

Global Teacher Seminar Lesson Plan

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Title: Globalization: What Not to Wear

Theme/Topic: Globalization, Trade, Economics, UN Sustainable Development Goals

Introduction (2-3 sentence summary of lesson): In this lesson, students will learn about the interconnectedness of the clothing they buy and wear to the global world. Students will gain a deeper understanding of where their clothing is made, how it is made and issues that come with buying on a global scale.

Subject(s)/Grade level(s): Social Studies/Modern World History, 9th grade

Suggested Duration of Lesson: 40-45 minutes

Connection to Standards/Common Core (1-2 standards): [Ohio Modern World History Model Curriculum](#)

MWH.CS.2: Historians develop theses and use evidence to support or refute positions.

MWH.CS.28: Environmental concerns, impacted by population growth, and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.

Essential Questions (1-2 questions):

How is our classroom connected to other places through what we purchase?

What issues do our consumption create?

Learning Objectives (2-3 objectives):

Students will correlate modern global trade to clothing objects in their immediate environment. Students will analyze issues that can be contributed to by the global garment production and consumption. Students will defend the connection between UN Sustainable Development Goals and clothing production.

Materials Needed:

Clothing tags (country of origin for the objects), world map, ~10 stickers- if using physical map, [New York Times article](#), paper and pencil/pen.

Pre-Assessment of Prior Knowledge:

A google form pre-assessment with questions about the topics, events and social studies phenomena that will later be assessed in summative assessment(s) at the end of the unit. This will give informative data of where students are in their understanding of the topic at hand.

Teacher-Student Interaction (5-7 steps):

1. *The day before this activity, assign students with the homework of finding 3 different countries on 3 items of their own clothing. This is preferred to streamline the class and avoid any concern with students seeing others' clothing tags/sizes. 5 minutes.*
2. *To begin the lesson, use a physical world map or SmartBoard world map image, for students to mark countries they found on their clothing tags. If students struggle with geography, teacher should aid in marking the countries on the map. Have students break into partners for quick*

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discussion about any trends they see with the map, then have the class share any big findings. **5 minutes.**

3. Number students off by 4 to complete a “4 corners” activity utilizing personal anecdotes from garment workers in various countries from [New York Times article](#). Students should work with their group mates to identify at least one issue with the working conditions of the worker they read about. Students should be given 2-3 minutes per reading. Transition students back into their normal seats and as a class discuss one issue per reading (4 issues total). **20 minutes.**
4. Present students with the [UN's Sustainable Development Goals template](#). Briefly cover each goal with students to clarify the intentions of the goals and global concepts the goals relate to. Have students offer any guesses they have about the goals as many are self-explanatory. **5 minutes.**
5. Ask students to think about what goals they feel could be impacted by the globalized production of clothing. After giving students a full minute to brainstorm, have them use a piece of paper and pencil, and ask students to defend one goal they believe to be the most connected/important to global clothing production and present facts for why they believe this. Let students know they will turn in this paper and they have 5-6 minutes to complete this task (put a timer on the SmartBoard). **6 minutes.**

Closing Activity: What will the teacher do/say after the lesson? I.e. go over homework, etc.

6. Students volunteer the SDGs they believe to be the most directly related to global clothing production and consumption and argue reasons for their opinion. **5 minutes.**
If there is extra time: Have students volunteer the most surprising place they found on a clothing tag or the SDG that caught their attention as a quick wrap up. **5 minutes.**

Post-Assessment: How will students demonstrate what they have learned about the topic from this unit? A Google Survey (ungraded) answering questions based on the [Our Changing Climate video](#). Can be shown quickly in class or outside of class as homework. Should be discussed with correct answers the next day as an introduction to deeper instruction on the UN's SDGs. **10 minutes.**

Reflection: Students will be engaging with materials including personal testimonies from people in various places around the world. Additionally, students will gain insight into the trade process and the importing of everyday items by the United States. Students will be able to reflect on issues that come along with globalized trade and how their consumption can have global implications.

Resources: <https://www.nytimes.com/2019/12/19/style/garment-workers-around-the-world.html>
<https://howmuch.net/articles/world-map-clothing-exports> <https://www.youtube.com/watch?v=YOAO0D0i5-fA>

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas): Possibilities for future lessons or how to use this for gifted/etc.

Further research activities can be provided as extra credit opportunities or additional work for gifted students to complete while others are working include: Diary entry from the viewpoint of a garment worker in this situation, written letter to a government official, Excel comparison of wages for clothing

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workers in various nations, 1 page paper on chosen SDG involved in the clothing industry, Google Slide research presentation on top garment countries imported to the United States.

Examples: