:             <ul style="list-style-type: none"> <li>* “Then I stopped and reassessed ...”</li> </ul> </li> <li>• Interject to point out that this is Step 5 on the Roadmap; ask the student to continue reading:             <ul style="list-style-type: none"> <li>* “... I had lots of negative information. But that gave me more questions: Was there anything positive about working in these factories? Why are people working there? Has Foxconn changed anything since these reports came out?”</li> </ul> </li> <li>• Point out that after step 5, researchers usually loop back to step 2 and repeat the process.</li> <li>• Tell students that you continued to repeat this process until you had enough information to publish your findings and move on to Step 6 on the Roadmap.</li> </ul>	
<p><b>B. Sorting Questions (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Emphasize the importance of asking good research questions. Remind students of the learning targets for today and say: “In this unit, we are going to focus on this portion of the research process. If you can work hard and learn how to generate good supporting research questions, you will have a strong foundation when you conduct a larger research project at the end of year ( Module 4).” Express your confidence in their ability to learn this skill.</li> <li>• Arrange students in triads. Distribute the <b>sample supporting research question strips</b>. Tell students they will be sorting the questions into two piles. Remind them that you are working with the model today: “Tomorrow you will generate questions about the garment industry, but today we are looking at an example from the electronics industry.”</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like Four Corners) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Researching:  
Asking the Right Questions

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students they will read each question and decide if it is an effective or ineffective supporting research question to research. Explain that an effective supporting research question is answerable and relevant; ineffective questions are not. For instance, “Do children work in any iPhone factories?” is an effective supporting research question because it has to do with working conditions in factories that make iPhones and it is answerable. On the other hand, “Will the working conditions in China ever improve?” is not an effective research question. Even though it is about working conditions in China, it is not answerable with current information—you can only guess the answer.</li><li>• Direct students to read the questions aloud, discuss with their partners, and then put them in the appropriate pile.</li><li>• Circulate to informally assess how well students can determine whether a question is effective or ineffective. For students who are having trouble, probe with questions like:<ul style="list-style-type: none"><li>* “Do you think you will be able to find an answer to this question?”</li><li>* “What does this question have to do with working conditions?”</li><li>* Do this question lead to a yes or no answer, or will you find more information?”</li></ul></li><li>• After they have had time to sort, direct the students to make a list of the qualities they think make an effective research question.</li><li>• Create a class list of criteria for effective research questions that the students add to their copies of the Researcher’s Roadmap and that you add to the class Researcher’s Roadmap anchor chart. Direct the conversation to include the words <i>relevant</i>, <i>specific</i>, and <i>answerable</i>. Define as needed.</li><li>• Invite students to re-examine their piles and make any changes. Invite each group to share three or four from each pile.</li></ul>	





**Researching:**  
Asking the Right Questions

Closing and Assessment	Meeting Students' Needs
<b>A. Selecting a Model Research Question (5 minutes)</b> <ul style="list-style-type: none"><li>Ask students to choose an exemplar question from their “good questions” pile and write it in Part II of their Researcher’s Notebook. This will be a model for them.</li></ul>	
Homework	Meeting Students' Needs
<b>A. Continue reading in your independent reading book for this unit.</b>	



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# Grade 7: Module 2A: Unit 3: Lesson 2

## Supporting Materials



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Entry Task

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

Date: \_\_\_\_\_

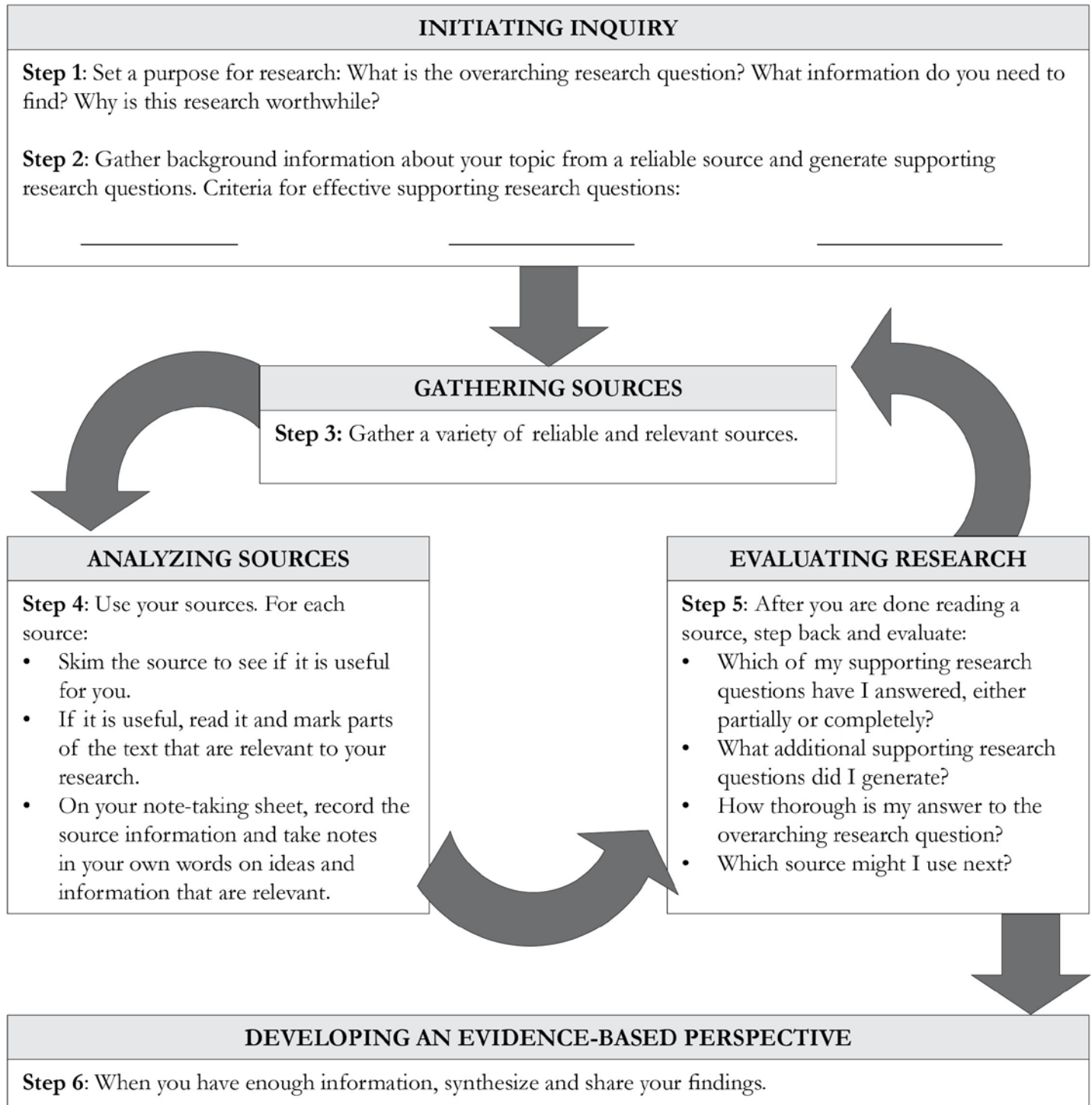
**Directions:** Please look carefully at the two images. Then write your responses on the chart below.

I notice	I wonder



### Researcher's Roadmap Anchor Chart

Good researchers stop often to look around and see where they are, check their maps, and set their course toward their final destination. They sometimes take side trips, but they use their route-finding tools to reach their destinations.





## Performance Task Prompt

### Overview

Throughout this module, we have explored working conditions. We read *Lyddie* to glimpse the factories of the past and understand the challenges faced by workers. We studied César Chávez’s speech to contemplate how individuals and groups affect working conditions. Now we are going to explore the working conditions of today and think about how you, a teenage consumer, influence working conditions around the world.

### Prompt

You want to be an informed consumer, so you’ve decided to research some of the working conditions going on, right now, for the clothes you wear every day. Then you want to share this information with your peers so other teenagers can be informed consumers as well. Working conditions in the garment industry vary, and you want to remind your peers that the way they spend their dollars matters.

### Preparation: Research (individually)

Conduct a short research project and complete a Researcher’s Notebook. In your notebook you will gather information, generate questions, and summarize your findings in a well-written paragraph in which you acknowledge the source and synthesize your sources. The Researcher’s Notebook will be the End of Unit 3 Assessment and will include:

Setting a Purpose for Research

Research notes

Synthesizing findings

Suggestions for Further Study as second to last item in list

Plan of action

### Performance Task: Publish (with a partner)

With a partner, you will create *Threads: A Young Person’s Guide to Buying Clothes*. This is a publishable brochure written for your peers, which will share your research findings with them. The brochure will include:

Overview

Working conditions in the garment industry

Advice to consumers

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed. .



Performance Task Prompt

**Key Criteria for Success (aligned with NYSP12 ELA CCLS)**

Brochure will demonstrate:

- Clear informational writing, appropriate to audience and task
- Coherent synthesis of current issues related to working conditions in the garment industry, drawing on evidence from research and reflecting both problems and solutions
- Mastery of conventions
- Use of technology to share ideas

**Model Performance Task:**  
iCare about the iPhone

**Overarching research question: What are the working conditions like in the electronics industry?**

**Get the Big Picture**

Look in your pocket. Do you have an iPhone? Want to know how that's made? Apple doesn't make its iPhones. Foxconn does. Foxconn is a huge company in China that employs thousands of people.

**Did You Know?**

- Foxconn workers sometimes work more than 90 hours a week. That's twice as long as the time you spend in school.
- Foxconn workers get paid \$1.78 an hour—that means less than 10% of the money you pay for an iPhone goes to the person who helped make it.
- Foxconn provides apartments for its workers but they have to sleep with many other workers in each room.
- Factory working is hard. Workers stand for long hours and work with dangerous chemicals. There have been some employee suicides that some people believe are due to the repetitive, isolating work.
- Working conditions are improving. Recently Foxconn stopped letting workers log in so much overtime, but didn't give them a cut in pay.
- Foxconn workers are thankful for a job and want to earn more money.

**Want to Do Something? Do This!**

The truth is, Apple isn't the only company that uses Foxconn products. Many major brands do. If you stopped buying iPhones, the workers wouldn't even have a job. So don't stop buying, but do start pressuring. Find out more. Write a letter to Apple saying that you care about how iPhones are made. Your voice matters.



### Works Cited

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**Model Performance Task:**  
iCare about the iPhone

**Overarching research question: What are the working conditions like in the electronics industry?**

I wanted to find a basic overview of the process of making electronics before I began thinking about working conditions.

The first Web site I went to was called Investopedia. I decided that it was a credible site, and I skimmed it to find some information. From there, I found out that many of our electronic products were made by a company called Foxconn in China and, in fact, they make the iPhones. So I now had a more specific question: What is it like to work in a Foxconn factory?

I also decided that “electronic” was very broad, so I narrowed it down to making iPhones because I was very interested in that and I thought it would be a good *case study*—a detailed example that has been studied a lot and can help me infer about the larger subject of electronics.

Then I began to search some more. On the first Web site, the author talked about a report on a TV show on ABC called *Nightline*. I decided a national TV show would be a credible source, so I went there first.

I skimmed through the slide show based on the TV report and found some of the information I was looking for. I didn’t watch the whole TV show because I was just skimming.


Then I stopped and reassessed. I had lots of negative information. But that gave me more questions: Was there anything positive about working in these factories? Why are people working there? Has Foxconn changed anything since these reports came out?



Sample Supporting Research Question Slips

**Effective**

**Ineffective**

Who makes the iPhone in China?	Who designed the iPhone?
Does more than one company make the iPhone?	Why are iPhones so popular?
How many hours does the average factory employee work each week?	Will the working conditions in China ever improve?
What is a “living wage” in China? Does the iPhone factory pay a living wage?	Do the workers in the iPhone factories get to eat candy bars?
What do the iPhone factory workers say about their jobs?	Do the workers in the iPhone factories speak Chinese or something else?
Who monitors the working conditions in the iPhone factories?	What are the parts of an iPhone?
Has Apple done anything recently to improve the working conditions in the iPhone factories?	Who makes an Xbox?
Do children work in any iPhone factories?	What time do the iPhone factory workers get to eat lunch?
Can iPhone factory workers form unions?	What are some popular apps I can get for the iPhone?
How much does it cost to make an iPhone? How much of that cost is labor?	What can an iPhone do that’s different from a regular phone?
	How much does an iPhone weigh?



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# **Grade 7: Module 2A: Unit 3: Lesson 3**

## **Research: Paraphrasing Relevant Information**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can generate additional questions for further research. (W.7.7)  
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

**Supporting Learning Targets**

- I can generate effective questions to guide my research.
- I can quote or paraphrase others' work while avoiding plagiarism.

**Ongoing Assessment**

- Researcher's Notebook
- Exit ticket



Agenda	Teaching Notes
<b>1. Opening</b> A. Entry Task (5 minutes)	<ul style="list-style-type: none"><li>In this lesson, students begin their research project. They begin with Step 1 on the Researcher's Roadmap and build some background knowledge about the garment industry by reading a short article. While they read, they learn the basics of paraphrasing.</li></ul>
<b>2. Work Time</b> A. Reading Source 1 (20 minutes) B. Adding to the Researcher's Notebook (15 minutes)	<ul style="list-style-type: none"><li>Then students add what they have learned to their Researcher's Notebook. Finally, building on their practice in Lesson 2, they generate effective supporting research questions.</li></ul>
<b>3. Closing and Assessment</b> A. Exit Ticket (5 minutes)	<ul style="list-style-type: none"><li>This lesson, like Lessons 2 and 4, begins with teacher modeling before students work more independently. Careful attention to how you model will improve student work.</li></ul>
<b>4. Homework</b> A. Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none"><li>Students work extensively with paraphrasing throughout the remainder of this unit. The Researcher's Notebook provides students with sentence stems to help them be successful with this academic skill. Because they are reading for very specific pieces of information in each text instead of reading to understand the whole, they will not be providing an overall summary of the texts. Instead they will be synthesizing what they learned from various sources in Part III of the Researcher's Notebook, as well as the End of Unit 3 Assessment and the final performance task.</li><li>In advance: Read the article and decide how you want to "think aloud" to model the paraphrasing process.</li></ul>



Lesson Vocabulary	Materials
plagiarism, paraphrase, succinct, anecdote	<ul style="list-style-type: none"><li>• Entry task (one per student)</li><li>• Researcher's Roadmap anchor chart (from Lesson 2)</li><li>• "Ethical Style: How Is My T-Shirt Made?" (Source 1) (one per student)</li><li>• "Ethical Style: How Is My T-Shirt Made?" (Source 1) (for teacher reference)</li><li>• Researcher's Notebook (from Lesson 1; one per student)</li><li>• Researcher's Notebook Part II (teacher reference)</li><li>• Exit ticket (one per student)Model Performance Task: "iCare about the iPhone" (one to display; alternatively, create your own electronic version of this model; see Teaching Notes above)</li><li>• Research Process cards (one set of seven cards per class; either taped under students' chairs or handed out in the beginning of class)</li><li>• Sample supporting research question strips (one set per trio of students)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a copy of the <b>Entry Task</b> to each student. Direct students to complete the task individually, then quickly debrief.</li><li>• Make sure students can define <i>plagiarism</i> (when someone uses someone else's ideas or words and pretends they are their own) and <i>paraphrase</i> (to express something someone else has written in a shorter, clearer, or different way).</li><li>• Point out the learning targets for today and ask students how the targets connect to the process of doing research.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading Source (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to the <b>Researcher's Roadmap anchor chart</b>. Tell them they will be doing Step 1 today. This step will help them formulate effective questions in Step 2.</li> <li>• Display and distribute <b>“Ethical Style: How Is My T-Shirt Made?” (Source 1)</b>. Orient students to the format of the article. They will be writing in the right-hand column and specifically practicing paraphrasing there.</li> <li>• Begin by asking students to read silently in their heads while you read aloud. Pause after the first paragraph and think aloud through the paraphrasing process. See the <b>“Ethical Style: How Is My T-Shirt Made?” (Source 1) (for teacher reference)</b> for an example to guide you in this modeling. Write down what you paraphrased on the copy you are displaying and prompt students to update their copies.</li> <li>• Continue to read aloud for Paragraphs 2 and 3. Ask students to underline the sentences they think they should pay particular attention to when they are paraphrasing. Direct students to the sentence stems at the top of the page. Ask for a volunteer to construct a sentence out loud that paraphrases the ideas of the paragraph. Praise the student for trying something new.</li> <li>• Continue to read aloud Paragraph 4 until you get to the sentence “As a general rule of thumb, cotton is terrible for the environment.” Then pause and say: “This sentence tells me that this paragraph will be about the environmental impacts of growing cotton. Although that’s interesting information, it is not what I’m researching. Therefore, I will skim this until I get to a keyword about working conditions.”</li> <li>• Skim to Paragraph 5 and begin reading again. Pause and ask for a volunteer to paraphrase this information using the sentence stems. See the teacher’s guide for an example.</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> <li>• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.</li> <li>• For students who struggle to read complex texts, consider previewing the following vocabulary words from this text:  <i>apparel</i>  <i>exporter</i>  <i>compliance</i>  <i>scrutinized</i>  <i>rife</i>  <i>depressed</i> </li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read Paragraph 6 aloud. Depending on the needs of your students, you may continue to paraphrase out loud as a class, or you could ask them to write their ideas in the right-hand column on their own or with a partner. Pause to give students time to practice this important skill.</li> <li>• For Paragraph 7, demonstrate how to integrate direct quotes into a sentence that is paraphrasing the main idea. Explain that sometimes an author has a particularly <i>succinct</i>, or short and clear way of explaining something and you want to quote them directly. Or perhaps the author used particularly powerful language or a short <i>anecdote</i>. Then it is appropriate to quote directly. However, only phrases that are a few words long can be quoted directly, not entire sentences. Show them an example for Paragraph 7.</li> <li>• Read aloud Paragraph 8. Ask students to work in pairs and use the sentence stems to paraphrase the main ideas from this paragraph. They should write their ideas in the left-hand column. Circulate to help as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• If you choose to select additional words to preview, focus on words whose meaning may difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.</li> </ul>
<p><b>B. Adding to the Researcher's Notebook (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange students in pairs. Direct them to take out their own <b>Researcher's Notebook</b>. Explain that this is where they will capture the information and ideas they find while researching. Focus their attention on the box called "II. Research Notes, Source 1." Tell them to fill out the information on the right-hand side first. Show them where they can find the author and title information from Source 1. Remind them this is the MLA form of the information that one would find on a "works cited" page.</li> <li>• Next, direct them to write the information they learned in bullet form in the right-hand column of the Researcher's Notebook. Encourage them to look back at the information they paraphrased as a class. For example, the bullet point from the first paragraph would be something like: "Most of our T-shirts are made outside the U.S. in developing countries." See the <b>Researcher's Notebook Part II (for teacher reference)</b> for more examples.</li> <li>• After they record the information they learned, students should write their questions on the right-hand side. Tell them not to edit themselves. They want to generate as much information and as many possible supporting research questions as they can on this side.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning and engage students more actively.</li> <li>• Providing models of expected work supports all learners, especially those who are challenged.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>After they have had 5 minutes to brainstorm on the right-hand side, direct them to the left side where it says, “Five supporting research questions I will use.” Tell them that here is where they will write effective supporting research questions. Ask a student to read the list of qualities of an effective supporting research question from the Researcher’s Roadmap (from Lesson 2). Ask a student to offer a supporting research question. Ask another student to evaluate the supporting question based on the roadmap. Write down six or seven student-generated possible supporting questions on the board. (Guide students toward the types of supporting questions provided for you on the Researcher’s Notebook teacher edition).</li><li>After the class has constructed six or seven questions together, circle the four most effective questions and direct the students to write them in their Researcher’s Notebook. Then tell students to write down one more of their choice.</li></ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>exit ticket</b> to students, which says: * “Write down one of your supporting research questions. Explain why it is a good question.”</li><li>Allow students 5 minutes to write their answer. Then collect the exit tickets.</li></ul>	<ul style="list-style-type: none"><li>Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs during the lesson or before the next lesson.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p>	



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# Grade 7: Module 2A: Unit 3: Lesson 3

## Supporting Materials



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Entry Task

.....  
**Name:**  
.....

