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Course/Grade: ELD 4/5 9-12

Lesson Title: Fair Trade or Not so Fair?

Global Concepts: Cosmopolitanism/global citizenship, geography, recognize perspectives, resolution/take action

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| **Stage 1 Desired Results** |
| Pennsylvania English Language Proficiency StandardsListening* Compare and contrast functions, relationships from oral information
* Analyze and apply oral information

Identify cause and effect from oral discourseReading* Interpret information or data
* Find details that support main ideas

Identify word families, figures of speechSpeaking* Discuss stories, issues, concepts
* Give speeches, oral reports

Offer creative solutions to issues, problemsWriting* Summarize information from graphics or notes
* Edit and revise writing

Create original ideas or detailed responses | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Evaluate the principles of Fair Trade
2. Develop critical thinking by examining Fair Trade from various perspectives
3. Connect economic justice with everyday items
4. Share their knowledge about being responsible consumers

 4. Participate effectively in a civil action or project of interest to them and of importance to the local, national or global community1. Identify the labeling of Fair Trade products
2. Construct and defend a reasoned argument evaluating the ‘claims’ of Fair Trade

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| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*1. Globalization has led to increased global trade and not all trade is fair
2. Many every day items can be associated with unjust labor practices
3. Globalization has increased interdependence
4. Being a thoughtful consumer can lead to positive change
 | ESSENTIAL QUESTIONS 1. What is the concept of Fair Trade?
2. What is the impact of Fair Trade goods on the worker?
3. What does it mean to be cosmopolitan and a consumer?
4. What would be the impact of consumers if all items were Fair Trade?
5. What responsibility should food producers and clothing manufacturers have to provide transparency to the consumer?
6. Is all Fair Trade fair?
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| ***Acquisition*** |
| *Students will know…* 1. Definitions of Fair Trade and cosmopolitanism

2. The pros and cons of Fair Trade3. The concept of cosmopolitanism3. The impact of corporate policies 4. That ‘claims’ need to be investigated | *Students will be skilled at…* 1. Evaluating claims from a variety of sources2. Constructing and defending a reasoned argument3. Analyzing everyday items 4. Identifying economic social justice |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| Research is complete, time and cooperation were managed skillfully.Creation of a country chart with relevant statisticsIdentify countries on a world map.Participation in an open-ended discussion about the difference in the statistics.Identification of several every day products that could conceivably be grown or producedSummary definition of Fair Trade from notes.Reading strategies: context clues, highlighting, writing on the text.Active listeningCost comparison is complete. CEO salary’s counted.Conclusions are drawn and discussion about corporate profits and corporate giants.Correctly identify reading scenarios.Develop questioning and speaking skills with a stranger. Completion of a graphic organizer.Reading Strategies: interacting with the text: context clues, highlighting text, asking questions, definitions of new vocabulary.Create one definition based on the reading.Discussion questions about the video.Apply knowledge gained to personal actions.Identify and develop a sense of connectedness to global trade.Identify how they are connected to a global workforceAbility to handle ambiguity. Consider and discuss the pros and cons. Make inferences.Group work is complete, roles are assigned, examples are clear.Clearly articulated argument. Both sides abide by debate rules.Synthesis of the material.Create and execute an action plan | TRANSFER TASK(S): 1. Do Now: Students will participate in a blind taste test of two different chocolate bars and they will be asked “Which chocolate makes you feel like a better person?” Graph the results to be revisited later. A= fair trade B= Hershey’s

In small groups students will research one of the following countries using the CIA Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>) Ghana, Dominican Republic, Indonesia, Nicaraqua, or Ethiopia to obtain an economic overview of unemployment, trade partners, agricultural, child labor statistics, education/literacy statistics. Students will compare/contrast statistics on a graphic organizer that already has the statistics for the United States, Germany, Japan. Students will make predictions about how the statistics are connected. Each group will identify their country on the world map and share with the class what fact(s) they found interesting. (Geography)1. Do Now: Students will participate in another blind taste test of two different teas and they will be asked, “Which tea would you recommend?”. Graph the results to be revisited later.

 “ What is Fair Trade?” Students will read informational text defining the concept of Fair Trade. <http://www.fairtradeusa.org/what-is-fair-trade>. They will interact with the text by highlighting new vocabulary and defining new words. They will be able to answer comprehension questions about the text. Students will view a video on Fair Trade. <http://www.youtube.com/watch?v=7K4G5-ydhS0>. They will be able to identify what they saw and heard in the video with the text. Students will do a carousel walk around the charts from the first day and identify exports that could potentially be Fair Trade goods. Create another chart to list the items. Summarize the concept of Fair Trade. (Investigation)1. Why Fair Trade? A variety of Fair Trade items, both food and clothing, (pictures for some of the items) will be distributed around the classroom. Students will work in small groups to complete a graphic organizer that compares the prices of the items with a clear focus on items involving sweatshops and child labor. For instance, they will read and analyze the cost of soccer balls. <http://sendaathletics.com/soccer-balls/> vs. [http://www.modells.com/category/soccer/soccer+balls.do](http://www.modells.com/category/soccer/soccer%2Bballs.do). The cost of tea <http://www.republicoftea.com/fair-trade-certified-tea/c/F_1001_2/> vs. <http://www.shoprite.com> as examples of how to compare prices. What is the cost differential for each item researched? Research the earnings of corporate CEOs. (Kraft, Proctor & Gamble, Hershey’s, Nestle, e.g.) Fair or unfair? Should consumers have easier access to the transparency of corporate trade policies? Students will read a variety of short scenarios and share out – fair or unfair and write a sentence ‘why’. (Investigation)
2. Field trip to Whole Foods to identify labeling and variety of fair trade goods. In groups of two the students will look for and price items that were researched in class. Ask an employee about Whole Foods commitment to fair trade. (Investigation)
3. Do Now: Students will place themselves on a continuum of where on the line they feel they are as a global citizen. (Revisit the continuum at the end of class)

What is cosmopolitanism? Students will read a modified version of the introduction to *Ethics in a World of Strangers.* <http://books.google.com/books?hl=en&lr=&id=7N7YSHhPGPkC&oi=fnd&pg=PR11&dq=introduction+cosmopolitanism+kwame+anthony+appiah&ots=9I2iyOrD0d&sig=a1RLyL86Cu803bLq1IX3XLcXU_M#v=onepage&q=introduction%20cosmopolitanism%20kwame%20anthony%20appiah&f=false>. From the reading they will need to write a definition of cosmopolitanism in small groups. The definitions will be shared and a whole class discussion will work to create one definition. Then students will watch the video on Fair Trade Africa. http://www.youtube.com/watch?v=i7LwzOms\_5I Explain how this video exemplifies the concept of cosmopolitanism? Revisit the continuum. (Global concept)1. Do Now: Students will do an ‘open-eyed’ taste test of two different chocolate bars. They will know which one is Fair Trade and which one is not. They will revisit their original choice is lesson 1

How many people do you believe ‘touch’ the shirt on your back before you? Students will brainstorm everyone that is in the chain of supply from farm to table or factory to closet. Once they have brainstormed a list of possible people who will have ‘touched’ a product (anyone who will have made money) – everyone will get a sign. Using a ball of yarn the students will hold the yarn and throw it to the next person in the chain until everyone is connected. Or students will complete an inventory http://www.slaveryfootprint.org (Investigation)1. Do Now: What is Unfair Trade? Students will read a counterpoint argument to Fair Trade.

<http://www.adamsmith.org/blog/international/unfair-trade>. Students will view a couple of videoes that question the practices of Fair Trade in the Dominican Republic and Africa. <http://www.youtube.com/watch?v=9CO7Ze1jV-I>. On a Venn Diagram, list the pros and cons. (Perspectives)1. Should we throw the baby out with the bath water? Using the knowledge gained, texts, internet, video materials and notes, students will be divided into two groups to debate the concept of Fair Trade. Students will use sentence starters and the debate rules and roles from http://web.archive.org/web/20060503194518/http://w3.tvi.edu/~cgulick/roles.htm

(Perspectives)1. Each of the original groups will create a poster that clearly illustrates Fair Trade principles and

products through graphics and text. (Take Action)1. Decide on an action plan to raise awareness of child labor and sweatshops. Letter writing campaign, Fair Trade fundraiser, movie screening of a documentary. (Take Action)
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| Independent research is conducted and answers are found and/or debatedNotebook checks, vocabulary quizzes, informal assessment of actively listening, questioning and participating.Evidence of new vocabulary used in discussions, writing and final action plan.Final reflection on learning.Student evaluation and teacher evaluation | OTHER EVIDENCE: Student generated questions that are raised in class are collectively research, discussed, debated and in some way answered.  |
| **Stage 3 – Learning Plan** |
| 1. **Building background knowledge** - small group research, country comparison and share out. (Geography/Investigation)

 a. Prerequisite vocabulary for student learning – economy, trade, statistics, unemployment, literacy, child labor, agriculture1. **Building background knowledge** - understanding fair trade and identifying fair trade goods (Investigation)
2. **Linking Learning** – small group research of fair trade vs. not fair trade (Investigation)
3. **Building background knowledge/linking learning –** connecting previously learned concepts of fair trade with economic justice and global citizenship (Global concepts)
4. **Real World Learning** – field trip (Investigation)
5. **Linking Learning/Evaluating** – through video, texts, research, activities, and class discussions students will begin the process of evaluating their personal values and ethics. (Global concepts)
6. **Evaluating** – At this point the students should ideally be convinced that fair trade is good. This sets the stage for evaluating ‘claims’, creating ambiguity and dissonance. There is no right answer. (Perspectives)
7. **Synthesizing** – Construction of a reasoned argument. (Perspectives)

9/10. **Action Plan** – Either teacher directed choice of plans of action or student ideas for how to raise awareness of fair trade. (Resolution) |