



EXPEDITIONARY  
LEARNING

# **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)	
<p>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</p> <p>I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</p> <p>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</p>	
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>



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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>

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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>



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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:**  
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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>	



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## Supporting Materials



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**Performance Task:**  
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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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**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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