**Date:**  
.....

Read the passage below. Use context to determine the meaning of *plagiarize* and *paraphrase*.

“I’ve heard that story before, Ben,” said his friend Bob. “It’s exactly the same as the movie I saw last week! Didn’t you tell me that you wrote it?” “I didn’t mean to *plagiarize*,” said Ben. “Why don’t you try *paraphrasing* some of the dialogue?” suggested Bob. “And maybe you could add some new characters or change the setting, too. Then it would be more your own.”

Plagiarize means:

.....

.....

.....

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.....

.....

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Paraphrase means:

.....

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.....

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.....

.....



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

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

Date: \_\_\_\_\_

**Directions:** As you read, you will practice writing the ideas of the author in your own words, or paraphrasing. To avoid plagiarizing, it’s very important that you credit your source of information. Use these sentence stems to help you:

According to +	source	+paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact

Original Text	Paraphrase
<b>P1.</b> The cotton T-shirt ... is a staple of the American wardrobe. Your T-shirt can be made any number of ways, but more likely than not, it isn’t made in the United States. In 2011, we imported more than \$17 billion worth of cotton tees into American closets. Let’s take a look at where they probably came from—and how we can improve on the process, step by step.	
<b>P2.</b> The T-shirt begins as an idea. A team of designers determines the color, fit, and—most relevant to our interests—the fabric of your top. The world’s cotton demand has doubled since the 1960s, with 90 percent of harvested cotton getting spun into apparel. The U.S. has the highest demand for the finished cotton garment, and also happens to be the world’s largest exporter of the raw material. It dominates global cotton production in tandem with China, India, Pakistan, Uzbekistan, and Brazil.	



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p><b>P3.</b> Unfortunately, your T-shirt label won’t tell you where that cotton came from. Still, there are a few truths about cotton that don’t need a label. For one, child labor is a major reality in cotton harvesting. From Uzbekistan to Egypt, children are forced into picking and separating cotton for pennies, if anything. Cotton certified as Fair Trade and in compliance with the International Labor Organization are the only viable indicators of fair cotton harvested without child labor ...</p>	



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p><b>P4.</b> Even if your T-shirt’s material was harvested in accordance with U.S. labor laws, the crop poses other ethical concerns. As a general rule of thumb, cotton is terrible for the environment. Cotton is the largest water guzzler in the natural fiber family. Major ecological damage has already been done. The devastating shrinkage of the Aral Sea is largely attributed to cotton farming; what water is left is contaminated by pesticides and herbicides. Five of the top nine pesticides used in U.S. cotton farming are known to be carcinogenic. All of them contaminate fresh groundwater. These ecological concerns can be circumvented with a shift toward organic cotton, but even organic cotton needs to drink.</p>	
<p><b>P5.</b> When material, prototype, and samples are set, the T-shirt is put into mass production.... The production segment of the T-shirt supply chain is the one most scrutinized in the public eye, and with good reason. The factory process is inefficient, wasteful, and often still abusive. Though the public outcry against sweatshops gained sudden momentum a decade ago, garment manufacturing is still rife with complications.</p>	
<p><b>P6.</b> Experts speculate that in India, child labor makes up 20 percent of the nation’s GDP.... Many adult workers face immense pressures as well. Even as the price of cotton rises (which it has, dramatically, in recent years), the export price remains depressed. The only way to meet the bottom line is to shave the last remaining pennies off of the wages of spinners and sewers.</p>	
<p><b>P7.</b> Changes are being made step-by-step. A T-shirt’s country of origin was once the definitive stamp of the working conditions under which it was made. But today, individual factories are being held increasingly accountable for the specifics.... Some corporations have responded by implementing their own codes of conduct, and inviting external audits to comment on the validity of their claims ...</p>	



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p>P8. The bottom line: There is much to be done at all steps of the fashion supply chain. If end consumers like us can gain a better understanding of our T-shirt’s production cycle—the sustainability of its fabric and the working conditions of its farmers and sewers—we can put pressure on these corporations to help us make a more informed and conscious decision about our clothes. The more transparent the entire production process becomes, the more claims to “ethical” and “sustainable” practices will become sought-after attributes of the printed T-shirt we see on the shelves.</p>	
<p>Originally appeared on <a href="http://www.GOOD.is">www.GOOD.is</a> on February 9, 2012. Reprinted with permission from GOOD Worldwide.</p>	



Performance Task Prompt  
“Ethical Style: How is My T-Shirt Made?”  
(Source 1) (For Teacher Reference)

**Directions:** As you read, you will practice writing the ideas of the author in your own words, or paraphrasing. To avoid plagiarizing, it’s very important that you credit your source of information. Use these sentence stems to help you:

According to +	source	+paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact

Original Text	Paraphrase
<b>P1.</b> The cotton T-shirt ... is a staple of the American wardrobe. Your T-shirt can be made any number of ways, but more likely than not, it isn’t made in the United States. In 2011, we imported more than \$17 billion worth of cotton tees into American closets. Let’s take a look at where they probably came from—and how we can improve on the process, step by step.	<b>Most of the T-shirts we wear in the U.S. are manufactured abroad. In fact, the GOOD website reports that the U.S. imported over \$17 billion worth of cotton tees in a single year.</b>
<b>P2.</b> The T-shirt begins as an idea. A team of designers determines the color, fit, and—most relevant to our interests—the fabric of your top. The world’s cotton demand has doubled since the 1960s, with 90 percent of harvested cotton getting spun into apparel. The U.S. has the highest demand for the finished cotton garment, and also happens to be the world’s largest exporter of the raw material. It dominates global cotton production in tandem with China, India, Pakistan, Uzbekistan, and Brazil.	<b>Many clothes begin in cotton fields, and Kay reports that most of the cotton grown in the world is from the U.S., China, India, Pakistan, Uzbekistan, and Brazil.</b>





Performance Task Prompt  
“Ethical Style: How is My T-Shirt Made?”  
(Source 1) (For Teacher Reference)

Original Text	Paraphrase
<p><b>P3.</b> Unfortunately, your T-shirt label won’t tell you where that cotton came from. Still, there are a few truths about cotton that don’t need a label. For one, child labor is a major reality in cotton harvesting. From Uzbekistan to Egypt, children are forced into picking and separating cotton for pennies, if anything. Cotton certified as Fair Trade and in compliance with the International Labor Organization are the only viable indicators of fair cotton harvested without child labor ...</p>	<p><b>Kay states that there are many problems with the cotton industry abroad. Most importantly, the fields are often worked by children.</b></p>

“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p>P4. Even if your T-shirt’s material was harvested in accordance with U.S. labor laws, the crop poses other ethical concerns. As a general rule of thumb, cotton is terrible for the environment. Cotton is the largest water guzzler in the natural fiber family. Major ecological damage has already been done. The devastating shrinkage of the Aral Sea is largely attributed to cotton farming; what water is left is contaminated by pesticides and herbicides. Five of the top nine pesticides used in U.S. cotton farming are known to be carcinogenic. All of them contaminate fresh groundwater. These ecological concerns can be circumvented with a shift toward organic cotton, but even organic cotton needs to drink.</p>	<p><b>Although this is interesting, this does not have to do with my research topic. I will skim this part.</b></p>
<p>P5. When material, prototype, and samples are set, the T-shirt is put into mass production.... The production segment of the T-shirt supply chain is the one most scrutinized in the public eye, and with good reason. The factory process is inefficient, wasteful, and often still abusive. Though the public outcry against sweatshops gained sudden momentum a decade ago, garment manufacturing is still rife with complications.</p>	<p><b>Kay states that even though people started to speak out against sweatshops, there are still bad working conditions in many factories.</b></p>
<p>P6. Experts speculate that in India, child labor makes up 20 percent of the nation’s GDP.... Many adult workers face immense pressures as well. Even as the price of cotton rises (which it has, dramatically, in recent years), the export price remains depressed. The only way to meet the bottom line is to shave the last remaining pennies off of the wages of spinners and sewers.</p>	<p><b>According to Kay, because cotton is more expensive, the companies cut the wages of the workers to make more money.</b></p>



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p>P7. Changes are being made step-by-step. A T-shirt’s country of origin was once the definitive stamp of the working conditions under which it was made. But today, individual factories are being held increasingly accountable for the specifics.... Some corporations have responded by implementing their own codes of conduct, and inviting external audits to comment on the validity of their claims ...</p>	<p><b>Kay is hopeful, however, because there are some changes being made. For example, companies are setting standards for themselves and asking other people to come in “to comment on the validity of their claims ...”</b></p>
<p>P8. The bottom line: There is much to be done at all steps of the fashion supply chain. If end consumers like us can gain a better understanding of our T-shirt’s production cycle—the sustainability of its fabric and the working conditions of its farmers and sewers—we can put pressure on these corporations to help us make a more informed and conscious decision about our clothes. The more transparent the entire production process becomes, the more claims to “ethical” and “sustainable” practices will become sought-after attributes of the printed T-shirt we see on the shelves.</p>	<p><b>Kay strongly suggests that we need something to tell consumers about the working conditions behind the garments. Then, when the consumers gain a clear understanding of how the clothes are made, they can act on that understanding.</b></p>
<p>Kay, Tabea. “Ethical Style: How Is My T-Shirt Made?” Originally appeared on <a href="http://www.GOOD.is">www.GOOD.is</a> on February 9, 2012. Reprinted with permission from GOOD Worldwide.</p>	



**Researcher's Notebook Part II**  
(for Teacher Reference)

Use this side to take notes and plan your ideas. Research Directions	Use this side to record notes (in your own words).
<p><b>II. Research Notes</b></p> <p>Source 1 This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</p> <p>Supporting research questions:</p> <p>Exemplar question: <i>What is the range of working conditions in a garment factory?</i></p> <p>Five supporting research questions I will use: <i>What are some corporations that are trying to improve the working conditions in garment factories?</i> <i>Are there any examples of consumers doing anything to change the working conditions of garment factories?</i> <i>Who gives consumers like me information about working conditions?</i> <i>How does the government influence working conditions in the garment industry?</i> <i>Are working conditions in the garment industry in the United States different from those in other countries?</i></p>	<p>Source Title: _____ Useful?</p> <p>Credible? _____</p> <p>Author: _____</p> <p>Publisher: _____</p> <p>Relevant information from Source 1: Most clothes are made abroad. There's lots of child labor still because kids help their parents but don't count as employees. There's lots of labor in garment making—cotton is picked, spun into fabric and dyed, and then finally made into clothes. “Adults face a lot of pressure”—I wonder what pressures a garment factory worker faces. Factories are being held more accountable, so working conditions can vary in the same country Some U.S. corporations are making rules and setting up independent audits Right now there is no clear way to tell the way your garments are made. No agency certifies them or anything.</p> <p>Possible supporting research questions based on Source 1: <i>How can the U.S. control what happens in countries abroad?</i> <i>Why do we make so many clothes out of cotton?</i> <i>What is an independent audit?</i> <i>What corporations are trying to improve working conditions?</i> <i>Are their sweatshops in the U.S.?</i> <i>What is it like to work in a garment factory?</i></p>



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**Name:**  
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**Date:**  
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**Directions:** Write down one of your guiding research questions. Explain why it is a good question.

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EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 4

## Deepening Your Research



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can generate additional questions for further research. (W.7.7)  
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

**Supporting Learning Targets**

- I can quote or paraphrase others' work while avoiding plagiarism.

**Ongoing Assessment**

- Entry task
- Researcher's Notebook



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Distinguishing between Good and Bad Paraphrasing (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Modeling Reading (10 minutes)</p> <p>B. Reading Source 2 (25 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Give One, Get One (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• In this lesson, students work with Steps 3 and 4 of the Researcher’s Roadmap.</li><li>• Please note that the full text from which the Entry Task quotes are drawn has been included for teacher reference. It is not necessary to have read the text of the article to deliver this lesson.</li><li>• The bulk of this lesson is devoted to reading “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” (Source 2). This is an article from <i>The New York Times</i> that provides the case study of a garment factory that has very positive working conditions. Because this is a long article, it’s important that students understand they are not reading the entire article closely. Rather, they are reading first to locate relevant information to answer their supporting research questions, then reading parts of the article closely to be able to add useful information to their notes.</li><li>• As in previous lessons, there is quite a bit of teacher modeling up front, followed by independent work time.</li><li>• Students are encouraged to “talk through” their paraphrased sentences before they write them down. This is an important step in clarifying their ideas as they learn this new skill. Encourage them to use a “6-inch voice” to keep the noise at a minimum.</li><li>• In advance: Read the article and plan how you will model reading and taking notes on the first three paragraphs.</li></ul>





Lesson Vocabulary	Materials
credible, neutral, impartial	<ul style="list-style-type: none"><li>• Entry task: Distinguishing between Good and Bad Paraphrasing (one per student and one to display)</li><li>• “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” (Source 2) (one per student and one to display)</li><li>• Researcher’s Notebook (begun in Lesson 1)</li><li>• Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies)</li><li>• Researcher’s Notebook Part II, Source 2 (teacher reference; optional)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task : Distinguishing between Good and Bad Paraphrasing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Project or distribute the <b>Entry Task: Distinguishing between Good and Bad Paraphrasing</b>. Instruct students to complete it on their own.</li><li>• Briefly discuss the entry task. Invite students to correct their entry task as they discuss as a class. Ask students to identify which is the best example of paraphrasing by holding up one finger for #1 and two fingers for #2. Call on several students to explain. Make sure you also call on a student who made the wrong choice, so that you can surface and respond to misconceptions. Be sensitive and encouraging as this is a new skill for many of the students. Listen for students to understand that for quote A, paraphrase #1 is the best choice because it gives credit to the source. For quote B, paraphrase #2 is the best choice because it gives credit to the source and #1 quotes, verbatim, a large portion of the text. For quote C, paraphrase #2 is the best choice because the direct quote is shortened and integrated into the sentence better.</li><li>• Remind students of today's learning target. Tell them they will have a chance to practice paraphrasing today, and it's a very important skill they will use in all of their future academic classes.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Modeling Reading (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute “<b>An Apparel Factory Defies Sweatshop Label, but Can It Thrive?</b>” (<b>Source 2</b>) and tell students to take out their <b>Researcher’s Notebook</b>. Direct students’ attention to the <b>Researcher’s Roadmap anchor chart</b>. Remind them that they have already completed the first two steps. Today they will be working on Steps 3 and 4.</li> <li>• Ask a student to define a <i>credible</i> source. Listen for students to understand that a credible source is one that you, as a reader, can believe will give you accurate information. Explain that because this is a short research project, you have gathered credible sources for them. Assure them they will have an opportunity to find credible sources later in the year (in Module 4).</li> <li>• Tell students that Source 2 is from <i>The New York Times</i>. Ask them how they know this is a credible source. Listen for them to identify that this is a highly respected national newspaper. Also point out that a newspaper is a <i>neutral</i> or <i>impartial</i> source when the authors use facts to support their central ideas and when their purpose is to inform people.</li> <li>• Point out that Step 4 on the Researcher’s Roadmap is how to read a source. Clarify that when you research, you read differently from the way you read a novel. You are reading to find answers to your supporting research questions; therefore, you want to skim to get the gist of the article and underline sentences that relate to your supporting research questions. Then you return to those sentences and read more deeply to understand.</li> <li>• Remind students that they wrote some supporting research questions in their Researcher’s Notebook in Lesson 3. Ask them to put their fingers on those questions now.</li> <li>• Refocus students on the text about the apparel factory, and ask them to read along silently as you read aloud. Read the first two paragraphs without stopping. Explain that you are reading to answer your supporting research question. Although this is an interesting story about Santa Castillo, the author, Steven Greenhouse, is using his story to illustrate a fact about the working conditions in garment factories. The last sentence of Paragraph 2 is where you find that fact. Ask the students to underline that sentence. Ask them to suggest a supporting research question that this fact will answer. Listen for them to identify supporting research questions that are logical. Encourage students to explain how the fact answers that question.</li> <li>• Tell students they will paraphrase this sentence and write it in their Researcher’s Notebook. Encourage them to use the sentence stems. Model how to do this: “Greenhouse reports that the Knights Apparel factory is rare because it pays its workers three times the average salary and lets them unionize.”</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from receiving smaller sections of the text. This keeps them from being overwhelmed with the amount of text they will be working with.</li> <li>• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> <li>• For students who struggle with following multistep directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading Source 2 (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Instruct students to continue reading silently on their own. Remind them that it's more important to find some information to answer the supporting research questions than to get "through" the article. Give them 10 minutes to silently read and mark their text.</li><li>• After 10 minutes, arrange the students in pairs. Be intentional in your pairings. Instruct students to first closely read what they marked with their partner. Then they should orally paraphrase the information by using the sentence stems. After they have both had a chance to practice out loud, they should write down the paraphrased sentences in their Researcher's Notebook and move on to the next piece of information.</li><li>• Encourage them to also write questions that come up during their discussion; remind them that as researchers learn more, they generate new supporting research questions.</li><li>• Circulate and help as needed. Consider stopping the class and highlighting some particularly good examples of paraphrasing as you hear them.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Give One, Get One (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Give these directions:</li></ul> <ol style="list-style-type: none"><li>1. Stand up and tell a new partner about something you have learned and something you're still wondering about the garment industry.</li><li>2. Then ask your partner to do the same.</li><li>3. As time permits, find a new partner and repeat these steps.</li></ol>	.
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 4

## Supporting Materials



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Entry Task: Distinguishing between  
Good and Bad Paraphrasing

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

Date: \_\_\_\_\_

**Directions:** Each of these quotes contains a fact I would like to include in my report about the iPhone. Read the quote from the text. Then read the two paragraphs. Circle the one that best paraphrases the information and explain your choice.

Text: Duhigg, Charles and David Barboza. “In China, Human Costs Are Built into an iPad,” *The New York Times*. Web. January 25, 2012.

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Quote from text	Paraphrase 1	Paraphrase 2	Rationale from choice
A. Within seven months last year, two explosions at iPad factories, including in Chengdu, killed four people and injured 77. Before those blasts, Apple had been alerted to hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.	According to the <i>New York Times</i> , there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions.	Seven months ago, there were two explosions that killed four people. Apple had been alerted to the hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.	
B. Two years ago, 137 workers at an Apple supplier in eastern China were injured after they were ordered to use a poisonous chemical to clean iPhone screens.	A few years ago, 137 workers at a factory that makes Apple products were hurt when they used a poisonous chemical to clean iPhone	Duhigg and Barboza report that two years ago, many workers were injured when they were forced to clean iPhones screens with dangerous chemicals.	
C. In 2010, Steven P. Jobs discussed the company's relationships with suppliers at <u>an industry conference</u> . "I actually think Apple does one of the best jobs of any companies in our industry, and maybe in any industry, of understanding the working conditions in our supply chain," said Mr. Jobs, who was Apple's chief executive at the time and who died last October.	Steve Jobs told <i>The New York Times</i> that the factories were just fine. In fact, he said, "I mean, you go to this place, and it's a factory, but, my gosh, they've got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it's a pretty nice factory."	Steve Jobs, the former CEO of Apple, told <i>The New York Times</i> that even though Foxconn is a factory, "... they've got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it's a pretty nice factory."	

## An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

Sitting in her tiny living room here, Santa Castillo beams about the new house that she and her husband are building directly behind the wooden shack where they now live.

The new home will be four times bigger, with two bedrooms and an indoor bathroom; the couple and their three children now share a windowless bedroom and rely on an outhouse two doors away.

Ms. Castillo had long dreamed of a bigger, sturdier house, but three months ago something happened that finally made it possible: she landed a job at one of the world's most unusual garment factories. Industry experts say it is a pioneer in the developing world because it pays a "living wage"—in this case, three times the average pay of the country's apparel workers—and allows workers to join a union without a fight.

"We never had the opportunity to make wages like this before," says Ms. Castillo, a soft-spoken woman who earns \$500 a month. "I feel blessed."

The factory is a high-minded experiment, a response to appeals from myriad university officials and student activists that the garment industry stop using poverty-wage sweatshops. It has 120 employees and is owned by Knights Apparel, a privately held company based in Spartanburg, S.C., that is the leading supplier of college-logo apparel to American universities, according to the Collegiate Licensing Company.

For Knights, the factory is a risky proposition, even though it already has orders to make T-shirts and sweatshirts for bookstores at 400 American universities. The question is whether students, alumni and sports fans will be willing to pay \$18 for the factory's T-shirts—the same as premium brands like Nike and Adidas—to sustain the plant and its generous wages.

Joseph Bozich, the C.E.O. of Knights, is optimistic. "We're hoping to prove that doing good can be good business, that they're not mutually exclusive," he says.

Not everyone is so confident. "It's a noble effort, but it is an experiment," says Andrew Jassin, an industry consultant who says "fair labor" garments face a limited market unless deft promotion can snare consumers' attention—and conscience. "There are consumers who really care and will buy this apparel at a premium price," he says, "and then there are those who say they care, but then just want value."

Mr. Bozich says the plant's T-shirts and sweats should command a premium because the company uses high-quality fabric, design and printing.



## An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

In the factory's previous incarnation, a Korean-owned company, BJ&B, made baseball caps for Nike and Reebok before shutting it in 2007 and moving the operation to lower-wage countries. Today, the reborn factory is producing under a new label, Alta Gracia, named after this poverty-ridden town as well as the Virgin of Altagracia, revered as protector of the Dominicans. (Alta gracia translates to "exalted grace.")

"This sometimes seems too good to be true," says Jim Wilkerson, Duke University's director of licensing and a leader of American universities' fair-labor movement.

He said a few other apparel companies have tried to improve working conditions, like School House, which was founded by a 25-year-old Duke graduate and uses a factory in Sri Lanka. Worker advocates applaud these efforts, but many say Alta Gracia has gone further than others by embracing higher wages and unionization. A living wage is generally defined as the amount of money needed to adequately feed and shelter a family.

"What really counts is not what happens with this factory over the next six months," Mr. Wilkerson says. "It's what happens six years or 10 years from now. We want badly for this to live on."

Santa Castillo agrees. She and many co-workers toiled at other factories for the minimum wage, currently \$147 a month in this country's free-trade zones, where most apparel factories are located. That amount, worker after worker lamented in interviews for this article, falls woefully short of supporting a family.

The Alta Gracia factory has pledged to pay employees nearly three and a half times the prevailing minimum wage, based on a study done by a workers' rights group that calculated the living costs for a family of four in the Dominican Republic.

While some critics view the living wage as do-gooder mumbo-jumbo, Ms. Castillo views it as a godsend. In her years earning the minimum wage, she said she felt stuck on a treadmill—never able to advance, often borrowing to buy necessities.

"A lot of times there was only enough for my kids, and I'd go to bed hungry," she says. "But now I have money to buy meat, oatmeal and milk."

With higher wages, she says, her family can move up in the world. She is now able to borrow \$1,000 to begin building her future home and feels able to fulfill her dreams of becoming a minister at her local evangelical church.

## **An Apparel Factory Defies Sweatshop Label, but Can It Thrive?**

(Source 2) By Steven Greenhouse

“I hope God will continue to bless the people who brought this factory to our community,” she says.

In many ways, the factory owes its existence to an incident a decade ago, when Joe Bozich was attending his son’s high school basketball game. His vision suddenly became blurred, and he could hardly make out his son on the court. A day later, he couldn’t read.

A doctor told him the only thing that would cause his vision to deteriorate so rapidly was a brain tumor.

So he went in for an M.R.I. “My doctor said, ‘The good news is you don’t have a brain tumor, but the bad news is you have multiple sclerosis,’” he says.

For three days, he couldn’t see. He worried that he would be relegated to a wheelchair and ventilator and wouldn’t be able to support his family. At the same time, a close friend and his brother died, and then one of his children began suffering from anxiety.

“I thought of people who were going through the same thing as my child and me,” Mr. Bozich recalls. “Fortunately, we had the resources for medical help, and I thought of all the families that didn’t.”

“I started thinking that I wanted to do something more important with my business than worry just about winning market share,” he adds. “That seemed kind of empty after what I’ve been through. I wanted to find a way to use my business to impact people that it touched on a daily basis.”

He regained his full vision after three weeks and says he hasn’t suffered any further attacks. Shortly after Mr. Bozich recovered, Knights Apparel set up a charity, weKAre, that supports a home for orphans and abused children. But he says he wanted to do more.

A national collegiate bodybuilding champion at Vanderbilt, Mr. Bozich was hired by Gold’s Gym after graduation and later founded a unit in the company that sold Gold’s apparel to outside retailers. Building on that experience, Mr. Bozich started Knights Apparel in 2000.

Still solidly built at 47, he has made apparel deals with scores of universities, enabling Knights to surpass Nike as the No. 1 college supplier. Under Mr. Bozich, Knights cooperates closely with the Worker Rights Consortium, a group of 186 universities that press factories making college-logo apparel to treat workers fairly.

## An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

Scott Nova, the consortium’s executive director, says Mr. Bozich seems far more committed than most other apparel executives to stamping out abuses—like failure to pay for overtime work. Knights contracts with 30 factories worldwide. At a meeting that the two men had in 2005 to address problems at a Philippines factory, Mr. Bozich floated the idea of opening a model factory.

Mr. Nova loved the idea. He was frustrated that most apparel factories worldwide still paid the minimum wage or only a fraction above—rarely enough to lift families out of poverty. (Minimum wages are 15 cents an hour in Bangladesh and around 85 cents in the Dominican Republic and many cities in China—the Alta Gracia factory pays \$2.83 an hour.)

Mr. Bozich first considered opening a factory in Haiti, but was dissuaded by the country’s poor infrastructure. Mr. Nova urged him to consider this depressed community, hoping that he would employ some of the 1,200 people thrown out of work when the Korean-owned cap factory closed.

Mr. Bozich turned to a longtime industry executive, Donnie Hodge, a former executive with J. P. Stevens, Milliken and Gerber Childrenswear. Overseeing a \$500,000 renovation of the factory, Mr. Hodge, now president of Knights, called for bright lighting, five sewing lines and pricey ergonomic chairs, which many seamstresses thought were for the managers.

“We could have given the community a check for \$25,000 or \$50,000 a year and felt good about that,” Mr. Hodge said. “But we wanted to make this a sustainable thing.”

The factory’s biggest hurdle is self-imposed: how to compete with other apparel makers when its wages are so much higher.

Mr. Bozich says the factory’s cost will be \$4.80 a T-shirt, 80 cents or 20 percent more than if it paid minimum wage. Knights will absorb a lower-than-usual profit margin, he said, without asking retailers to pay more at wholesale.

“Obviously we’ll have a higher cost,” Mr. Bozich said. “But we’re pricing the product such that we’re not asking the retailer or the consumer to sacrifice in order to support it.”

Knights plans to sell the T’s for \$8 wholesale, with most retailers marking them up to \$18.

### An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

“We think it’s priced right and has a tremendous message, and it’s going to be marketed like crazy,” says Joel Friedman, vice president of general merchandise at Barnes & Noble College Booksellers. He says Barnes & Noble will at first have smaller-than-usual profit margins on the garments because it will spend heavily to promote them, through a Web campaign, large signs in its stores and other methods.

It helps to have many universities backing the project. Duke alone placed a \$250,000 order and will run full-page ads in the campus newspaper, put postcards in student mailboxes and hang promotional signs on light poles. Barnes & Noble plans to have Alta Gracia’s T’s and sweats at bookstores on 180 campuses by September and at 350 this winter, while Follett, the other giant college bookstore operator, plans to sell the T’s on 85 campuses this fall.

Still, this new, unknown brand could face problems being sold alongside Nike and Adidas gear. “They have to brand this well—simply, clearly and elegantly—so college students can understand it very fast,” says Kellie A. McElhaney, a professor of corporate social responsibility at the University of California, Berkeley. “A lot of college students would much rather pay for a brand that shows workers are treated well.”

Nike and Adidas officials said their companies have sought to improve workers’ welfare through increased wages and by belonging to the Fair Labor Association, a monitoring group that seeks to end sweatshop conditions. A Nike spokesman said his company would “watch with interest” the Knights initiative.

To promote its gear, Knights is preparing a video to be shown at bookstores and a Web documentary, both highlighting the improvements in workers’ lives. The T-shirts will have hanging tags with pictures of Alta Gracia employees and the message “Your purchase will change our lives.” The tags will also contain an endorsement from the Worker Rights Consortium, which has never before backed a brand.

In a highly unusual move, United Students Against Sweatshops, a nationwide college group that often lambastes apparel factories, plans to distribute fliers at college bookstores urging freshmen to buy the Alta Gracia shirts.

“We’re going to do everything we can to promote this,” says Casey Sweeney, a leader of the group at Cornell. “It’s incredible that I can wear a Cornell hoodie knowing the workers who made it are being paid well and being respected.”

### **An Apparel Factory Defies Sweatshop Label, but Can It Thrive?**

(Source 2) By Steven Greenhouse

One such worker is Maritza Vargas. When BJ&B ran the factory, she was a stand-up-for-your-rights firebrand fighting for 20 union supporters who had been fired.

Student groups and the Worker Rights Consortium pressed Nike and other companies that used the factory to push BJ&B to recognize the union and rehire the fired workers. BJ&B relented. Today, Ms. Vargas is president of the union at the new plant and sings a very different tune. In interviews, she and other union leaders praised the Alta Gracia factory and said they would do their utmost to make it succeed and grow. Mireya Perez said the living wage would enable her to send her 16-year-old daughter to college, while Yolando Simon said she was able to pay off a \$300 debt to a grocer.

At other factories, workers said, managers sometimes yelled or slapped them. Several said they were not allowed to go home when sick, and sometimes had to work past midnight after beginning at 7:30 a.m.

Comparing this factory with other ones, Ms. Vargas said, “the difference is heaven and earth.”

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Researcher's Notebook Part II, Source 2  
(for Teacher Reference)

Use this side to take notes and plan your ideas. Research Directions	Use this side to record notes (in your own words).
<p><b>II. Research Notes</b></p> <p>Source 1</p> <p>This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</p> <p>Supporting research questions:</p> <p>Exemplar question: <i>What is the range of working conditions in a garment factory?</i></p> <p>Five supporting research questions I will use: <i>What are some corporations that are trying to improve the working conditions in garment factories?</i> <i>Are there any examples of consumers doing anything to change the working conditions of garment factories?</i> <i>Who gives consumers like me information about working conditions?</i> <i>How does the government influence working conditions in the garment industry?</i> <i>Are working conditions in the garment industry in the United States different from those in other countries?</i></p>	<p>Source Title: _____ Useful?</p> <p>Author:</p> <p>Publisher:</p> <p>Relevant information from Source 1: Most clothes are made abroad. There's lots of child labor still because kids help their parents but don't count as employees. There's lots of labor in garment making—cotton is picked, spun into fabric and dyed, and then finally made into clothes. “Adults face a lot of pressure”—I wonder what pressures a garment factory worker faces. Factories are being held more accountable, so working conditions can vary in the same country Some U.S. corporations are making rules and setting up independent audits Right now there is no clear way to tell the way your garments are made. No agency certifies them or anything.</p> <p>Possible supporting research questions based on Source 1: <i>How can the U.S. control what happens in countries abroad?</i> <i>Why do we make so many clothes out of cotton?</i> <i>What is an independent audit?</i> <i>What corporations are trying to improve working conditions?</i> <i>Are their sweatshops in the U.S.?</i> <i>What is it like to work in a garment factory?</i></p>



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**Name:**

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**Date:**

Directions: Write down one of your guiding research questions. Explain why it is a good question.

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**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

The explosion ripped through Building A5 on a Friday evening last May, an eruption of fire and noise that twisted metal pipes as if they were discarded straws.

When workers in the cafeteria ran outside, they saw black smoke pouring from shattered windows. It came from the area where employees polished thousands of iPad cases a day.

Two people were killed immediately, and over a dozen others hurt. As the injured were rushed into ambulances, one in particular stood out. His features had been smeared by the blast, scrubbed by heat and violence until a mat of red and black had replaced his mouth and nose.

"Are you Lai Xiaodong's father?" a caller asked when the phone rang at Mr. Lai's childhood home. Six months earlier, the 22-year-old had moved to Chengdu, in southwest China, to become one of the millions of human cogs powering the largest, fastest and most sophisticated manufacturing system on earth. That system has made it possible for Apple and hundreds of other companies to build devices almost as quickly as they can be dreamed up.

"He's in trouble," the caller told Mr. Lai's father. "Get to the hospital as soon as possible."

In the last decade, Apple has become one of the mightiest, richest and most successful companies in the world, in part by mastering global manufacturing. Apple and its high-technology peers — as well as dozens of other American industries — have achieved a pace of innovation nearly unmatched in modern history.

However, the workers assembling iPhones, iPads and other devices often labor in harsh conditions, according to employees inside those plants, worker advocates and documents published by companies themselves. Problems are as varied as onerous work environments and serious — sometimes deadly — safety problems.

Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk. Under-age workers have helped build Apple's products, and the company's suppliers have improperly disposed of hazardous waste and falsified records, according to company reports and advocacy groups that, within China, are often considered reliable, independent monitors.



**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

More troubling, the groups say, is some suppliers' disregard for workers' health. Two years ago, 137 workers at an Apple supplier in eastern China were injured after they were ordered to use a poisonous chemical to clean iPhone screens. Within seven months last year, two explosions at iPad factories, including in Chengdu, killed four people and injured 77. Before those blasts, Apple had been alerted to hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.

"If Apple was warned, and didn't act, that's reprehensible," said Nicholas Ashford, a former chairman of the National Advisory Committee on Occupational Safety and Health, a group that advises the United States Labor Department. "But what's morally repugnant in one country is accepted business practices in another, and companies take advantage of that."

Apple is not the only electronics company doing business within a troubling supply system. Bleak working conditions have been documented at factories manufacturing products for Dell, Hewlett-Packard, I.B.M., Lenovo, Motorola, Nokia, Sony, Toshiba and others.

Current and former Apple executives, moreover, say the company has made significant strides in improving factories in recent years. Apple has a supplier code of conduct that details standards on labor issues, safety protections and other topics. The company has mounted a vigorous auditing campaign, and when abuses are discovered, Apple says, corrections are demanded.

And Apple's annual supplier responsibility reports, in many cases, are the first to report abuses. This month, for the first time, the company released a list identifying many of its suppliers. But significant problems remain. More than half of the suppliers audited by Apple have violated at least one aspect of the code of conduct every year since 2007, according to Apple's reports, and in some instances have violated the law. While many violations involve working conditions, rather than safety hazards, troubling patterns persist.

