

LESSON PLAN

Asking More Questions About Things We Use and the Consequential Global Effects"

Created by: Rebecca Doss

Lesson Plan Background:

• **Demographics**

- **Theme/Topic:** Asking higher level questions about the goods we use and the effects of these goods on a global level (related to sustainability, human rights, environmental impacts, transportation of the goods (to us and after use) in regard to the production of these, the significance of our daily use, and our disposal of used products).
- **Subjects/Grade Level:** ESL (English as a Second Language), ELP (English Language Proficiency), English, Language Arts, Social Studies, grades 4-5 (lesson plan targets these grades)
- **Suggested duration:** 1-2 class periods (45 min)
Continuation of this lesson and the theme can be done with: further research, writing a summary/paper, group class presentations, class room discussions and debates, which can include further grade level standards. This requires more time in and out of class.
- **Introduction to lesson:** Students will identify things they use day to day in their lives and discuss, debate which are most useful or important in their life and in others' lives*, using question words and answers. Students will use question words appropriately and in the right context, to ask higher level questions (also using proper tense and grammar) about where these items may 'come from' (resources, transport of resources and the item, etc.). Students will be encouraged to think critically and ask more questions related to sustainability, the environment and human rights. *Students should discuss or may address, how an item may be very important in their lives here, yet may not be as important or of use in another culture or in another environment, or may not be available. This acknowledges cultural and economic differences, opportunities and environments.

• **Connection to Standards/Common Core**

- Grades 4-5 English Language Proficiency Standards:
 - *Standard 4-5.9, Level 5: *Introduce an informational topic; *Develop the topic with facts and details; *Recount a more detailed sequence of events, with a beginning, middle, and end; *Use a variety of linking words and phrases to connect ideas, information, or events; *Provide a concluding statement or section.
 - *Standard 4-5.10, Level 5: *Use relative pronouns (e.g., Who, Whom, Which, That); *Use relative adverbs (e.g., Where, When, Why); *Use prepositional phrases; *Use subordinating conjunctions; *Use progressive and Perfect word tenses; *Produce and expand simple, compound, and complex sentences.
- ELP Standards Grades 6-8: Standards 1,2,3,4,5,6,7,8,9,10 (levels 1-5) Please see continuation of lesson and more resources for classroom activities and discussions at the end.

• **Essential Questions**

- What questions can we create about the origin of a product we use?
- Do these questions inspire further research and further consideration about our day to day life with these items and the effects that the production and use has on a local and global scale both in terms of human

LESSON PLAN

life and human rights and health, and environmental consequences (ie: is it sustainable)?

- Is it important to ask these questions and to find the answers? Can we make a difference?
- Additional Relevant Example Questions to Consider:
 - o Where do these daily use (essential in western world?) items (cell phone, clothing, food) come from? What resources are needed to create this item (focus on one or two things)?
 - o How is it obtained?
 - o Who is involved? In which way are they involved (corporations and the human labor)? How are they involved?
 - o Why are they involved?
 - o What are the effects of the production on the earth (environment) and on human life? Is it sustainable? Why or why not?
 - o How important is this good in our life today and life in general? Why is it important (or not)? To whom is this important?
 - o Is it ok to use the means used to get this item for our use...?
 - o Can you justify your answer? What is your rationale for your reasoning?
 - o Further questions and debate on: the need or use of this item, the cost versus gain in environmental and human life, the ethics and sustainability. Are we creating more harm than good and what will be the long term consequences of our actions? Who is accountable? What can we do to make a difference, personally and collectively?

• **Learning Objectives**

- *Students will identify objects of daily use and compare/contrast these objects to determine/differentiate which are used more frequently or relied upon more. (Question words will be reviewed and used correctly during this process, as will vocabulary).
- *Students will formulate questions using 'Question Words', about these objects, which will require further research to answer. Questions asked should propagate more questions.
- Students will work in groups and collaborate on further questions as they begin to speculate, research and investigate the answers to their questions about these objects, and the production processes. (Instructor will help with guided questions for further investigation).
- Students will collaborate and identify various means of research to use to find the answers to their questions.
- Students will present the research and answers to the questions they have formulated, relating to the effects of this product's production on Global Goals of Sustainability such as environmental, transportation, and human rights. (Group Project)

• **Materials Needed**

- *Large white paper for each group, different colored magic markers, chalk board or white board, computer with internet access to show videos and large screen so it can be viewed by students, access to libraries and computer with internet for research. Paper, pen, pencils. for writing.

LESSON PLAN

- Group collaboration so tables students can all gather in groups to do their work and share their ideas and questions.

Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**

- *Students will have completed level 4 in standards 4-5.8 and 4-5.9.*
- *Teacher will begin class by asking students questions using the question words: Who, Whom, Which, That, Where, When, Why. Questions will be asked such as : What did you eat for breakfast? Who wore shoes today? What color is your dress? How do we make a phone call? Which student has a pair of jeans? Where do we go to buy food? Why do we buy clothes? When do we shop? Why do we want a phone? What makes us happy? What is That thing called? How do we get this ____Thing? To Whom do I owe this gold star? Which color is your favorite? When do we eat? Why are we in school? Etc.*
- *This will be a review of the question words and the vocabulary. This is a quick intro refresher. This is done as soon as students enter the room...*
- *Question words will be written on the board. Some vocabulary words of things we use every day that students ask about will be written on the board.*

- **Teacher-Student Interaction**

Class Lesson DAY ONE:

1. Teacher begins class by asking a question to a student and writes the question word on the board. Then that student will ask another student a question using another question word, which teacher will write on the board. (If student struggles, Question word will be written on board or given to student to use). Each student will ask another student a question, using a question word and asking about something they use every day. The student asked will answer the question, and then that student who answered the question, will ask another student a question..and so and so forth.. until every student has had an opportunity to ask a question and answer and all the question words we are using (and more) will have been used.
The question words written on the board.
The vocabulary words of daily used items will be written on the board. (5 - 10. Minutes)
2. Teacher will then ask students to name some things that we all use every day. These things will be written on the chalk board or white board. A class discussion will follow as to what is important to us? What things do we all use daily? Why? After class discussion, where students categorize items and discuss, we will come up with 2 or 3 items that we all seem to use and have such as: clothing, cell phones and food. (5-10 minutes)
3. Teacher will then tell students to think about the clothing they wear. (This is the item she will use for this class discussion and lesson). She will ask each of them to think about questions they have for a few seconds. Then, Question words we are working on will be written on a piece of paper, and students will pick a paper out of a hat or box to determine which question word they have. They will break into groups, according to the question word they have. Large white paper will each have a question word written on it (in a different color magic marker). Students with the same word will gather in a group and will come up with questions using that particular question word. The group will talk together and think about clothing and each student will write the questions they think of on the large white paper. (5 to 10. Minutes)



4. All white papers will be taped up in the front of the room and each group will come up to share the questions about clothing that they came up with. A class discussion will follow as other students in the class come up with new questions for that groups word. Teacher or student will write that new question on the paper. (10-15 minutes)
*If there is time, show the video below, PBS NEWS WEEKEND. Begin #5 in class and finish for homework.
5. Students are to come up with a question for each of the Question words on their own, for homework. A handout with question words and prompts will be given to each student to fill in. Students will be told to have a conversation with family members and friends if they would like to, to think about more questions. If time, show this short 7 minute video in class. Have a discussion afterwards about questions that were introduced that the students may not have thought of. And allow students to work together to discuss and start their homework in class (if time) and then to finish at home. (Minimum 10. Minutes for video. 5 minutes sharing and partner work, plus home work at home)

Class Lesson DAY TWO:

6. Have students share the questions that they came up with using the question words and other questions words. Ask students to speculate on the answers and allow the questions to generate more deeper and critical questions. If video was not shown yesterday, show it today. Allow students to hang on to their homework papers to add to it. Show video #1 (6.5 min.). And video # 2 (3.5 min.). Discuss, ask students their feelings and impressions. (5-15 minutes depending on if video #1, show #2. was seen in class previous day).
7. Show video #3(4.5 min). Discuss with students more questions. Ask them if they have more questions now that they have learned some more about clothing production, etc. (10-15 minutes).
8. Break students up into 2 groups and allow each group to watch a different video, #4, and #5. Have each group come up with several questions that they feel is important to ask , now that they have seen the videos. Ask them what they think they would want to teach others. (Each video is approximately 30 minutes plus group time to discuss and write questions. This will be continued the next day to allow for more group discussion and preparation for presentation)

LESSON PLAN

Class Lesson DAY THREE:

9. Have each group continue to work together writing questions and the answers from the video they watched . Have groups come up with more questions prompted by the video(maybe not answered). Have students, as a group, share their questions with the class and the answers to their questions that they learned from the video they watched and discussed. Have students think of more things that they want to know and more questions they have come up with. Prompt students to think about questions related to what they could to help lessen the negative impacts and help with sustainability.

