CURRICULUM CONNECTIONS

This lesson fits in perfectly with units that address curriculum standards in language arts, social studies, civics, economics, thinking and reasoning, and media studies.

SAMPLE STANDARDS ALIGNMENTS

CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.MATH.CONTENT.7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.MATH.CONTENT.HSS.MD.B.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LEsson PrePariatiOn

• Prepare a monitor with Internet access to screen “Supply Chain Reaction” at www.wetheeconomy.com/films (TRT 7:40)
• Prepare copies of Student Handout: The Supply Chain and You for distribution

Key WorDs aNd PhraSeS

Human rights, labor, competition, demand, ethics, exploitation, morality, consumerism, profit, supply chain, regulation

StuDent ObJeCTiVeS

• Students will learn about our global economy and how consumerism in wealthier nations affects human rights around the globe.
• Students work in pairs to evaluate shared knowledge regarding their own consumer habits.
• Students will integrate information from a media source into their own thoughts and ideas.
• Students will analyze multiple perspectives on the global supply chain and its relationship to human rights violations.
• Students will communicate their opinions to the class, using information collected from the film.
• Students will discuss, negotiate, and advocate for their positions and ideas.

ReQuireMents

MaTRiAlS

• Whiteboard and markers, chalkboard and chalk, or chart paper and markers
• Monitor/ projector, and computer with Internet access
• Student Handouts: The Supply Chain and You

TiMe:

• 1 class period

TECHniQUeS aNd SKiLlS

Vocabulary building, reading comprehension, large group discussion, working in pairs, problem solving, critical and analytical thinking, supporting ideas with examples, comparing and contrasting information sources, research skills, listening skills, expository, creative, and responsive writing
PROCEDURES

1. Instruct the class to break into groups of two. Provide each pair with a Student Handout: The Supply Chain and You.

2. Explain to the class that they have 15 minutes to complete the Student Handout, and should be prepared to share their answers aloud with the class.

3. Allow 15 minutes for students to complete their Student Handouts.

4. While students are working in their pairs, write the following terms on the whiteboard, chalkboard, or on a piece of chart paper:
   - human rights
   - ethics
   - profit
   - competition
   - consumerism
   - supply chain
   - exploitation
   - economic opportunity

5. When the class has completed their assignments, or, alternatively, after 15 minutes have elapsed, ask students to direct their attention to the monitor/screen. Play the film “Supply Chain Reaction” (TRT 7:40).

6. When the film ends, ask the class how their assignment related to the content of the film. Pose the following question to the group: “What is the supply chain, and what role do you play in it?” Encourage students to use the terms written on the board, as well as the answers from their pair-work, as they share their ideas.

7. Ask the class how the abstract concept of overseas manufacturing affects their own personal belongings. Encourage students to share their answers from the Student Handout when they respond. As they share, copy some of the key ideas onto the whiteboard, chalkboard or chart paper.
PROCEDURES CONTINUED

8. Conduct a whole group discussion using some or all of the following questions as a guide:

• How does overseas labor benefit the United States? How does it benefit overseas laborers?
• Paradoxically, how does overseas labor negatively affect both United States consumers and overseas laborers?
• Is it possible to create a global marketplace in which labor practices do not exploit overseas labor? If so, how?
• How is the “supply chain” a parallel concept to the “food chain”?
• Whose job is it to make decisions about overseas labor practices? The government? Private companies? Consumers? Why?
• Are comfortable working conditions human rights? How do we decide what is comfortable and what is not? Who decides?
• How does American consumerism affect the global economy?

9. For homework, instruct students to write a reflection on the idea of “quality of life on the planet.” Have them consider the following quote, which ended the film: “People have the right to live in dignity and they have the right not to be exploited and they have labor rights and they have environmental rights – in other words, we shouldn’t have to choose. All are needed for the quality of life on the planet.” Note: Students may watch the film again at home by going to www.wetheeconomy/films/, and can incorporate data or information from other sources including films, books, articles, etc.
DIRECTIONS: Think about a piece of technology that you use on a regular basis – maybe it’s your phone, tablet, video game, or the television in your living room at home. With this object in mind, think about all the steps your chosen technology goes through to get to you. Answer the following questions to the best of your ability.

Your item: ________________________________

What company makes this item?

What components do you think make up your item?

Where do you think these components are found?

Who do you think puts these components together and assembles your item?

What would you do if you found out that the workers who assembled your item were forced to work in unsafe, inhumane conditions?

How much more would you be willing to pay for your item if it meant the laborers who made it received better working conditions?

What is the relationship between you purchasing your item and the working conditions of people in many developing nations?

List at least 3 ways that you, as a consumer, can affect that relationship.