"Apple never cared about anything other than increasing product quality and decreasing production cost," said Li Mingqi, who until April worked in management at Foxconn Technology, one of Apple's most important manufacturing partners. Mr. Li, who is suing Foxconn over his dismissal, helped manage the Chengdu factory where the explosion occurred.

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(For Teacher Reference)

"Workers' welfare has nothing to do with their interests," he said.

Some former Apple executives say there is an unresolved tension within the company: executives want to improve conditions within factories, but that dedication falters when it conflicts with crucial supplier relationships or the fast delivery of new products. Tuesday, Apple reported one of the most lucrative quarters of any corporation in history, with \$13.06 billion in profits on \$46.3 billion in sales. Its sales would have been even higher, executives said, if overseas factories had been able to produce more.

Executives at other corporations report similar internal pressures. This system may not be pretty, they argue, but a radical overhaul would slow innovation. Customers want amazing new electronics delivered every year.

"We've known about labor abuses in some factories for four years, and they're still going on," said one former Apple executive who, like others, spoke on the condition of anonymity because of confidentiality agreements. "Why? Because the system works for us. Suppliers would change everything tomorrow if Apple told them they didn't have another choice."

"If half of iPhones were malfunctioning, do you think Apple would let it go on for four years?" the executive asked.

Apple, in its published reports, has said it requires every discovered labor violation to be remedied, and suppliers that refuse are terminated. Privately, however, some former executives concede that finding new suppliers is time-consuming and costly. Foxconn is one of the few manufacturers in the world with the scale to build sufficient numbers of iPhones and iPads. So Apple is "not going to leave Foxconn and they're not going to leave China," said Heather White, a research fellow at Harvard and a former member of the Monitoring International Labor Standards committee at the National Academy of Sciences. "There's a lot of rationalization."

Apple was provided with extensive summaries of this article, but the company declined to comment. The reporting is based on interviews with more than three dozen current or former employees and contractors, including a half-dozen current or former executives with firsthand knowledge of Apple's supplier responsibility group, as well as others within the technology industry.

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In 2010, Steven P. Jobs discussed the company's relationships with suppliers at an industry conference.

"I actually think Apple does one of the best jobs of any companies in our industry, and maybe in any industry, of understanding the working conditions in our supply chain," said Mr. Jobs, who was Apple's chief executive at the time and who died last October.

"I mean, you go to this place, and, it's a factory, but, my gosh, I mean, they've got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it's a pretty nice factory."

Others, including workers inside such plants, acknowledge the cafeterias and medical facilities, but insist conditions are punishing.

"We're trying really hard to make things better," said one former Apple executive. "But most people would still be really disturbed if they saw where their iPhone comes from."

### **The Road to Chengdu**

In the fall of 2010, about six months before the explosion in the iPad factory, Lai Xiaodong carefully wrapped his clothes around his college diploma, so it wouldn't crease in his suitcase. He told friends he would no longer be around for their weekly poker games, and said goodbye to his teachers. He was leaving for Chengdu, a city of 12 million that was rapidly becoming one of the world's most important manufacturing hubs.

Though painfully shy, Mr. Lai had surprised everyone by persuading a beautiful nursing student to become his girlfriend. She wanted to marry, she said, and so his goal was to earn enough money to buy an apartment.

Factories in Chengdu manufacture products for hundreds of companies. But Mr. Lai was focused on Foxconn Technology, China's largest exporter and one of the nation's biggest employers, with 1.2 million workers. The company has plants throughout China, and assembles an estimated 40 percent of the world's consumer electronics, including for customers like Amazon, Dell, Hewlett-Packard, Nintendo, Nokia and Samsung.

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Foxconn's factory in Chengdu, Mr. Lai knew, was special. Inside, workers were building Apple's latest, potentially greatest product: the iPad.

When Mr. Lai finally landed a job repairing machines at the plant, one of the first things he noticed were the almost blinding lights. Shifts ran 24 hours a day, and the factory was always bright. At any moment, there were thousands of workers standing on assembly lines or sitting in backless chairs, crouching next to large machinery, or jogging between loading bays. Some workers' legs swelled so much they waddled. "It's hard to stand all day," said Zhao Sheng, a plant worker.

Banners on the walls warned the 120,000 employees: "Work hard on the job today or work hard to find a job tomorrow." Apple's supplier code of conduct dictates that, except in unusual circumstances, employees are not supposed to work more than 60 hours a week. But at Foxconn, some worked more, according to interviews, workers' pay stubs and surveys by outside groups. Mr. Lai was soon spending 12 hours a day, six days a week inside the factory, according to his paychecks. Employees who arrived late were sometimes required to write confession letters and copy quotations. There were "continuous shifts," when workers were told to work two stretches in a row, according to interviews.

Mr. Lai's college degree enabled him to earn a salary of around \$22 a day, including overtime — more than many others. When his days ended, he would retreat to a small bedroom just big enough for a mattress, wardrobe and a desk where he obsessively played an online game called Fight the Landlord, said his girlfriend, Luo Xiaohong.

Those accommodations were better than many of the company's dorms, where 70,000 Foxconn workers lived, at times stuffed 20 people to a three-room apartment, employees said. Last year, a dispute over paychecks set off a riot in one of the dormitories, and workers started throwing bottles, trash cans and flaming paper from their windows, according to witnesses. Two hundred police officers wrestled with workers, arresting eight. Afterward, trash cans were removed, and piles of rubbish — and rodents — became a problem. Mr. Lai felt lucky to have a place of his own.

Foxconn, in a statement, disputed workers' accounts of continuous shifts, extended overtime, crowded living accommodations and the causes of the riot. The company said that its operations adhered to customers' codes of conduct, industry standards and national laws. "Conditions at Foxconn are anything but harsh," the company wrote. Foxconn also said that it had never been cited by a customer or government for under-age or overworked employees or toxic exposures.

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"All assembly line employees are given regular breaks, including one-hour lunch breaks," the company wrote, and only 5 percent of assembly line workers are required to stand to carry out their tasks. Work stations have been designed to ergonomic standards, and employees have opportunities for job rotation and promotion, the statement said.

"Foxconn has a very good safety record," the company wrote. "Foxconn has come a long way in our efforts to lead our industry in China in areas such as workplace conditions and the care and treatment of our employees."

**Apple's Code of Conduct**

In 2005, some of Apple's top executives gathered inside their Cupertino, Calif., headquarters for a special meeting. Other companies had created codes of conduct to police their suppliers. It was time, Apple decided, to follow suit. The code Apple published that year demands "that working conditions in Apple's supply chain are safe, that workers are treated with respect and dignity, and that manufacturing processes are environmentally responsible."

But the next year, a British newspaper, *The Mail on Sunday*, secretly visited a Foxconn factory in Shenzhen, China, where iPods were manufactured, and reported on workers' long hours, push-ups meted out as punishment and crowded dorms. Executives in Cupertino were shocked. "Apple is filled with really good people who had no idea this was going on," a former employee said. "We wanted it changed, immediately."

Apple audited that factory, the company's first such inspection, and ordered improvements. Executives also undertook a series of initiatives that included an annual audit report, first published in 2007. By last year, Apple had inspected 396 facilities — including the company's direct suppliers, as well as many of those suppliers' suppliers — one of the largest such programs within the electronics industry.

Those audits have found consistent violations of Apple's code of conduct, according to summaries published by the company. In 2007, for instance, Apple conducted over three dozen audits, two-thirds of which indicated that employees regularly worked more than 60 hours a week. In addition, there were six "core violations," the most serious kind, including hiring 15-year-olds as well as falsifying records.

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Over the next three years, Apple conducted 312 audits, and every year, about half or more showed evidence of large numbers of employees laboring more than six days a week as well as working extended overtime. Some workers received less than minimum wage or had pay withheld as punishment. Apple found 70 core violations over that period, including cases of involuntary labor, under-age workers, record falsifications, improper disposal of hazardous waste and over a hundred workers injured by toxic chemical exposures.

Last year, the company conducted 229 audits. There were slight improvements in some categories and the detected rate of core violations declined. However, within 93 facilities, at least half of workers exceeded the 60-hours-a-week work limit. At a similar number, employees worked more than six days a week. There were incidents of discrimination, improper safety precautions, failure to pay required overtime rates and other violations. That year, four employees were killed and 77 injured in workplace explosions.

"If you see the same pattern of problems, year after year, that means the company's ignoring the issue rather than solving it," said one former Apple executive with firsthand knowledge of the supplier responsibility group. "Noncompliance is tolerated, as long as the suppliers promise to try harder next time. If we meant business, core violations would disappear."

Apple says that when an audit reveals a violation, the company requires suppliers to address the problem within 90 days and make changes to prevent a recurrence. "If a supplier is unwilling to change, we terminate our relationship," the company says on its Web site.

The seriousness of that threat, however, is unclear. Apple has found violations in hundreds of audits, but fewer than 15 suppliers have been terminated for transgressions since 2007, according to former Apple executives.

"Once the deal is set and Foxconn becomes an authorized Apple supplier, Apple will no longer give any attention to worker conditions or anything that is irrelevant to its products," said Mr. Li, the former Foxconn manager. Mr. Li spent seven years with Foxconn in Shenzhen and Chengdu and was forced out in April after he objected to a relocation to Chengdu, he said. Foxconn disputed his comments, and said "both Foxconn and Apple take the welfare of our employees very seriously."

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(For Teacher Reference)

Apple's efforts have spurred some changes. Facilities that were reaudited "showed continued performance improvements and better working conditions," the company wrote in its 2011 supplier responsibility progress report. In addition, the number of audited facilities has grown every year, and some executives say those expanding efforts obscure year-to-year improvements.

Apple also has trained over a million workers about their rights and methods for injury and disease prevention. A few years ago, after auditors insisted on interviewing low-level factory employees, they discovered that some had been forced to pay onerous "recruitment fees" — which Apple classifies as involuntary labor. As of last year, the company had forced suppliers to reimburse more than \$6.7 million in such charges.

"Apple is a leader in preventing under-age labor," said Dionne Harrison of Impactt, a firm paid by Apple to help prevent and respond to child labor among its suppliers. "They're doing as much as they possibly can."

Other consultants disagree.

"We've spent years telling Apple there are serious problems and recommending changes," said a consultant at BSR — also known as Business for Social Responsibility — which has been twice retained by Apple to provide advice on labor issues. "They don't want to pre-empt problems, they just want to avoid embarrassments."

**'We Could Have Saved Lives'**

In 2006, BSR, along with a division of the World Bank and other groups, initiated a project to improve working conditions in factories building cellphones and other devices in China and elsewhere. The groups and companies pledged to test various ideas. Foxconn agreed to participate.

For four months, BSR and another group negotiated with Foxconn regarding a pilot program to create worker "hotlines," so that employees could report abusive conditions, seek mental counseling and discuss workplace problems. Apple was not a participant in the project, but was briefed on it, according to the BSR consultant, who had detailed knowledge.



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(For Teacher Reference)

As negotiations proceeded, Foxconn's requirements for participation kept changing. First Foxconn asked to shift from installing new hotlines to evaluating existing hotlines. Then Foxconn insisted that mental health counseling be excluded. Foxconn asked participants to sign agreements saying they would not disclose what they observed, and then rewrote those agreements multiple times. Finally, an agreement was struck, and the project was scheduled to begin in January 2008. A day before the start, Foxconn demanded more changes, until it was clear the project would not proceed, according to the consultant and a 2008 summary by BSR that did not name Foxconn.

The next year, a Foxconn employee fell or jumped from an apartment building after losing an iPhone prototype. Over the next two years, at least 18 other Foxconn workers attempted suicide or fell from buildings in manners that suggested suicide attempts. In 2010, two years after the pilot program fell apart and after multiple suicide attempts, Foxconn created a dedicated mental health hotline and began offering free psychological counseling.

"We could have saved lives, and we asked Apple to pressure Foxconn, but they wouldn't do it," said the BSR consultant, who asked not to be identified because of confidentiality agreements. "Companies like H.P. and Intel and Nike push their suppliers. But Apple wants to keep an arm's length, and Foxconn is their most important manufacturer, so they refuse to push."

BSR, in a written statement, said the views of that consultant were not those of the company.

"My BSR colleagues and I view Apple as a company that is making a highly serious effort to ensure that labor conditions in its supply chain meet the expectations of applicable laws, the company's standards and the expectations of consumers," wrote Aron Cramer, BSR's president. Mr. Cramer added that asking Apple to pressure Foxconn would have been inconsistent with the purpose of the pilot program, and there were multiple reasons the pilot program did not proceed.

Foxconn, in a statement, said it acted quickly and comprehensively to address suicides, and "the record has shown that those measures have been successful."

### **A Demanding Client**

Every month, officials at companies from around the world trek to Cupertino or invite Apple executives to visit their foreign factories, all in pursuit of a goal: becoming a supplier.



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When news arrives that Apple is interested in a particular product or service, small celebrations often erupt. Whiskey is drunk. Karaoke is sung.

Then, Apple's requests start.

Apple typically asks suppliers to specify how much every part costs, how many workers are needed and the size of their salaries. Executives want to know every financial detail. Afterward, Apple calculates how much it will pay for a part. Most suppliers are allowed only the slimmest of profits.

So suppliers often try to cut corners, replace expensive chemicals with less costly alternatives, or push their employees to work faster and longer, according to people at those companies.

"The only way you make money working for Apple is figuring out how to do things more efficiently or cheaper," said an executive at one company that helped bring the iPad to market. "And then they'll come back the next year, and force a 10 percent price cut."

In January 2010, workers at a Chinese factory owned by Wintek, an Apple manufacturing partner, went on strike over a variety of issues, including widespread rumors that workers were being exposed to toxins. Investigations by news organizations revealed that over a hundred employees had been injured by n-hexane, a toxic chemical that can cause nerve damage and paralysis.

Employees said they had been ordered to use n-hexane to clean iPhone screens because it evaporated almost three times as fast as rubbing alcohol. Faster evaporation meant workers could clean more screens each minute.

Apple commented on the Wintek injuries a year later. In its supplier responsibility report, Apple said it had "required Wintek to stop using n-hexane" and that "Apple has verified that all affected workers have been treated successfully, and we continue to monitor their medical reports until full recuperation." Apple also said it required Wintek to fix the ventilation system.

That same month, a New York Times reporter interviewed a dozen injured Wintek workers who said they had never been contacted by Apple or its intermediaries, and that Wintek had pressured them to resign and take cash settlements that would absolve the company of liability. After those interviews, Wintek pledged to provide more compensation to the injured workers and Apple sent a representative to speak with some of them.

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Six months later, trade publications reported that Apple significantly cut prices paid to Wintek.

"You can set all the rules you want, but they're meaningless if you don't give suppliers enough profit to treat workers well," said one former Apple executive with firsthand knowledge of the supplier responsibility group. "If you squeeze margins, you're forcing them to cut safety."

Wintek is still one of Apple's most important suppliers. Wintek, in a statement, declined to comment except to say that after the episode, the company took "ample measures" to address the situation and "is committed to ensuring employee welfare and creating a safe and healthy work environment."

Many major technology companies have worked with factories where conditions are troubling. However, independent monitors and suppliers say some act differently. Executives at multiple suppliers, in interviews, said that Hewlett-Packard and others allowed them slightly more profits and other allowances if they were used to improve worker conditions.

"Our suppliers are very open with us," said Zoe McMahon, an executive in Hewlett-Packard's supply chain social and environmental responsibility program. "They let us know when they are struggling to meet our expectations, and that influences our decisions."

## **The Explosion**

On the afternoon of the blast at the iPad plant, Lai Xiaodong telephoned his girlfriend, as he did every day. They had hoped to see each other that evening, but Mr. Lai's manager said he had to work overtime, he told her.

He had been promoted quickly at Foxconn, and after just a few months was in charge of a team that maintained the machines that polished iPad cases. The sanding area was loud and hazy with aluminum dust. Workers wore masks and earplugs, but no matter how many times they showered, they were recognizable by the slight aluminum sparkle in their hair and at the corners of their eyes.

Just two weeks before the explosion, an advocacy group in Hong Kong published a report warning of unsafe conditions at the Chengdu plant, including problems with aluminum dust. The group, Students and Scholars Against Corporate Misbehavior, or Sacom, had videotaped workers covered with tiny aluminum particles. "Occupational health and safety issues in Chengdu are alarming," the report read. "Workers also highlight the problem of poor ventilation and inadequate personal protective equipment."

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(For Teacher Reference)

A copy of that report was sent to Apple. "There was no response," said Debby Chan Sze Wan of the group. "A few months later I went to Cupertino, and went into the Apple lobby, but no one would meet with me. I've never heard from anyone from Apple at all."

The morning of the explosion, Mr. Lai rode his bicycle to work. The iPad had gone on sale just weeks earlier, and workers were told thousands of cases needed to be polished each day. The factory was frantic, employees said. Rows of machines buffed cases as masked employees pushed buttons. Large air ducts hovered over each station, but they could not keep up with the three lines of machines polishing nonstop. Aluminum dust was everywhere.

Dust is a known safety hazard. In 2003, an aluminum dust explosion in Indiana destroyed a wheel factory and killed a worker. In 2008, agricultural dust inside a sugar factory in Georgia caused an explosion that killed 14.

Two hours into Mr. Lai's second shift, the building started to shake, as if an earthquake was under way. There was a series of blasts, plant workers said.

Then the screams began.

When Mr. Lai's colleagues ran outside, dark smoke was mixing with a light rain, according to cellphone videos. The toll would eventually count four dead, 18 injured.

At the hospital, Mr. Lai's girlfriend saw that his skin was almost completely burned away. "I recognized him from his legs, otherwise I wouldn't know who that person was," she said.

Eventually, his family arrived. Over 90 percent of his body had been seared. "My mom ran away from the room at the first sight of him. I cried. Nobody could stand it," his brother said. When his mother eventually returned, she tried to avoid touching her son, for fear that it would cause pain.

"If I had known," she said, "I would have grabbed his arm, I would have touched him."

"He was very tough," she said. "He held on for two days."

After Mr. Lai died, Foxconn workers drove to Mr. Lai's hometown and delivered a box of ashes. The company later wired a check for about \$150,000.