• **Closing Activity**

- *The closing activity will be the students giving the group class presentation (Day 3) which consists of more questions they wrote and answers they found from watching the video. The group will present the home work questions and then the new questions they have come up with. A class discussion will continue after each presentation with more questions about sustainability and human rights. Finally we will look at what we can do as individuals and as a group to help to lessen the problems. The question will be asked..What is my role in this?*
- *What can I do to help to solve this problem?*
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• **Post-Assessment**

- *All students will demonstrate they have learned based on the group presentation, participation, and on the questions they have asked. Students will also turn in their homework paper. Further involvement with coming up with ways they can help to educate others and become proactive will demonstrate an understanding of the concepts.*

• **Reflection**

- *How are students engaging with ideas from another culture? What does it mean for them?This lesson is extremely relevant for the students to become aware of other cultures and how there is a lack of equity and parity in the world today. Even in the western world and in this country there is disparity between different socio- economic groups and races.*
- *This is an opportunity for students to become aware of the global connection we all have with people all over the world, and the earth's environmental condition. Students will see how our behavior ultimately affects their own life here and how it affects human life elsewhere and the condition of our land, sea, rivers, air quality and animal and plant life.. Students will learn how to ask important questions which are relevant to the UN Global Goals.*
- *Students will develop critical thinking and learn to ask higher level questions. Students will come to understand that the choices they make today and the questions that they ask can have profound effects across the globe.*
- *It is my hope that in teaching students to ask more detailed and even difficult questions, they will become more aware of the importance of taking action and becoming involved in Human Rights and caring about the Earth and the Environment. Critical thinkers can become Proactive and make a difference in the world by making better, more conscious choices, and by teaching others what they have learned, thus propagating that awareness and and hopefully positive action!*

LESSON PLAN

Lesson Plan Resources/Next Steps:

- **Resources**

- Additional {See below for the video resources. Advise that teachers preview material for grade levels. It is important information to have and learn but some material may be disturbing for younger children.}
- **Group Activity:** Collaborative Critical Thinking and Asking Higher Level Questions-
 - “Big Paper: Building a Silent Conversation” Teaching Strategy. www.facinghistory.org
 - Students will break into smaller groups to work together. Each student will have a magic marker of a different color (for each question word). Students will take turns each coming up with a question ,using different question words) about the topic discussed and video seen. Teacher will have developed examples of questions related to video and discussion. Students will come up with more questions that delve deeper. Students will use question words appropriately.
 - Each Group will bring paper to front of room to be posted. We will look at at the questions (color coded) asked by each group. Class discussion will follow.
- Video 1: ****[YouTube.com/watch?v=v5ncT7qWMkc](https://www.youtube.com/watch?v=v5ncT7qWMkc)** 6.5 minutes. PBS NewsHour, “Why fast fashion’s allure comes with environmental and human costs” ‘Shein’ clothing company and how it provided false information to influencers about its workers and production.
- Video 2: ****[YouTube.com/watch?v=MHNdQelUUh-4](https://www.youtube.com/watch?v=MHNdQelUUh-4)** 3.5 minutes. BBC News. “Fast Fashion: The dumping ground for unwanted clothes” Ghana’s clothing land-fills, then polluting the seas, from US ,Europe and China waste. Polyester fabrics are choking sea life...
- Video 3: ****[YouTube.com/watch?v=BTFzn2y0cM](https://www.youtube.com/watch?v=BTFzn2y0cM)** 4 minutes. “How fast fashion harms the environment.” Overconsumption of clothes. Pollution in manufacturing, human labor abuse, distribution, waste...
- Video 4: ****[YouTube.com/watch?v=bB3kuuBPVys](https://www.youtube.com/watch?v=bB3kuuBPVys)** 30 minutes. ABC News, “Dead White Men’s Clothes” The environmental disaster fueled by used clothes and fast fashion.
- Video 5: ****[youtube.com/watch?v=64wZkdPReu](https://www.youtube.com/watch?v=64wZkdPReu)** 28 minutes. DW Documentary, A German Broadcasting Service. “Green or Greenwashed?” The Clothes We Wear / DW Documentary. Viscose toxic fumes and dangerous health consequences. Dyes and chemicals in rivers poison and kill the fish. The water is full of poison and this is hazardous to human health and the food we grow. Bangladesh Rivers are dead. Nothing lives in it. The food contains the poisons from the textiles that are in the water and soil.
- What can we do? Follow up. News Article: AP News August 14, 2023. By Anne D’Innocenzio “Thinking of buying a new pair of Jeans?Breaking down the cost over time might help you decide”.
<https://apnews.com/article/9b93abdde32c855a46fb37aa7d2ff38d>

- **Extension Activities/Cross-Curricular Connections**

- Possibilities for future lessons or how to use this for gifted/etc. Additional activities for students would be to do a group or individual research project on an item of interest that they use or want to know more about. The student should have questions about the item and find the answers. They should dig deeper, so that one question, when asked, leads to another question, which they will find the answer to. Students will then share their findings with the class room with an oral presentation. Students will write a research paper and list their resources. Students as a group may present a class lesson ,with readings and videos. After teaching the class and having fellow students ask questions, students should then open it up for a discussion or debate. Critical questions should be presented. Resolutions should be proposed . Students will think of a way to make a difference if this is a problem. They may choose to write letters,
- Hold a school wide educational event to share information. Have students preview videos and share one and hold a debate questioning our use and abuse of resources and the consequences of our actions.

