

Global Teacher Seminar Lesson Plan

Name: Leslie Hosgood

Title: Global Consumption: How can a t-shirt teach us about the global economy?

Theme/Topic: Global Economic Impact

Introduction (2-3 sentence summary of lesson): Students will watch and analyze the series: “Planet Money Makes a T-shirt” to understand the global impact of production and consumption. By watching videos about each step of the process and discussing their reactions, students will have a better understanding of how interconnected and wide-reaching our global economy is.

Subject(s)/Grade level(s): Economics/11th and 12th grade

Suggested Duration of Lesson: 1 45 minute class period

Connection to Standards/Common Core (1-2 standards): Ohio State Economic Standards: Global issues and events influence economic activities. *When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.*

Essential Questions (1-2 questions): How does modern consumption affect consumers, producers, and the globe?

Learning Objectives (2-3 objectives): I can describe the various steps needed to produce ordinary goods. I can analyze how global trade impacts consumers and producers. I can predict the long-term outcomes of current consumption and production trends.

Materials Needed: Students access to the website <https://apps.npr.org/tshirt/#/title> and the worksheet below

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?*

- *When beginning class, ask students to identify where an article of clothing and/or product they have was manufactured.*
- *Project a map of the world on the whiteboard and ask students to come up to the board and put a dot on the country where their article of clothing and/or product was made.*

Teacher-Student Interaction (5-7 steps):

- Begin with an informal discussion based on where students put their dots on the board. Ask students what they notice about the location of the dots and encourage them to speculate why the dots may be in those locations.
- Play the introduction from the “Planet Money Makes a T-Shirt” interactive website: <https://apps.npr.org/tshirt/#/title>
- Pass out the questions on the worksheet below and have students fill out the questions while you play each of the five videos for the class.
- After the videos, allow for small group student discussion
- Have a class discussion about the steps in the production of the t-shirt. Focus on the questions at the end of each section: What might be one impact not shown in the video? Think about short- and long-term impacts on consumers, producers, and/or the global environment or economy.

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

- *Have students brainstorm one thing they could do as an individual to help prevent the negative impacts of global production and consumption.*

Post-Assessment: *How will students demonstrate what they have learned about the topic from this unit?*

- *Turn in worksheet*
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Reflection: *How are students engaging with ideas from another culture? What does it mean for them?*

- *Students will see reflections from workers around the globe and understand how global consumption and production impacts them.*

Resources: “Planet Money Makes a T-Shirt” Series - <https://apps.npr.org/tshirt/#/title> - and questions for the worksheet below

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

- Use with a world history or world geography class to better understand the history and culture of countries mentioned in the video like Bangladesh and Colombia
 - Use with an English class to read poems and essays from the perspective of workers
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Examples:

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Worksheet:

“There’s Nothing Ordinary About a Simple T-Shirt”

Part I: Cotton

1. Which country exports the most cotton in the world?
2. Did the answer above surprise you? Why or why not?
3. Describe three things you notice about cotton production shown in the video:
4. What might be one impact of cotton production not shown in the video? Think about short- and long-term impacts on consumers, producers, and/or the global environment or economy.

Part II: Machines

5. What countries are mentioned where the cotton goes for production?
6. Describe two things you notice about manufacturing of fabric shown in the video:
7. What might be one impact of manufacturing not shown in the video? Think about short- and long-term impacts on consumers, producers, and/or the global environment or economy.

Part III: People

8. Where were the factories shown in the video?
9. Describe three things you notice about t-shirt production shown in the video:

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10. What might be one impact of t-shirt production not shown in the video? Think about short- and long-term impacts on consumers, producers, and/or the global environment or economy.

Part IV: Boxes

11. How were the t-shirts transported back to the United States?

12. Describe two things you notice about shipping shown in the video:

13. What might be one impact of shipping not shown in the video? Think about short- and long-term impacts on consumers, producers, and/or the global environment or economy.

Part V: You

14. Name one fact about one of the people involved in the production that stood out to you?

15. Why did you choose that fact?