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Foxconn, in a statement, said that at the time of the explosion the Chengdu plant was in compliance with all relevant laws and regulations, and “after ensuring that the families of the deceased employees were given the support they required, we ensured that all of the injured employees were given the highest quality medical care.” After the explosion, the company added, Foxconn immediately halted work in all polishing workshops, and later improved ventilation and dust disposal, and adopted technologies to enhance worker safety.

In its most recent supplier responsibility report, Apple wrote that after the explosion, the company contacted “the foremost experts in process safety” and assembled a team to investigate and make recommendations to prevent future accidents.

In December, however, seven months after the blast that killed Mr. Lai, another iPad factory exploded, this one in Shanghai. Once again, aluminum dust was the cause, according to interviews and Apple’s most recent supplier responsibility report. That blast injured 59 workers, with 23 hospitalized.

“It is gross negligence, after an explosion occurs, not to realize that every factory should be inspected,” said Nicholas Ashford, the occupational safety expert, who is now at the Massachusetts Institute of Technology. “If it were terribly difficult to deal with aluminum dust, I would understand. But do you know how easy dust is to control? It’s called ventilation. We solved this problem over a century ago.”

In its most recent supplier responsibility report, Apple wrote that while the explosions both involved combustible aluminum dust, the causes were different. The company declined, however, to provide details. The report added that Apple had now audited all suppliers polishing aluminum products and had put stronger precautions in place. All suppliers have initiated required countermeasures, except one, which remains shut down, the report said.

For Mr. Lai’s family, questions remain. “We’re really not sure why he died,” said Mr. Lai’s mother, standing beside a shrine she built near their home. “We don’t understand what happened.”

### **Hitting the Apple Lottery**

Every year, as rumors about Apple’s forthcoming products start to emerge, trade publications and Web sites begin speculating about which suppliers are likely to win the Apple lottery. Getting a contract from Apple can lift a company’s value by millions because of the implied endorsement of manufacturing quality. But few companies openly brag about the work: Apple generally requires suppliers to sign contracts promising they will not divulge anything, including the partnership.

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(For Teacher Reference)

That lack of transparency gives Apple an edge at keeping its plans secret. But it also has been a barrier to improving working conditions, according to advocates and former Apple executives.

This month, after numerous requests by advocacy and news organizations, including The New York Times, Apple released the names of 156 of its suppliers. In the report accompanying that list, Apple said they “account for more than 97 percent of what we pay to suppliers to manufacture our products.”

However, the company has not revealed the names of hundreds of other companies that do not directly contract with Apple, but supply the suppliers. The company’s supplier list does not disclose where factories are, and many are hard to find. And independent monitoring organizations say when they have tried to inspect Apple’s suppliers, they have been barred from entry — on Apple’s orders, they have been told.

“We’ve had this conversation hundreds of times,” said a former executive in Apple’s supplier responsibility group. “There is a genuine, companywide commitment to the code of conduct. But taking it to the next level and creating real change conflicts with secrecy and business goals, and so there’s only so far we can go.” Former Apple employees say they were generally prohibited from engaging with most outside groups.

“There’s a real culture of secrecy here that influences everything,” the former executive said.

Some other technology companies operate differently.

“We talk to a lot of outsiders,” said Gary Niekerk, director of corporate citizenship at Intel. “The world’s complex, and unless we’re dialoguing with outside groups, we miss a lot.”

Given Apple’s prominence and leadership in global manufacturing, if the company were to radically change its ways, it could overhaul how business is done. “Every company wants to be Apple,” said Sasha Lezhnev at the Enough Project, a group focused on corporate accountability. “If they committed to building a conflict-free iPhone, it would transform technology.”



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(For Teacher Reference)

But ultimately, say former Apple executives, there are few real outside pressures for change. Apple is one of the most admired brands. In a national survey conducted by The New York Times in November, 56 percent of respondents said they couldn't think of anything negative about Apple. Fourteen percent said the worst thing about the company was that its products were too expensive. Just 2 percent mentioned overseas labor practices.

People like Ms. White of Harvard say that until consumers demand better conditions in overseas factories — as they did for companies like Nike and Gap, which today have overhauled conditions among suppliers — or regulators act, there is little impetus for radical change. Some Apple insiders agree.

"You can either manufacture in comfortable, worker-friendly factories, or you can reinvent the product every year, and make it better and faster and cheaper, which requires factories that seem harsh by American standards," said a current Apple executive.

"And right now, customers care more about a new iPhone than working conditions in China."

*Gu Huini contributed research.*



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 3: Lesson 5**

## **Mid-Unit 3 Assessment and Independent Reading Check**



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### Mid-Unit 3 Assessment and Independent Reading Check

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can generate additional questions for further research. (W.7.7)</p> <p>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</p> <p>I can make connections between narratives and other texts, ideas, events, and situations. (RL.7.11)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions.</li><li>• I can self-select a text based on personal preferences and read it independently.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment</li><li>• Exit ticket</li></ul>





## Mid-Unit 3 Assessment and Independent Reading Check

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Research Progress (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 3 Assessment (20 minutes)</p> <p>B. Checking in on Independent Reading (13 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. A.Exit Ticket (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students will be doing one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. The routine you have or will establish should: support students in checking to see if they met their previous goal and set a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.</li> <li>• Consider collecting Researcher’s Notebooks and giving feedback the next day on the notes students have taken. This is not part of the formal assessment, but it will be formally assessed soon, and this is a good opportunity to provide feedback.</li> <li>• In advance: Make sure you have decided on a routine for checking in about independent reading.</li> </ul>

Lesson Vocabulary	Materials
sweatshop (1)	<ul style="list-style-type: none"> <li>• Researcher’s Notebook (from Lesson 2)</li> <li>• Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies)</li> <li>• Assessment Text: “Are My Clothes Made in Sweatshops?” (Source 3) (one per student and one to display)</li> <li>• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (one per student)</li> <li>• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference)</li> <li>• Exit ticket (one per student)</li> </ul>



## Deepening Your Research

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students: “Take out your <b>Researcher’s Notebook</b> and look at the questions you wrote down as you read Source 2 yesterday. Put a star next to at least two questions you think meet the criteria on the Researcher’s Roadmap for effective questions.”</li><li>• Call on several students to share out, prompting them to name why their questions are effective. Consider adding these questions to the version of the Researcher’s Notebook you are using to model, so that all students can access them.</li><li>• Ask several students to share questions they decided were not effective questions, and prompt them to explain why.</li></ul>	<ul style="list-style-type: none"><li>• Looking at both good and bad examples is a powerful way to help students understand a concept.</li></ul>
<p><b>B. Reviewing Research Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the <b>Researcher’s Roadmap anchor chart</b>—in particular, Step 5: Evaluating Research. Using the notes you modeled with in Lesson 4, show students briefly how you might do the first part of Step 5: “Which of my research questions have I answered, either partially or completely?” Point out that a researcher rarely completely answers a supporting research question with one source, but that it’s worth noting which questions you found no information about. Direct students to put a check next to supporting research questions that they found some information about.</li><li>• Next, point out that they answered the next question in Step 5— “What additional questions did I generate?”—for the entry task, when they identified additional supporting research questions. Remind students that as they read their next source, they will need to look for information that relates to any of these questions.</li><li>• In this case, because students aren’t doing the “finding sources” stage, the third question in Step 5—“Which source might I use next?”—is less relevant. Remind students that you have chosen the source for them.</li></ul>	



## Deepening Your Research

Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that they have had some practice now with gathering information about their research questions and with generating effective research questions. On the Mid-Unit 3 Assessment today, they will have the opportunity to demonstrate their capabilities.</li> <li>Distribute the <b>Assessment Text “Are Your Clothes Made in Sweatshops?”</b> (Source 3) and the <b>Mid-Unit 3 Assessment: Gathering Relevant Information</b>. Direct students to read the text once, and then answer any questions about unfamiliar vocabulary. In particular, confirm that students have figured out what <i>sweatshop</i> means.</li> <li>Students should complete the Mid-Unit 3 Assessment individually. When they are done, they should add the information they found to their Researcher’s Notebook, focusing on evidence that addresses their guiding research questions or the additional questions they starred in the entry task. They should also add any additional questions this article raised.</li> </ul>	<ul style="list-style-type: none"> <li>If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction during this study as well as the goals of the assessment.</li> <li>For students who struggle, consider checking on their answer to Question 1 before they continue. Mark their answer correct or incorrect, then let them know which supporting research question they should use to guide the rest of their assessment.</li> </ul>
<p><b>B. Checking in on Independent Reading (13 minutes)</b></p> <ul style="list-style-type: none"> <li>Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that in this time: <ul style="list-style-type: none"> <li>* Students need time to talk with a peer about their book.</li> <li>* You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li> <li>* Students need to check in and see if they met their last goal and set a new goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress.</li> </ul>



## Deepening Your Research

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>exit ticket</b> for students to complete.</li><li>• Collect students' exit tickets.</li></ul>	<ul style="list-style-type: none"><li>• . In the next independent reading check-in, prioritize talking with students who did not meet their goals.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Teaching Note: Assess students' Mid-Unit 3 Assessments. There is time to hand these back to students at the beginning of Lesson 6.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 5

## Supporting Materials



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**Assessment Text:** Are Your Clothes Made  
in Sweatshops? (Source 3)

If you're wearing anything from Nike, adidas, Puma, Fila, or even some of our well-loved Australian brands like Bonds or Just Jeans, then it's highly likely your clothes were made in places that most people would describe as sweatshops.

What is a sweatshop?

A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights. Unfortunately, places known as sweatshops are particularly common in developing countries where labor laws are often not enforced. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.

Are sportswear and garment factories really sweatshops?

If confronted, many of the major supply factories would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients. The problem is that in developing countries this is difficult to monitor, so the codes are generally not enforced.

And the sad fact is that many workers in the global sportswear industry are living in poverty even though they have paid jobs.

The workers producing for companies like Nike, adidas, Puma, Asics, FILA, Mizuno, New Balance, and Umbro, who are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.

Many of these workers do not like describing their workplaces as “sweatshops,” because they think it makes them sound like victims. But these workers know their wages and conditions are unacceptably low, and many of them organize protests to demand better wages and conditions, even though doing so can put their jobs at risk.

“Are Your Clothes Made in Sweatshops?” *Oxfam Australia*. N.p., n.d. Web. 29 May 2013.

**Assessment Text:** Are Your Clothes Made  
in Sweatshops? (Source 3)

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

Date: \_\_\_\_\_

Read the article “Are Your Clothes Made in Sweatshops?” As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions.

1. Of the supporting research questions listed below, which does this article help answer?
  - a. What is the range of working conditions in a garment factory?
  - b. What are some corporations doing to try to improve the working conditions in garment factories?
  - c. Are there any examples of consumers doing anything to change the working conditions in garment factories?
  - d. Who gives consumers like me information about working conditions?
2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.)
  - a. A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights.
  - b. [S]weatshops are particularly common in developing countries where labor laws are often not enforced.
  - c. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.
  - d. [M]any of the major supply factories [for garments and sportswear] would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients.
  - e. The workers ... are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.
  - f. ... many of [the workers] organize protests ...



3. In the space below, paraphrase the piece of evidence you starred in Question 2.

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**Mid –Unit 3 Assessment:** Gathering Relevant Information  
and Generating Additional Research Questions

4. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1.

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5. Which of the following questions would be effective supporting research questions that you might ask after reading this article?

- a. Why do people in Australia like Bond jeans?
- b. Have any workers in garment factories successfully formed a union and won higher pay and better working conditions?
- c. What kind of gloves should garment workers wear when handling dangerous chemicals?
- d. Are working conditions in sweatshops good or bad?

6. List two more effective supporting research questions you now have after reading this article.

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**Mid –Unit 3 Assessment:** Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference)

Read the article “Are Your Clothes Made in Sweatshops?” As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions.

1. Of the supporting research questions listed below, which does this article help answer?
  - a. **What is the range of working conditions in a garment factory?**
  - b. What are some corporations doing to try to improve the working conditions in garment factories?
  - c. Are there any examples of consumers doing anything to change the working conditions in garment factories?
  - d. Who gives consumers like me information about working conditions?

*Teaching Note: If students do not select the correct answer for Question 1, their subsequent answers may be different from this teacher key. As long as students’ subsequent answers are logical, given their answer to Question 1, they can still be marked as correct.*



2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.)
- a. **A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights.**
  - b. [S]weatshops are particularly common in developing countries where labor laws are often not enforced.
  - c. **Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.**
  - d. [M]any of the major supply factories [for garments and sportswear] would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients.
  - e. **The workers ... are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.**
  - f. ... many of [the workers] organize protests ...
3. In the space below, paraphrase the piece of evidence you starred in Question 2.

*In sweatshops, most workers are girls ages 17–24. The workplace is not safe, they work long hours, and they don't get paid much.*

**Mid –Unit 3 Assessment:** Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference)

5. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1.

*This evidence helps answer the question “What is the range of working conditions in a garment factory?” by showing what working conditions are like in sweatshops. This shows some of the really bad working conditions, like low pay and dangerous conditions, that you can find in the garment industry.*

6. Which of the following questions would be effective supporting research questions that you might ask after reading this article?
- a. Why do people in Australia like Bond jeans?
  - b. Have any workers in garment factories successfully formed a union and won higher pay and better working conditions?**
  - c. What kind of gloves should garment workers wear when handling dangerous chemicals?
  - d. Are working conditions in sweatshops good or bad?

7. List two more effective supporting research questions you now have after reading this article.

*What are labor laws like in developing countries?*

*What other kinds of clothing are made in sweatshops?*



Exit Ticket

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

Date: \_\_\_\_\_

Did you meet your independent reading goal for today's check-in?

\_\_\_\_\_

If yes, what helped you do that?

\_\_\_\_\_

\_\_\_\_\_

If no, what got in your way? How can I help you?

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EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 6

## Individual Research



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can generate additional questions for further research. (W.7.7) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can read a source, identify and paraphrase information that helps answer a supporting research question ,and generate effective supporting research questions.</li></ul>	<ul style="list-style-type: none"><li>Researcher's Notebook</li></ul>



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Return Mid-Unit 3 Assessment (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading a Group Text (25 minutes)</p> <p>B. Synthesizing Your Findings—Teacher Modeling (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Marking Your Text (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. If needed, finish color-coding in the Researcher’s Notebook in preparation for writing the End of Unit 3 Assessment.</p> <p>B. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessments (from Lesson 5, with teacher feedback)</li><li>• In this lesson, students work with Step 5 on the Researcher’s Roadmap. After they evaluate where they are in their research, they will have a chance to do some more independent research.</li><li>• Students may choose research texts from among the set listed in the supporting materials, or other sources that either the teacher finds on his/her own. The suggested texts listed in this lesson may be downloaded from: <a href="http://commoncoresuccess.elschools.org">http://commoncoresuccess.elschools.org</a> in Fall 2013. Feel free to gather more recent sources as well -- working conditions in the garment industry is a topic that has been in the news frequently in recent months.</li><li>• To make sure students have access to the source they need to best address their supporting research question, consider making a few extra copies of each source.</li><li>• In advance: Assess students’ Mid-Unit 3 Assessments; print out suggested texts.</li><li>• Familiarize yourself with the optional texts so you can best assist students with their reading and paraphrasing.</li></ul>





Lesson Vocabulary	Materials
synthesis	<ul style="list-style-type: none"><li>• Researcher's Notebook (students' own, from Lesson 1)</li><li>• Researcher's Roadmap anchor chart (from Lesson 2; one large copy to display and students' own copies)</li><li>• Suggested Texts chart (one to display)</li><li>• Document camera</li><li>• Copies of the suggested texts (at least one per student; see Teaching Note above)</li><li>• Model research synthesis (one per student and one to display)</li><li>• Colored pencils (three colors per student)</li><li>• Annotated model research synthesis (for teacher reference)</li><li>• Suggested texts for this lesson (for teacher reference) Exit ticket (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Return Mid-Unit 3 Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, hand back their corrected Mid-Unit 3 Assessments. As an entry task, ask students to look over the assessment and put a star next to something they did well. Then ask students to circle something they need to work on as they continue researching.</li><li>• Invite students to turn and talk with a partner about what they starred and circled.</li><li>• Remind students to keep these skills in mind as they continue their research.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading a Group Text (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>Researcher's Notebook</b> and read the five supporting research questions from Part II. Invite students to think about what they have learned so far and what they would like to research further. Ask them to circle one question they will use to guide their research today.</li><li>• Ask a student to identify where on the <b>Researcher's Roadmap anchor chart</b> they think they are right now. Listen for students to identify "Evaluating Research," or Step 5. Remind them that periodically pausing to think about what they have learned so far and what else they need to research is an important step in the research process.</li><li>• Project the <b>Suggested Texts chart</b> on a <b>document camera</b>. Based on the guiding question they chose, have students select a text to read today. Tell them they will be working in pairs. Place <b>the suggested texts</b> on a central table and invite students to pick up their chosen text, move to sit with their partners, and await further instruction.</li><li>• Explain to students that they are now going to loop back on the Researcher's Roadmap. Remind them that this is an important part of the process and not a step backward. Ask a student to explain how reading a text for research is different from reading a novel. Listen for students to understand that when you read for research, you skim for the gist and identify the sentences that relate to your supporting research questions. You go back and read these parts more closely to thoroughly understand them and paraphrase them. Remind students that this sometimes means reading around those parts (i.e., the sentences that come before and come after them) to make sure students really understand.</li><li>• Direct students to write down the pertinent "works cited" information in the Researcher's Notebook Source 4 section. Instruct them to skim the articles and mark the text for details or facts they think are important enough to paraphrase into their own words. Assure students that they will have lots of time to talk through the facts they identified with their partner, but they must read silently on their own first for the next 10 minutes.</li><li>• As the students work, circulate to assist as needed. Consider joining a struggling reader or individually conferencing with a student.</li><li>• After 10 minutes, instruct the students to begin to share what they marked with their partners. Working together, they should paraphrase the pertinent information and write it in their Researcher's Notebook Source 4. Encourage them to paraphrase it orally first, as it will improve the coherence of their notes.</li><li>• If pairs finish early, they can read another article.</li></ul>	<ul style="list-style-type: none"><li>• If you have struggling readers, direct them to "Teens in Sweatshops." Consider assigning heterogeneous groups.</li><li>• Consider suggesting that pairs split the longer articles and each read a page during this time.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Synthesizing Your Findings—Teacher Modeling (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to Section III in the Researcher's Notebook. Ask a student to define <i>synthesize</i> (bring together different parts to make a whole). Explain that in Lesson 7 they will be writing paragraphs that sum up what they have learned from their research. This will be their end of unit assessment. The ideas they have been diligently paraphrasing will be the parts they will organize together. Praise them for diligently paraphrasing and avoiding plagiarism.</li><li>• Distribute the <b>model research synthesis</b> and display using the document camera. Ask students to read along silently as you read the synthesis aloud.</li><li>• Once you have read the whole synthesis aloud, reread the first sentence. Pause and point out that this sentence answers the overarching research question: "What are the working conditions like in the electronics industry?" Annotate the model by writing "answers overarching research question" above the first sentence, and ask students to do the same.</li><li>• Continue to annotate the model, focusing especially on how each paragraph answers a supporting research question. See annotated model research synthesis (for teacher reference). Also point out that the very same paraphrased sentences you modeled for them in Lesson 4 have been arranged in this paragraph. (They are underlined.) By paraphrasing what they have learned, they have already done much of the work in this paragraph.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Marking Your Text (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute three different <b>colored pencils</b> to each student. Instruct students to spend a few minutes reading back through their Researcher's Notebooks.</li><li>• Ask them choose one color of pencil to circle one supporting research question that they want to address in their research synthesis in the next lesson. Then ask them to use the same color to circle the paraphrased notes that they will use to help them address that question.</li><li>• Repeat this for two other supporting research questions, asking students to use a different color for each supporting research question and its relevant information.</li></ul>	<ul style="list-style-type: none"><li>• This is preparation for the End of Unit 3 Assessment in the next lesson. For students who struggle, consider asking them to answer one or two supporting questions in their research synthesis. For students who need a challenge, consider encouraging them to circle more than three supporting questions to answer in their synthesis.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. If needed, finish color-coding in the Researcher's Notebook in preparation for writing the End of Unit 3 Assessment.</b></p> <p><b>B. Continue reading in your independent reading book for this unit.</b></p> <p><i>Note: Remind students that they need to be done with their books by Lesson 10, because they will write book reviews that day.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 6

## Supporting Materials



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## “It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”

by Anne D’Innocenzio

NEW YORK (AP) — You can recycle your waste, grow your own food and drive a fuel-efficient car. But being socially responsible isn’t so easy when it comes to the clothes on your back.