LESSON PLAN

• Examples

Possibilities RESOURCES for further use and introduction of concepts:

- Review for students to look at and discuss prior to lesson and for future lessons and class discussions.
- *The Global Goals web page: <https://www.globalgoals.org/>, for related and follow up news, action and information.
- Video, “How Did The Silk Road Actually Work?” 10 minute short animated film showing trade routes with brief history. <https://www.youtube.com/watch?v=J-pfeFbssMw&t=569s>
- Video. “History of the Silk Road” 11 minute animated brief description of the transport of goods. <https://youtube.com/watch?v+aGGkgVqhWY>
- The following videos related to cobalt mining deal with more graphic material (may be more sensitive for younger which should be used for older students. Teachers can watch and share information or clips with students as appropriate.
- <https://youtube.com/watch?v=713K7fhLmcE> 26 minutes. Democracy Now! “Cobalt Red: Smartphones & Electric Cars Rely on Toxic Minerals Mined in Congo by Children”
- (For older students, contains information about human rights abuses and child labor in this news report about cobalt mining and the reliance of the west on these minerals. DRC Congo, has environmental contamination and devastation even in the so-called “artisanal mining” arenas.
- Featuring : Siddharth Kara - reporter, author of book, “Cobalt Red”.
- [YouTube.com/watch?v=V3blzNX4co](https://youtube.com/watch?v=V3blzNX4co) minutes. ABC News in Depth, Foreign Correspondence, Australia News. “Blood Cobalt: The Congo’s Dangerous and Deadly Green Energy Mines”
- *[YouTube.com/watch?tv=MHnDqelUh-4](https://youtube.com/watch?tv=MHnDqelUh-4) 3.5 minutes. BBC News. “Fast Fashion: The dumping ground for unwanted clothes” Ghana’s clothing land-fills, then polluting the seas, from US ,Europe and China waste. Polyester fabrics are choking sea life...
- **[YouTube.com/watch?v=BTfzn2y0cM](https://youtube.com/watch?v=BTfzn2y0cM) 4 minutes. “How fast fashion harms the environment.” Overconsumption of clothes. Pollution in manufacturing, human labor abuse, distribution, waste...
- **[YouTube.com/watch?v=v5ncT7qWMkc](https://youtube.com/watch?v=v5ncT7qWMkc) 6.5 minutes. PBS NewsHour, “Why fast fashion’s allure comes with environmental and human costs” ‘Shein’ clothing company and how it provided false information to influencers about its workers and production.
- ***[YouTube.com/watch?v=bB3kuuBPVys](https://youtube.com/watch?v=bB3kuuBPVys) 30 minutes. ABC News, “Dead White Men’s Clothes” The environmental disaster fueled by used clothes and fast fashion.
- [YouTube.com/watch?v=qFEs0uDp_BQ](https://youtube.com/watch?v=qFEs0uDp_BQ) 56 minutes. ENDEVR, “Toxic Labels: What is Behind Cheap Clothes/ Textile Industry/Fashion” Documentary (Children interviewed about their workweek (6 to 7 days a week x 12 hour days, 72-84 hrs a week. Name Brands using child labor in Bangladesh, Health issues, silicosis, related to sand blasting jeans).
- youtube.com/watch?v=6VKQSGZfWZw 54 minutes. Java Discover “How Fast fashion Kills: Slave Labour, Toxic Waste and Catastrophic Pollution “ / Fashion Documentary. Describes the impulse of fast disposable fashion, the waste and consumption off the western world, and effects it has on humans and the earth. Low cost clothes and textiles has a very high environmental cost and profound health costs, second after oil. Viscose creation is toxic and disables inhabitants who live close to manufacturing. (Children’s bodies stop growing and they become completely disabled.) More attention needed to understand much good information, for older students with better English.

LESSON PLAN

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Resource Support:

This lesson plan was developed by Rebecca Doss, who participated in the [Global Teacher Seminar 2023: Global Movement of Goods and People](#). The seminar was a partnership with the Center for African Studies (CAS), Center for Latin American Studies (CLAS), Center for Slavic, East European and Eurasian Studies (CSEES), East Asian Studies Center (EASC), and Middle East Studies Center (MESC) and funded in part by U.S. Department of Education Title VI National Resource Center grants to The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Lesson plans are available online for classroom use worldwide and can be accessed at the [Global Teacher Seminar Resource page](#).



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