Take Jason and Alexandra Lawrence of Lyons, Colo. The couple eat locally grown food that doesn’t have to be transported from far-flung states. They fill up their diesel-powered Volkswagen and Dodge pickup with vegetable-based oil. They even bring silverware to a nearby coffeehouse to avoid using the shop’s plastic utensils.

But when it comes to making sure that their clothes are made in factories that are safe for workers, the couple fall short.

"Clothing is one of our more challenging practices," says Jason Lawrence, 35, who mostly buys secondhand. "I don't want to travel around the world to see where my pants come from."

Last week’s building collapse in Bangladesh that killed hundreds of clothing factory workers put a spotlight on the sobering fact that people in poor countries often risk their lives working in unsafe factories to make the cheap T-shirts and underwear that Westerners covet.

The disaster, which comes after a fire in another Bangladesh factory killed 112 people last November, also highlights something just as troubling for socially conscious shoppers: It’s nearly impossible to make sure the clothes you buy come from factories with safe working conditions.

Very few companies sell clothing that’s so-called "ethically made," or marketed as being made in factories that maintain safe working conditions. In fact, ethically made clothes make up a tiny fraction of 1 percent of the overall \$1 trillion global fashion industry. And with a few exceptions, such as the 250-store clothing chain American Apparel Inc., most aren’t national brands.

It’s even more difficult to figure out if your clothes are made in safe factories if you’re buying from retailers that don’t specifically market their clothes as ethically made. That’s because major chains typically use a complex web of suppliers in countries such as Bangladesh, which often contract business to other factories. That means the retailers themselves don’t always know the origin of clothes when they’re made overseas.

### **“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

And even a "Made in USA" label only provides a small amount of assurance for a socially conscious shopper. For instance, maybe the tailors who assembled the skirt may have had good working conditions. But the fabric might have been woven overseas by people who do not work in a safe environment.

"For the consumer, it's virtually impossible to know whether the product was manufactured in safe conditions," says Craig Johnson, president of Customer Growth Partners, a retail consultancy. "For U.S.-made labels, you have good assurance, but the farther you get away from the U.S., the less confidence you have."

To be sure, most global retailers have standards for workplace safety in the factories that make their clothes. And the companies typically require that contractors and subcontractors follow these guidelines. But policing factories around the world is a costly, time-consuming process that's difficult to manage.

In fact, there were five factories alone in the building that collapsed in Bangladesh last week. They produced clothing for big name retailers including British retailer Primark, Children's Place and Canadian company Loblaw Inc., which markets the Joe Fresh clothing line.

"I have seen factories in (Bangladesh and other countries), and I know how difficult it is to monitor the factories to see they are safe," says Walter Loeb, a New York-based retail consultant.

And some experts say that retailers have little incentive to be more proactive and do more because the public isn't pushing them to do so.

America's Research Group, which interviews 10,000 to 15,000 consumers a week mostly on behalf of retailers, says that even in the aftermath of two deadly tragedies in Bangladesh, shoppers seem more concerned with fit and price than whether their clothes were made in factories where workers are safe and make reasonable wages.

C. Britt Beemer, chairman of the firm, says when he polls shoppers about their biggest concerns, they rarely mention "where something is made" or "abuses" in the factories in other countries.

"We have seen no consumer reaction to any charges about harmful working conditions," he says.



**“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

Tom Burson, 49, certainly is focused more on price and quality when he's shopping. Burson says that if someone told him that a brand of jeans is made in "sweatshops by 8-year-olds," he wouldn't buy it. But he says, overall, there is no practical way for him to trace where his pants were made.

"I am looking for value," says Burson, a management consultant who lives in Ashburn, Va. "I am not callous and not unconcerned about the conditions of the workers. It's just that when I am standing in a clothing store and am comparing two pairs of pants, there's nothing I can do about it. I need the pants."

In light of the recent disasters, though, some experts and retailers say things are slowly changing. They say more shoppers are starting to pay attention to labels and where their clothes are made.

Swati Argade, a clothing designer who promotes her Bhoomki boutique in the Brooklyn borough of New York City as "ethically fashioned," says people have been more conscious about where their clothes come from.

The store, which means "of the earth" in Hindi, sells everything from \$18 organic cotton underwear to \$1,000 coats that are primarily made in factories that are owned by their workers in India or Peru or that are designed by local designers in New York City.

"After the November fire in Bangladesh, many customers says it made them more aware of the things they buy, and who makes them," Argade says.

Jennifer Galatioto, a 31-year-old fashion photographer from Brooklyn, is among the shoppers who have become thoughtful about where her clothes are made. Galatioto has been making trips to local shops in the Williamsburg, a section of Brooklyn that sells a lot of clothes made locally. She has also ventured to local shopping markets that feature handmade clothing.

"I am trying to learn the story behind the clothing and the people who are making it," she says.

Some retailers are beginning to do more to ease shoppers' consciences.

Wal-Mart Stores Inc., the world's largest retailer, said in January that it would cut ties with any factory that failed an inspection, instead of giving warnings first as had been its practice. The Gap Inc., which owns the Gap, Old Navy and Banana Republic chains, hired its own chief fire inspector to oversee factories that make its clothing in Bangladesh.



### **“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

Still, Wal-Mart, Gap and many other global retailers continue to back off from a union-sponsored proposal to improve safety throughout Bangladesh's \$20 billion garment industry. As part of the legally binding agreement, retailers would be liable when there's a factory fire and would have to pay factory owners more to make repairs.

Fair Trade U.S.A., a nonprofit that was founded in 1998 to audit products to make sure workers overseas are paid fair wages and work in safe conditions, is hoping to appeal to shoppers who care about where their clothing is made. In 2010, it expanded the list of products that it certifies beyond coffee, sugar and spices to include clothing.

The organization, known for its black, green and white label with an image of a person holding a bowl in front of a globe, says it's working with small businesses like PrAna, which sells yoga pants and other sportswear items to merchants like REI and Zappos. It also says it's in discussions with other big-name brands that it declined to name.

To use the Fair Trade label on their products, companies have to follow certain safety and wage standards that are based on established industry auditing groups, including the International Labor Organization. They include such things as paying workers based on a formula that allows them to meet basic cost-of-living needs.

Local nongovernment groups train the retailers' workers on their rights. And workers are provided a grievance process to report problems directly to the Fair Trade organization.

Still, well under 1 percent of clothing sold in the U.S. is stamped with a Fair Trade label. And shoppers will find that Fair Trade certified clothing is typically about 5 percent more expensive than similar items that don't have the label.

Fair Indigo is an online retailer that sells clothes and accessories that are certified by Fair Trade U.S.A., including \$59.90 pima organic cotton dresses, \$45.90 faux wrap skirts and \$100 floral ballet flats.

Rob Behnke, Fair Indigo's co-founder and president, says some shoppers are calling in and citing the latest fatalities in Bangladesh. The retailer, which generates annual sales of just under \$10 million, had a 35 percent rise in revenue (compared with last year) following the disaster. That was in line with the 38 percent revenue surge it had during the November-December season, following the factory fire.

**“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

Behnke says that the company's catalog and website that features some of the garment workers in countries including Peru are resonating with shoppers.

"We are connecting consumers with the garment workers on a personal level," he says. "We are showing that the garment workers are just like you and me."

While some retailers are working to improve safety overseas, others are making a "Made in USA" pitch.

Los Angeles-based American Apparel, which says it knits, dyes, cuts and sews all of its products in-house in California, touts on its website that the working conditions are "sweatshop free." The company highlights how it pays decent wages, offers subsidized lunches, free onsite massages and an onsite medical clinic.

American Apparel officials didn't return phone calls for this article, but in an interview in November with The Associated Press, the company's founder and CEO, Dov Charney, said that companies can control working conditions but they need to bring the production to the U.S.

"When the company knows the face of its worker, that's important," Charney said.

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Teens in Sweatshops

**USA**

# Teens in Sweatshop

## Who made the clothes you're wearing? Was it someone your age?

**By Victor Landauro**

**“R**ats were running all over the place. It was impossible not to step on them,” Erica C. remembers. When she complained, she says, her boss told her to “shut up, get back to work, or quit.”

In 2000, Erica, then 18 and an illegal immigrant from Mexico, had few options. So she stayed at her job as a seamstress. Erica worked in a **garment** (clothing) factory in Los Angeles, California, that supplied shirts to Forever 21, a teen-fashion company.

Earning \$250 dollars, or less, for a 50-hour workweek meant that survival was a struggle.

“I’d work 12 hours a day without any break,” Erica told *JS*. “The bathrooms were disgusting and full of cockroaches. But I had to work. I needed money for rent, for food.”

Erica was later fired from her job after working 60-hour weeks during the Christmas shopping season. She says she was dismissed for complaining that she did not receive her overtime pay.

### What Is a Sweatshop?

U.S. laws protect worker safety and guarantee minimum hourly wages (currently set at \$5.15 an hour for most U.S. jobs). Still, many businesses operate “sweatshops” to increase company profits at laborers’ expense.

“A sweatshop is any business that uses child labor, pays **substandard** [below minimum] wages, or creates an unsafe workplace,” says Darlene Atkins of the National Consumers League, a nonprofit **advocacy** (support) group. “It involves a lot of different products, not just clothing. There are sweatshops for shoes, toys, jewelry, sporting goods, fruits and vegetables, and just about any kind of product.”

Today, most U.S. sweatshops employ adults and illegal immigrants. The increased **scrutiny** (attention) from U.S. authorities has deterred sweatshop owners from hiring child laborers. According to Atkins, young workers are used mostly in sweatshops in Asia and South America.

“Many of the countries in those areas do have child labor laws. But there’s not a lot of political will to enforce them,” says Atkins.

In recent years, several well-known clothing brands, including the Gap, have been accused either of operating or profiting from sweatshops in the U.S. and overseas.

PAGE 8: JAMIE RUEBLAND/WIDE WORLD PHOTOS

**8 JUNIOR SCHOLASTIC**





## Teens in Sweatshops

"No factory is perfect," admits Dan Henkle, a Gap Inc. executive.

In response to charges that the Gap profits from sweatshop labor, the company designed a "Code of Vendor Conduct" to ensure workers' rights. Should a manufacturer fail to comply with these principles over time, Henkle told *JS*, the Gap will cease to do business with that factory.

**"People Are Afraid"**  
Jeanne Zhuo's family immigrated to New York City from China in the 1980s. At age 13, she began to work at the same garment sweatshop as her mom, aunt, and other relatives.

"It was very crowded," Jeanne says. "In the summer, there was no [air conditioning]. A lot of machines gave off heat, [and] the windows were always closed. It got so hot, it was hard to breathe."

Today, Jeanne works as an inves-

tigator for the New York State Department of Labor. She inspects garment factories throughout New York City.

"I know how bad life can be [in a sweatshop]," she says. "People are afraid to speak up, to stand up for their rights."

According to the department, about 50 percent of the city's 4,000 garment factories **violate** (break) the minimum-wage laws. Last year, the department recovered more than \$3 million in back wages for sweatshop workers.

### The Struggle Continues

Today, Erica C. is 21 and continues to work as a seamstress, but for another company. She likes her new job and says that she is paid fairly. In 2002, Erica won part of a legal settlement from Forever 21.

But many other sweatshop workers are not as fortunate. In 2000, Antonio M. worked in a


garden-hose factory in Brooklyn, New York. An illegal immigrant, Antonio, 42, was earning about \$300 dollars a week for 50 hours of work.

One night, he went to the hospital with a bloody nose. Doctors told him that exposure to the factory's toxic chemicals had damaged his kidneys.

"No one ever warned me about the chemicals," says Antonio. "A friend I worked with is now dead [from the exposure]. Another is dying in a hospital. I need a new set of kidneys or the same will happen to me."

Make the Road by Walking, an advocacy group in New York City, has filed a lawsuit on behalf of Antonio. Any financial award or settlement he receives will go toward his urgently needed transplant.

"This is injustice," says Antonio. "What happened to me shouldn't happen to anyone. They didn't pay me much when I worked there [at the factory]. And now, I'm the one who's paying." *JS*

 **GLOBAL EXCHANGE**  
[www.globalexchange.org](http://www.globalexchange.org)



Workers sew at a *maquila*, or sweatshop, in Guatemala City, Guatemala.

### Your Turn

#### WORD MATCH

- |                |                  |
|----------------|------------------|
| 1. garment     | A. support       |
| 2. substandard | B. attention     |
| 3. advocacy    | C. break         |
| 4. scrutiny    | D. below minimum |
| 5. violate     | E. clothing      |

#### THINK ABOUT IT

Were the clothes, games, or sports equipment you brought recently made in a sweatshop? How could you find out?

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## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

The revolution that has swept the food industry is expanding to retail: origins matter.

With fair-trade coffee and organic fruit now standard on grocery shelves, consumers concerned with working conditions, environmental issues and outsourcing are increasingly demanding similar accountability for their T-shirts. The issue has been brought to the forefront by the garment factory collapse in Bangladesh, which killed more than 800 people.

And some retailers are doing what was once unthinkable, handing over information about exactly how, and where, their products were made.

Everlane, an online boutique, last week added paragraphs to its Web site describing the factories where its products are made.

Nordstrom says it is considering adding information about clothes produced in humane working conditions.

An online boutique breaks down the number of workers involved in making each item and the cost of every component, while a textiles company intends to trumpet the fair-trade origins of its robes when Bed Bath & Beyond starts selling them this month.

And a group of major retailers and apparel companies, including some — like Nike and Walmart — with a history of controversial manufacturing practices overseas, says it is developing an index that will include labor, social and environmental measures.

New research indicates a growing consumer demand for information about how and where goods are produced. A study last year by professors at the Massachusetts Institute of Technology and Harvard showed that some consumers — even those who were focused on discount prices — were not only willing to pay more, but actually did pay more, for clothes that carried signs about fair-labor practices.

“There’s real demand for sweat-free products,” said Ian Robinson, a lecturer and research scientist at the University of Michigan who studies labor issues. Consumers “don’t have the information they need, and they do care.”

## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

The garment factory collapse that killed more than 800 workers in Bangladesh last month has added urgency to the movement, as retailers have seen queries stream in from worried customers.

“In the clothing industry, everybody wears it every day, but we have no idea where it comes from,” said Michael Preysman, Everlane’s chief executive and founder. “People are starting to slowly clue in to this notion of where products are made.”

Major retailers have long balked at disclosing the full trail, saying that sourcing is inherently complex — a sweater made in Italy may have thread, wool and dye from elsewhere. Another reason: Workplace protections are expensive, and cheap clothes, no matter where or how they are manufactured, still sell, as H&M, Zara and Joe Fresh show through their rapid expansion.

But labor advocates note that consumers’ appetite for more information may put competitive pressure on retailers who are less than forthcoming. In recent weeks, government officials, including Chancellor Angela Merkel of Germany, and labor and consumer advocates have cited the Bangladesh collapse in calling for the adoption of fair-trade standards or labeling. In direct response to what happened in Bangladesh, Everlane added information to its Web site about the factories where its clothing is made. “This factory is located 10 minutes from our L.A. office,” one description for a T-shirt reads. “Mr. Kim, the owner, has been in the L.A. garment business for over 30 years.”

Everlane says it will soon add cost breakdowns for all of its clothing, along with photographs of factories where that clothing is made and information about the production.

Mr. Preysman says Everlane has long received questions from customers “around where the products are sourced from and how we can tell that the labor is good.” It is an inexact science, he said. But he added that he looks for factories certified by independent outside organizations and has executives spend time with a factory’s owner to see if he or she “is a decent human being.”

Honest By, a high-fashion site introduced last year, includes even more specific information about its products. Take a cotton shirt that costs about \$320: it took 33 minutes to cut, 145 minutes to assemble and 10 minutes to iron at a Belgian factory, then the trim took an additional 10 minutes at a Slovenian plant. The safety pin cost 4 cents, and transportation about \$10.50.

## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

Bruno Pieters, the site's founder, said by e-mail that "as long as we keep paying companies to be unsustainable and unethical, they will be." But, he said, that may be changing. He cited a spike in sales that he asserted was in response to issues raised by recent overseas sourcing disasters.

Lush Cosmetics, a company based in Britain, has added video from its factories and photographs from buying trips to places like Kenya and Ghana to its Facebook page. Simon Constantine, head perfumer and ethical buyer, said he would like to add links to the factories Lush buys from, to encourage other cosmetics companies to support them.

Nordstrom said it had provided factory information in response to shoppers' calls, and was considering going a step further, said Tara Darrow, a spokeswoman. The Nordstrom Web site specifies eco-friendly products, "so how can we do the same with people-friendly?" Ms. Darrow asked. "Hearing from customers and knowing they care definitely compels us to want to do more."

A variety of groups are working on new apparel industry labor standards.

The Sustainable Apparel Coalition, which includes big names like Nike, Walmart, Gap, J. C. Penney and Target, has been testing an index called the Higg Index. It started last year with environmental goals, but the new version due this fall will include social and labor measurements.

The coalition was formed in 2011 to create one industry standard for sustainability and labor practices, rather than a patchwork approach. Some of the companies supporting this index have had sourcing problems — Walmart subcontractors were using the Tazreen factory, the Bangladesh plant where a fire killed 112 workers last November. Gap, Target and Penney produced clothing at another Bangladesh factory, where a fire killed about 30 workers in 2010. Nike, which faced a global boycott over sweatshop conditions in its overseas factories, was among the first major apparel companies pressured to disclose the factories it uses.

For now, the index is just for companies' internal use. But Jason Kibbey, executive director of the coalition, said the goal was to give the information to shoppers, too, through a label or via the Web or apps. Labor advocates like Scott Nova, executive director of the Worker Rights Consortium, however, say that self-regulation may be ineffective.



## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

Another certification, Fair Trade USA, began in coffee and only recently moved into apparel. PrAna, a yoga company that is among the first American apparel firms to be fair-trade certified, said the process included tours of its cut-and-sew plant in Liberia and other factories, a review of factory books and systems, and an assessment of workers' pay relative to local salaries. PrAna sold one fair-trade T-shirt in 2011, and now sells nine such products.

Those products are priced 10 percent more than a comparable item, said its chief executive, Scott Kerslake, and they have been selling well, but PrAna has to be careful not to “completely chase away consumers on it” given the more expensive process. Now, it is trying to do more to alert consumers to the certification: the logo is only on PrAna's tags, but it plans to put the certification logo on garments.

For some shoppers, the fair-trade pitch goes only so far. Marci Zaroff, founder of Under the Canopy, which is introducing a fair-trade certified bathrobe at Bed Bath & Beyond this month, said it could be hard to convey the message, and “that's why we sell on style, quality and price.”

Neeru Paharia, an assistant professor at the McDonough School of Business at Georgetown, recently completed a study on consumers' attitudes toward sweatshop labor. She found that the complex supply chain in retailing made it easier for consumers to justify poor labor practices.

“Most people probably would not hire a child, lock them in their basement, and have them make their clothes,” she said, “but this system is so abstracted.”

She also found that consumers were concerned with labor practices — as long as they were not that interested in buying a product like shoes. But “if the shoes are cute — if they like the shoes — they actually think sweatshop labor is less wrong,” she said.

The collapse in Bangladesh may be changing that. One look at the Facebook site of Joe Fresh, which produced clothing at that factory, suggests that customers are upset, and Joe Fresh's parent, Loblaw Companies, has vowed to audit factories more aggressively and compensate the victims' families. Shoppers like Lauri Langton, 62, of Seattle, plan to push retailers for more information. “You should be able to tell, right away, where the product is produced, so that you can walk away from the product and not buy it if you do not believe it was produced in a humane way,” she said. “That's where we have power as consumers.”

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Suggested Texts Chart

Suggested Texts	Possible Supporting Research Questions
A. “It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”	Are there any examples of consumers doing anything to change the working conditions of garment factories?  What are some corporations that are trying to improve the working conditions in garment factories?
B. “Teens In Sweatshops”	
C. “Some Retailers Say More about Their Clothing Origins”	Who gives consumers like me information about working conditions?  What are some corporations that are trying to improve the working conditions in garment factories?



### Model Research Synthesis

Working conditions in the electronic industry are sometimes good, but often bad. For instance, there is some conflicting information about how Foxconn workers are treated. On one hand, the company says its workers are treated well. Steve Jobs, the former CEO of Apple, told *The New York Times* that even though Foxconn is a factory, “... they’ve got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it’s a pretty nice factory.” (Duhigg) Workers say that compared to other factories, it is much cleaner and safer—and recently, Foxconn has limited the overtime hours workers must work without lessening their pay. (Huffington Post)

However, several incidents lately suggest that the working conditions are not safe. According *The New York Times*, there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions. Mr. Duhigg also reports that two years ago, many workers were injured when they were forced to clean iPhones screens with a dangerous chemical. There have been riots at the factory, and *The New York Times* reports that this discontent is because “Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk.” But interestingly, some of the workers like these long hours. The Huffington post reported that Wu, a young employee, said she wants to work overtime. “We work less overtime, it would mean less money,” she said.

Investopedia.com reports that Foxconn workers get paid \$1.78 per hour. According to *Dateline*, the total cost of labor for each iPhone is between \$12.50 and \$30. That means that if Apple sells the phones for a few hundred dollars, it is making more than 90% profit. Clearly it can afford to pay the Foxconn workers more. Lois Woo, a Foxconn executive, told Bill Weir of *Dateline* that the company would be open to paying its employees more if Apple would facilitate that. Some people doubt that will ever happen. *The New York Times* quotes a former worker as saying, “Apple never cared about anything other than increasing product quality and decreasing production cost.... Workers’ welfare has nothing to do with [Apple’s] interests.”

Annotated Model Research Synthesis  
(for Teacher Reference)

	<i>First sentence answers overarching research question.</i>
Paragraph 1 Answers: How are workers treated at Foxconn	<b>Working conditions in the electronic industry are sometimes good, but often bad.</b> For instance, there is some conflicting information about how Foxconn workers are treated. On one hand, the company says its workers are treated well. <u>Steve Jobs, the former CEO of Apple, told <i>The New York Times</i> that even though Foxconn is a factory, “... they’ve got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it’s a pretty nice factory.” (Duhigg)</u> Workers say that compared to other factories, it is much cleaner and safer—and recently, Foxconn has limited the overtime hours workers must work without lessening their pay. (Huffington Post)
Paragraph 2 Answers: Are working conditions in the electronics industry safe?	However, several incidents lately suggest that the working conditions are not safe. According <i>The New York Times</i> , there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions. <u>Duhigg also reports that two years ago, many workers were injured when they were forced to clean iPhones screens with a dangerous chemical.</u> There have been riots at the factory, and <i>The New York Times</i> reports that this discontent is because “Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk.” But interestingly, some of the workers like these long hours. The Huffington post reported that Wu, a young employee, said she wants to work overtime. “We work less overtime, it would mean less money,” she said.
Paragraph 3 Answers: How much are workers at Foxconn paid?	Investopedia.com reports that Foxconn workers get paid \$1.78 per hour. According to <i>Dateline</i> , the total cost of labor for each iPhone is between \$12.50 and \$30. That means that if Apple sells the phones for a few hundred dollars, it is making more than 90% profit. Clearly it can afford to pay the Foxconn workers more. Lois Woo, a Foxconn executive, told Bill Weir of <i>Dateline</i> that the company would be open to paying its employees more if Apple would facilitate that. Some people doubt that will ever happen. <i>The New York Times</i> quotes a former worker as saying, “Apple never cared about anything other than increasing product quality and decreasing production cost.... Workers’ welfare has nothing to do with [Apple’s] interests.”



### Suggested Texts for this Lesson

As described in the Teaching Notes for this lesson, students may choose research texts from among the set listed on the Suggested Texts page, or other sources that either the teacher finds on his/her own.

Clifford, Stephanie. “Some Retailers Say More about Their Clothing Origins.” *The New York Times*. The New York Times, 09 May 2013. Web. 29 May 2013.

“It’s Incredibly Difficult to Prove That Clothing Is ‘Ethically Made.’” *Business Insider*. N.p., n.d. Web. 29 May 2013.

Landauro, Victor. “Teens In Sweatshops.” *Junior Scholastic* 106.8 (2003): 8. *Middle Search Plus*. Web. 29 May 2013.



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 3: Lesson 7**

## **End of Unit 3 Assessment: Writing a Research Synthesis**



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**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can conduct short research projects to answer a question. (W.7.7) I can use several sources in my research. (W.7.7) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can synthesize the information I learned from several sources into cohesive paragraphs.</li></ul>	<ul style="list-style-type: none"><li>End of Unit 3 Assessment</li></ul>



**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Planning the End of Unit Assessment (5 minutes)</p> <p>B. Review the Learning Target (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. End of Unit 3 Assessment (25 minutes)</p> <p>B. Creating the Rubric (8 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Finishing the Class Rubric (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• In this lesson, students have arrived at Step 6 of the Researcher’s Roadmap. They write several paragraphs that synthesize their learning and demonstrate what they have learned about working conditions. In preparation, they have paraphrased facts into their own words (throughout the unit), marked the facts they want to use (in Lesson 6), and planned the basic organization of the paragraph (in the entry task).</li><li>• Consider how you might give struggling writers more time to complete the end of unit assessment, for instance allow them to continue working while the class is creating the rubric in Work Time B. The criteria to use when assessing the research synthesis is listed on the student copy of the assessment, both to ensure that students know how they will be assessed, and also so that it can be used as a checklist when reviewing students’ synthesis.</li><li>• The assessment is focused on what information the students have gathered in their research, not how well they craft body paragraphs.</li><li>• In this lesson, you again will show students the model performance task (also used in Lesson 2). Ideally, you will be showing students the model performance task in this lesson. Ideally you will show them one you made in the same format they will use (see Preparation and Materials in Unit Overview).</li><li>• “iCare about the iPhone” is provided as a simple teacher model (see Preparation and Materials in Unit Overview). Consider using the information and formatting in this model as you create your own version of it, using the technology that your students will also use.</li><li>• In advance: Depending on the teacher model you will be using, ready the technology you will need. Also, create a blank Module 2A Performance Task rubric on chart paper (see Work Time B).</li></ul>



**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Lesson Vocabulary	Materials
synthesize	<ul style="list-style-type: none"> <li>• Researcher’s Notebook (from Lesson 1; one per student)</li> <li>• Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies)</li> <li>• End of Unit 3 Assessment prompt (one per student and one for display)</li> <li>• Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display; see Teaching Notes above)</li> <li>• Module 2A Performance Task rubric (one per student and one to display; see Teaching Note)</li> <li>• Module 2A Performance Task rubric (sample responses, for teacher reference)</li> <li>• Document camera</li> <li>• Sticky notes (about 4 per student)</li> <li>• Module 2A Performance Task rubric (for Teacher Reference)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Planning the End of Unit Assessment (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to turn to Section III in their <b>Researcher’s Notebook</b> and complete it as their entry task.</li> </ul>	
<p><b>B. Review the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask a volunteer to read the learning target for today. Ask students to raise their hands if they know what synthesize means (from Lesson 6). Wait for a few hands to go up and then call on a student. Explain that today they will work on Step 6 of the <b>Researcher’s Roadmap anchor chart</b>, where they synthesize their findings in preparation for sharing them in the performance task. This will give students a chance to demonstrate all they have learned from this short research project, including how to avoid plagiarism by paraphrasing. Express your confidence in their ability to do so.</li> </ul>	





**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Work Time	Meeting Students' Needs
<p><b>A. Writing End of Unit 3 Assessment (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 3 Assessment prompt</b>. Ask students to read along silently as you read aloud. Ask if there are any clarifying questions. Direct them to complete the assessment silently and individually. Let them know that while they are writing, you will come around to check in on their independent reading. If they finish early, they may read their independent reading book.</li><li>• While students are working, circulate to check in on their independent reading progress.</li><li>• When students are done, collect their assessments and Researcher's Notebooks (see Teaching Note at the end of this lesson).</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle, consider asking them to answer one or two supporting research questions in their research synthesis.</li><li>• For students who need a challenge, consider encouraging them to answer more than three supporting research questions in their synthesis.</li></ul>



Individual Research

Work Time (continued)	Meeting Students' Needs
<p><b>B. Creating the Rubric (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they will now look at the <b>model performance task</b> (as they did in Lesson 2) and use it to create the rubric you will use to evaluate their performance task.</li><li>• Distribute the <b>Module 2A Performance Task rubric</b> and teacher model. If you have made an electronic version of the performance task, project it now (see Unit Overview Preparation and Materials). If not, project the simple copy of “iCare about the iPhone” from the supplementary materials attached to this lesson. Instruct students to read along silently as you read aloud through the model. Pause to ask what they notice about this model. How is it different from other writing they’ve done in class?</li><li>• Display the <b>Performance Task prompt</b> using the <b>document camera</b>. Ask students how the audience is different. How might that change the way they write this project? Listen for them to understand that the “voice” they write in will be less formal.</li><li>• Post blank Module 2A Performance Task rubric and orient students to it. Define any terms they may not know. Demonstrate what they’ll be doing with their partner by “thinking aloud” the Content and Analysis row. Write the bullet points on a class rubric that you will display. Consider saying something like this:<ul style="list-style-type: none"><li>* “Based on the model, this project has three parts. The first section explains how the information relates to the consumer. The second section presents the facts. And the third section recommends the consumer take action. So to reach a 4 on content, a project will need to have all three parts. I’m going to write that as the first bullet point. I noticed that the third section shows some real thinking about a solution. The author didn’t just write ‘stop buying iPhones,’ so I’m going to write something about how the recommendation shows some thoughtful analysis of the problem and articulates a realistic option. For the third bullet point, I’m going to write how the author relates the product to the consumer. So I’ll write, ‘Content is engaging to the audience and clearly connected to the audience’s experience.’”</li></ul></li><li>• Invite students to turn and talk with the person next to them about the second row. Remind students to use the questions provided to help them write the bullet points. After a few minutes, ask a student to think aloud through the bullet points in Row 2. Write the ideas on the class rubric.</li><li>• Instruct students to work in pairs for the remaining two rows. They should write their bullet points on sticky notes.</li></ul>	<ul style="list-style-type: none"><li>• Co-constructing the rubric based on the learning targets outlined from the standards allows students to envision a clear picture of what meeting these targets will look like in the final performance task. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, especially struggling learners.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Finishing the Class Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to come up and stick their ideas on the class rubric. Choose the best bullet points to transfer to the chart. You may do this as a class, time permitting, or do it after the students leave and share it with them in the next lesson.</li><li>• Collect students' Researcher's Notebooks.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Teaching Note: Finalize the class rubric so students will know how they will be evaluated on the performance task. Review students' Researcher's Notebooks to identify students who will need more support creating the final performance task. Be ready to return students' Researcher's Notebooks in Lesson</i></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 7

## Supporting Materials



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**End of Unit 3 Assessment Prompt:**  
Writing a Research Synthesis

In Unit 3, you have been working toward these learning targets:

I can conduct a short research project. (W.7.7)

I can generate additional questions for further research. (W.7.7)

I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

Now you get to show how well you have reached these standards. To show your progress, your research synthesis will be evaluated for the following items:

\_\_\_\_\_ You directly address the overarching research question.

\_\_\_\_\_ You answer one or more of the supporting research questions.

\_\_\_\_\_ You use information from more than one source.

\_\_\_\_\_ You paraphrase information from sources.

I'm excited to see your good work!

**Research Synthesis**

**Directions:** In well-written paragraphs, synthesize your findings about working conditions in the garment industry. Remember to use complete sentences and to acknowledge your sources.

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Module 2A Performance Task Rubric

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What a 4 look like? Write three bullets here.
Content	What are the three parts of this project? What do you notice about the recommended action?	
Command of Evidence	What kinds of facts does the author use? How are facts presented?	
Cohesion/Style	What do you notice about the layout? What is the intended audience? How do you know?	
Conventions	What do you notice about the language? Grammar? Spelling? Conventions?	

**Module 2A Performance Task Rubric**  
(for Teacher Reference)

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What a 4 look like? Write three bullets here.
Content	<p>What are the three parts of this project?</p> <p>What do you notice about the recommended action?</p>	<ul style="list-style-type: none"> <li>• It includes a section about how it relates to the consumer, the facts a consumer needs to know, and what action a consumer can take.</li> <li>• The recommendation shows some thoughtful analysis of the problem and articulates a realistic option.</li> <li>• The content is engaging to the audience and clearly connected to the audience's experience.</li> </ul>
Command of Evidence	<p>What kinds of facts does the author use?</p> <p>How are facts presented?</p>	<ul style="list-style-type: none"> <li>• Facts are compelling</li> <li>• Facts are true</li> <li>• Facts are written in the author's voice</li> </ul>
Cohesion/Style	<p>What do you notice about the layout?</p> <p>What is the intended audience?</p> <p>How do you know?</p>	<ul style="list-style-type: none"> <li>• Layout and graphics are engaging to the audience</li> <li>• Voice is appropriate to the task and audience</li> <li>• Style</li> </ul>





Criteria	Questions to discuss with your partner	What a 4 look like? Write three bullets here.
Conventions	What do you notice about the language? Grammar? Spelling? Conventions?	Although it is written in an informal style, it still holds with the conventions of standard English.



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 3: Lesson 8**

## **Performance Task: Planning the Final Brochure**



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**Performance Task:**  
Planning the Final Brochure

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can use what I learned in my research to decide how I will respond as a consumer to the issue of working conditions in the garment industry.</li><li>• I can select information from my research to include in my brochure.</li></ul>	<ul style="list-style-type: none"><li>• Researcher's Notebook</li><li>• Brochure Planning Guide</li></ul>



**Performance Task:**  
Planning the Final Brochure

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Creating a Plan of Action (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Brochure Planning Guide (15 minutes)</p> <p>B. Creating Final Brochure (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Turn and Talk (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</p>	<ul style="list-style-type: none"><li>• In this lesson, students complete the final section of their Researcher’s Notebook, in which they formulate a plan of action based on their research findings.</li><li>• For the “works cited” part of their brochure, students are asked to identify which sources they used from a “works cited” list that is provided in the Brochure Planning Guide. Students will develop the skills they need to create their own citations in Module 4.</li><li>• Next, students work with a partner to create the final performance task. Consider how you want students to be paired: assign pairs yourself, allow controlled choice, etc.</li><li>• In order to be successful, students will need to collaborate effectively with their partners; consider how your existing class culture and routines can support this.</li><li>• For work time, consider both how you will spend your time and how you will support students in using this time well. You might confer with each pair, pull several pairs to support more intensively, or provide a formal checkpoint for each pair. Students might benefit from a routine in which you ask partners to commit to a goal for the next 15 minutes, then check in to see if they have reached that goal, then set the next goal.</li><li>• Consider how you support students in using the platform on which they are publishing most effectively. Lesson 9 includes a mini lesson on layout and technology; consider using the time in this lesson to have students sketch out on paper what their final product will look like. If your students are going to start using technology today, consider moving part of Lesson 9 to this lesson.</li><li>• If students are working with a technology platform that is new to them, consider providing a resource to help them other than just asking you questions individually, as there is no way one adult can field that many questions in a single class period. For example, consider creating an online user’s guide or a handout with common functions and questions. Remind students that they need to use all of their resources during work time before asking you for help.</li><li>• In Lesson 10, students will have time the opportunity to write a book review about their independent reading book. If students chose longer books, consider checking in with them and making sure they understand what page they should read to. For more information, see Launching Independent Reading in Grades 6–8: Sample Plan on EngageNY.org.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance: Decide on student pairings. Review students' Researcher's Notebooks.</li></ul>

**Performance Task:**  
Planning the Final Brochure

Lesson Vocabulary	Materials
graphic design	<ul style="list-style-type: none"><li>• Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display)</li><li>• Researcher's Notebook (from Lesson 1; one per student)</li><li>• Brochure Planning Guide (one per pair)</li><li>• Directions for using technology (new; teacher-created; optional; see Teaching Note above)</li></ul>



Performance Task:  
Planning the Final Brochure

Opening	Meeting Students' Needs
<p><b>A. Creating a Plan of Action (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>model performance task: “iCare about the iPhone”</b> brochure and direct students’ attention to the “Want to Do Something? Do This!” section. Ask them to read it silently and raise their hands when they are ready to paraphrase the recommendation the author is making.</li><li>• After most students have their hands raised, call on several students to share out. Listen for them to notice that the recommendation is to keep buying iPhones but to write a letter to Apple saying that you care about working conditions.</li><li>• Ask students to turn to an elbow partner and discuss the following questions. After each question, give students time to talk with their partner, then cold call on pairs to share out. “How did the research inform this plan?”</li><li>• Listen for them to say that the research made it clear that lots of companies use Foxconn, and that the workers there want to have jobs.<ul style="list-style-type: none"><li>• “Does this plan seem reasonable? Why?”</li></ul></li><li>• Listen for them to point out that this plan relies on evidence—it is not just a feeling of either outrage or acceptance, but a more complex response to a complicated situation.</li><li>• Tell students that their research on the garment industry has prepared them to do this type of nuanced thinking about their role as clothing consumers.</li><li>• Return students <b>Researcher’s Notebooks</b>. Direct students to the Plan of Action section of their Researcher’s Notebooks. Read through the options provided, directing students to read along with you. Give students several minutes to think alone, and check the actions that they might take.</li><li>• Invite students to talk to their elbow partner again: “What will your plan of action be? Why?”</li><li>• Give students a few minutes to record their plans of action. Consider naming a few times you heard research being used particularly effectively.</li></ul>	



**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Work Time	Meeting Students' Needs
<p><b>A. Brochure Planning Guide (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to find their partners and distribute one <b>Brochure Planning Guide</b> to each pair. When students are settled, tell them they have all individually done strong research and are ready to give expert advice to other consumers. Now they will collaborate to produce a brochure to educate people like them—teenagers who buy clothes and wonder what they should know about working conditions in the garment industry.</li><li>• Ask students how collaborating will make their final products stronger. Listen for: “The ideas will be more carefully selected,” “The writing will be clearer,” and “The layout will include more ideas.” Ask them what they can do to be effective collaborators. Listen for them to say things like: “Making sure I understand my partner’s ideas,” “Using information from both of our Researcher’s Notebooks,” etc.</li><li>• Tell students that before they start talking, each student needs to look through his or her Researcher’s Notebook and star three or four facts that they think will be important to include in their brochure. Enforce silent work time for a few minutes.</li><li>• Finally, direct students to work together to complete the Brochure Planning Guide. Consider how you might confer strategically with groups. Set a time for pairs to be done with the guide. Consider requiring that pairs get their guides checked by you before they proceed to creating a final product.).</li></ul>	<ul style="list-style-type: none"><li>• Asking students to be metacognitive about partner work supports the development of collaboration skills.</li></ul>
<p><b>B. Creating Final Brochure (15 minutes)</b></p> <ul style="list-style-type: none"><li>• As pairs finish the Brochure Planning Guide, they should begin to create their final product. Consider requiring that students do a paper sketch of what their layout will look like before starting to use whatever format you have decided on for the final product.</li></ul>	



**Performance Task:**  
Planning the Final Brochure

Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is one thing you and your partner did today that helped you collaborate effectively? What is one thing you will need to keep in mind tomorrow as you create your final product?”</li></ul></li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</b></p>	





EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 8

## Supporting Materials



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**Performance Task:**  
Planning the Final Brochure

With a partner, you will create *Threads: A Young Person's Guide to Buying Clothes*. This is a publishable brochure written for your peers that will share your research findings with them.

The brochure will include the following:

**Title:** *Threads: A Young Person's Guide to Buying Clothes*

(or our own title: )

**Section I:** Overview (or your own title: )

What is the basic information someone your age needs to know about the garment industry?

**Section II:** Working Conditions in the Garment Industry

(or your own title: )

What are the six most compelling pieces of information someone your age needs to know about the garment industry?  
(Remember to include a mix of positive and negative facts.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Section III:** Advice to Consumers (or your own title: )

What can consumers do with this information? What action, if any, do you think they should take?

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**Performance Task:**  
Planning the Final Brochure

**Section IV: Works Cited**

Here are the articles we have read and discussed as a class. Star the sources that you and your partner used in your research. Then copy those sources into your brochure, making sure to keep them in alphabetical order:

“Are Your Clothes Made in Sweatshops?” *Oxfam Australia*. N.p., n.d. Web. 29 May 2013.

Clifford, Stephanie. “Some Retailers Say More about Their Clothing Origins.” *The New York Times*. The New York Times, 09 May 2013. Web. 29 May 2013.

Greenhouse, Steven. “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” *The New York Times*. The New York Times, 18 July 2010. Web. 20 May 2013.

“Imas’ Story.” *Oxfam Australia*. n.d. Web. 29 May 2013.

“It’s Incredibly Difficult to Prove That Clothing Is ‘Ethically Made’” *Business Insider*. N.p., n.d. Web. 29 May 2013.

Kay, Tabea. “Ethical Style: How Is My T-Shirt Made?” *GOOD*. GOOD, 9 Feb. 2012. Web. 16 May 2013.

Landauro, Victor. “Teens In Sweatshops.” *Junior Scholastic* 106.8 (2003): 8. *Middle Search Plus*. Web. 29 May 2013.

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EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 3: Lesson 9**

## **Performance Task: Publishing the Final Brochure**



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**Performance Task:**  
Publishing the Final Brochure

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can design a brochure in which the layout, style, and language make my meaning clear and engage a teenage audience.</li></ul>	<ul style="list-style-type: none"><li>Final version of performance task</li></ul>



**Performance Task:**  
Publishing the Final Brochure

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Mini Lesson: What Makes a Layout Effective? (10 minutes)</p> <p><b>2. Work Time</b></p> <p>B. Completing Final Draft of Brochure (30 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Turn and Talk (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</p>	<ul style="list-style-type: none"><li>• In this lesson, students work on finalizing their brochures. This lesson runs as a workshop lesson: It begins with a mini lesson, continues with a large chunk of work time, and concludes with a debrief. For work time, consider both how you will spend your time and how you will support students in using this time well. You might confer with each pair, pull several pairs to support more intensively, or provide a formal checkpoint for each pair. Students might benefit from a routine in which you ask partners to commit to a goal for the next 15 minutes, then check in to see if they have reached that goal, then set the next goal.</li><li>• Consider how you will structure the entry task and mini lesson to support students use of technology to create their brochures (see Opening A in the lesson plan). This portion of the lesson will vary a great deal depending on which (if any) technology you are using. Remember that this performance task is designed to give students an authentic audience for their research. The synthesis of that research is the most important part of the brochure, not the layout or genre of brochures.</li><li>• Consider inviting the technology specialist in your school to assist or to plan this lesson with you.</li><li>• If students are working with a technology platform that is new to them, consider providing a resource to help them other than just asking you questions individually, as there is no way one adult can field that many questions in a single class period. For example, consider creating an online user's guide or a handout with common functions and questions. Remind students that they need to use all of their resources during work time before asking you for help.</li><li>• In advance: Plan the mini lesson and support for any new technology students will use.</li></ul>



**Performance Task:**  
Publishing the Final Brochure

Lesson Vocabulary	Materials
graphic design	<ul style="list-style-type: none"><li>• Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display)</li><li>• Entry Task (one per student; teacher-created; see Teaching Note above)</li><li>• Brochure Planning Guide (from Lesson 8; one per pair)</li><li>• Directions for using technology (from Lesson 8; optional; teacher-created)</li></ul>



**Performance Task:**  
Planning the Final Brochure

Opening	Meeting Students' Needs
<p><b>A. Mini Lesson: What Makes a Layout Effective? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>model performance task</b> where all students can see it.</li><li>• Post the <b>Entry Task</b> (Tailor this to suit the needs of the platform students will work with):<ul style="list-style-type: none"><li>* “How did the author use layout and graphic design to get your attention and communicate clearly? What do you notice (about the use of headings, color, graphics, and the placement of text and objects)?”</li></ul></li><li>• Briefly define layout and graphic design, and remind students that just as using language appropriate to their task will help their audience understand their ideas, the way they lay out and design their brochure will also very much affect how the audience engages with and understands their work.</li><li>• Direct students to complete the entry task on a piece of paper.</li><li>• Then ask a number of students to share what is effective in the model. Prompt them: “How does that get the reader’s attention? How does it make the meaning clear?” Middle school students can get caught up in the tricks and frills of a technology; it is important that they understand that the technology is a tool used to engage and communicate with your audience, not something that has value just because it “looks cool.”</li><li>• If appropriate, share with students how to use this technology, and in particular how to make it do the things they noticed were effective in the model.</li></ul>	<ul style="list-style-type: none"><li>• Discussing a model provides a clear vision of the expectation for students.</li></ul>





End of Unit 3 Assessment:  
Writing a Research Synthesis

Work Time	Meeting Students' Needs
<p><b>A. Completing Final Draft of Brochure (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to work in pairs (from Lesson 8) and to use their <b>Brochure Planning Guide</b>. They should focus on completing a final draft of their brochure.</li><li>• Consider how you might confer strategically with groups at a particular checkpoint (this will vary depending on technology), or pull several pairs for additional support.</li><li>• Consider supporting pairs in setting goals for 15-minute periods, and checking in with them at the end of that time to see if they met that goal and set another goal for the following 15 minutes.</li><li>• As you circulate, look for examples of students who are making strong decisions about their work, to share during the debrief (below).</li></ul>	<ul style="list-style-type: none"><li>• Some students may have strengths in art or technology. Consider using them as “teacher assistants” during work time.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is one layout decision you made that has worked out really well? How does it help you engage and communicate with your audience?”</li></ul></li><li>• Call on several pairs (it’s best if you select strong work in advance) to share their decisions with the class.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</b></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 10

## Module Reflection and Writing Book Reviews



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## Module Reflection and Writing Book Reviews

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.7.11)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can consider how what I learn in school affects my choices outside of school.</li><li>• I can write a book review that helps my classmates decide whether to read a book.</li></ul>	<ul style="list-style-type: none"><li>• Working Conditions Reflection</li><li>• Book review</li></ul>



## Module Reflection and Writing Book Reviews

Agenda	Teaching Notes
<b>1. Opening</b> A. Celebrating Final Performance Task (5 minutes)	<ul style="list-style-type: none"><li>• In this final lesson of the unit and module, students will turn in their final performance task and celebrate and reflect on their work.</li><li>• Consider how students might share their work with a larger audience, and be prepared to remind students of that opportunity in this lesson.</li><li>• The module reflection that students do is intended to support their personal and civic growth; it is not intended as an assessment of literacy skills.</li><li>• In this lesson, students also write book reviews for their independent reading books. See two separate stand-alone documents on EngageNY.org—The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan—which together provide the rationale and practical guidance for a robust independent reading program.</li><li>• In advance: Decide in which form students will publish their book review, and create a model in that form. The stand-alone document has a student guide for writing a book review that you may find useful. Also, decide in advance whether you will follow up the book reviews with book talks.</li></ul>
<b>2. Work Time</b> A. Reflecting on Module (10 minutes) B. Writing a Book Review (25 minutes)	
<b>3. Closing and Assessment</b> A. Goal Setting for Independent Reading (5 minutes)	
<b>4. Homework</b> A. Finish your book review. B. Continue reading in your independent reading book for this unit.	



## Module Reflection and Writing Book Reviews

Lesson Vocabulary	Materials
book review	<ul style="list-style-type: none"><li>• Sticky notes (one per student)</li><li>• Student essays and rubrics on <i>Lyddie</i> (from Unit 1)</li><li>• Writing Improvement Trackers (from Unit 1, Lesson 16; one per student)</li><li>• Working Conditions Reflection (one per student)</li><li>• Working Conditions anchor chart (begun in Unit 1, Lesson 1)</li><li>• Model book review (one per student and one to display; teacher-created; see Teaching Note above)</li><li>• Reader's Review worksheet (one per student; from separate stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6-8: Sample Plan)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Celebrating Final Performance Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to display or get out their final brochures (if they are electronic, this may not be feasible).</li><li>• Give each student a <b>sticky note</b> and ask them to write and complete this sentence:<ul style="list-style-type: none"><li>* "In my brochure, I engaged my audience and communicated effectively by ..."</li></ul></li><li>• Ask several students to share out. Celebrate students' grasp of the issues, use of evidence, effective voice, and creative layout. Point out that by researching carefully, they developed expertise on a relevant subject and shared it effectively.</li><li>• Consider posting their sticky notes on a bulletin board or flip chart to create a class narrative about high-quality work.</li></ul>	



## Module Reflection and Writing Book Reviews

Work Time	Meeting Students' Needs
<p><b>A. Reflecting on the Module (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their work and their accomplishments in reading and writing over the course of the module. Tell students they will take a few minutes now to consider what they will take away from this module about writing and about working conditions.</li><li>• Distribute <b>student essays and rubrics on Lyddie</b> (from Unit 1), as well as students' <b>Writing Improvement Trackers</b>. Ask students to reflect on their writing skills as they did before writing their essays on <i>Lyddie</i>.</li><li>• Distribute the <b>Working Conditions Reflection</b>. Point out the <b>Working Conditions anchor chart</b> and give students time to work individually. Assure students that the purpose of this reflection is not a test—it is just to give them time to think about what they have learned. You will check off that it is complete and thoughtful, but there are no right answers and this is not an assessment.</li><li>• If you would like, call on several students to share their answers.</li><li>• Collect the Writing Improvement Trackers and save them to refer to in Module 3.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>



## Module Reflection and Writing Book Reviews

Work Time	Meeting Students' Needs
<p><b>B. Writing a Book Review (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their work with independent reading. If possible, share data about how many books students have read or how many of them met their reading goals.</li><li>• Tell students that they are experts in recommending their books to their classmates: They know the books and they know their classmates. Today you will begin a process that will eventually build a big collection of book recommendations, so that students can figure out what books they want to read by asking the experts: other teenagers who have read those books.</li><li>• Distribute and display the <b>model book review</b> in the form you have chosen for students to use to publish their book reviews. Read it aloud as students read silently. Ask:<ul style="list-style-type: none"><li>* “What do you notice about this?”</li><li>* “What did the author say about the book? What didn’t she say?”</li></ul></li><li>• Tell students that now they will write a review for their independent reading book. Consider which scaffolds will help your students be successful, and use some or all of the following:<ul style="list-style-type: none"><li>* Turn and talk: Give a 1-minute oral review of your book.</li><li>* Reader’s Review worksheet from the separate EngageNY.org document</li><li>* Another graphic organizer</li><li>* A rubric you plan to use to assess the reviews</li></ul></li></ul> <p>Give students the remainder of the time to work individually. Confer with students as needed. Depending on your class and the format of the book review, some students may need to complete their reviews for homework.</p>	



## Module Reflection and Writing Book Reviews

Closing and Assessment	Meeting Students' Needs
<b>A. Goal Setting for Independent Reading (5 minutes)</b> <ul style="list-style-type: none"><li>Use whichever routine you have established to have students check in to see if they met their last independent reading goal and to set a new goal.</li></ul>	
Homework	Meeting Students' Needs
<b>A. Finish your book review.</b> <b>B. Continue reading in your independent reading book for this unit.</b> <i>Teaching Note: Save students' Writing Improvement Trackers to refer to again in Module 3.</i>	





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# Grade 7: Module 2A: Unit 3: Lesson 10

## Supporting Materials



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## Working Conditions Reflection

This is not a test!

The purpose of this assignment is to provide you with some time to reflect on what you have learned about working conditions in this module. It will be graded only for completeness and thoughtfulness; there are no right answers. You may find it helpful to refer to the Working Conditions anchor chart that we have been using throughout this module.

1. When you get a job, which category of working conditions do you think will matter most to you? Why? What will you look for in that category?

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2. We talked about four agents of change for working conditions: workers, the government, consumers, and businesses. Which example of how working conditions were changed for the better was most interesting or compelling for you? Why? What agent(s) of change were responsible for this change?

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3. To what extent has our study of working conditions affected the decisions you make as a consumer? Are there new questions you will ask yourself when you're shopping? Why or why not?

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4. Do you think working conditions are better now than they were in *Lyddie*? Why or why not?

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