



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A Unit 3: Overview



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**Culminating Project:** Researching  
Working Conditions in the Modern Garment Industry

In this unit (which centers on research standards W.7.6 and W.7.7 and also addresses some aspects of W.7.8), students will explore how businesses can affect working conditions, both positively and negatively. First, students are introduced to the idea of current working conditions through a short case study on Wegmans, a popular New York employer. Then, using skills and concepts developed in Units 1 and 2, students will engage in a short research project on current working conditions in the garment industry. In particular, students will learn to gather relevant information, ask supporting research questions, and paraphrase information from sources. As students research, they will keep track of their notes in the researcher's notebook. In the Mid-Unit 3 Assessment, students will answer selected-response questions about a research text that the class has not yet

discussed. In the End of Unit 3 Assessment, they will synthesize the information they gathered in their research into several paragraphs. Both assessments focus on W.7.7 and W.7.8, but the Mid-Unit 3 Assessment focuses more on gathering relevant information and asking questions, while the end of unit assessment focuses more on paraphrasing and synthesizing information to answer a research question. As a final performance task, students create a consumer's guide (targeting a teenage audience) to buying clothing. This guide provides an overview of working conditions and explains how consumers might respond to this information. This task focuses on NYSP12 ELA Standards W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6.

**Guiding Questions And Big Ideas**

- **What are working conditions, and why do they matter?**
- **How do workers, the government, businesses, and consumers bring about change in working conditions?**
- **How can you tell the difference between a useful and not useful research question?**
- *Working conditions include multiple factors and have significant impacts on the lives of workers.*
- *Workers, the government, businesses, and consumers can all bring about change in working conditions.*
- *Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.*



**Culminating Project: Researching  
Working Conditions in the Modern Garment Industry**

<p><b>Mid-Unit 3 Assessment</b></p>	<p><b>Gathering Relevant Information and Generating Additional Research Questions</b> This task focuses on NYSP12 ELA CCLS W.7.7 and touches on W.7.8. After conducting initial research on working conditions in the garment industry, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.</p>
<p><b>End of Unit 3 Assessment</b></p>	<p><b>Writing a Research Synthesis</b> This task focuses on NYSP12 ELA CCLS W.7.7 and W.7.8. After students complete their research on working conditions in the garment industry, they will synthesize their findings (from their finished researcher’s notebooks) into several paragraphs in which they acknowledge their sources.</p>
<p><b>Performance Task</b></p>	<p><b>Creating a Consumers’ Guide to Working Conditions in the Garment Industry</b> (See also stand-alone document on EngageNY.org.) This task focuses on NYSP12 ELA Standards W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a researcher’s notebook in which they track their questions and take notes. As the End of Unit 3 Assessment, they write a synthesis of their research findings. For the performance assessment, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.</p>

**Content Connections**

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.



**Culminating Project:** Researching  
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**NYS Social Studies Core Curriculum**

**Relevant Content Standards**

- 8.16 At the start of the 21st century, the United States faced global and domestic challenges, including terrorism, increased economic interdependence and competition, and growing environmental concerns.

**Relevant Social Studies Practices**

- **Geographic Reasoning:** Characterize and analyze changing interconnections among places and regions
- **Gathering, Using, and Interpreting Evidence:** Define and frame questions about events and the world in which we live and use evidence to answer these questions
- **The Role of the Individual in Social and Political Participation:** Participate in activities that focus on a classroom, school, community, state, or national issue or problem; fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process

**Central Texts**

1. Tabea Kay, “Ethical Style: How Is My T-Shirt Made?” *GOOD*, February 9, 2012.
2. Charles Duhigg and David Barboza, “In China, Human Costs Are Built Into an iPad,” *The New York Times*, January 25, 2012.
3. Steven Greenhouse, “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” *The New York Times*, July 18, 2010.
4. Oxfam Australia, “Are Your Clothes Made in Sweatshops?” available at <https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/>.
5. **Research Texts:** See Unit 3, Lesson 6 supporting materials for a list of texts that students can select to work with as part of their short research project.



Calendared Curriculum Map:  
Unit-at-a-Glance

**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Setting Purpose for Research: What Are Fair Working Conditions?	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the differences between working conditions in developing and developed countries.</li> <li>I can participate in discussions that help me form my opinions about what constitutes fair working conditions.</li> <li>I can articulate my beliefs about fair working conditions, considering my position as a future worker.</li> </ul>	<ul style="list-style-type: none"> <li>Setting a purpose for research in researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Four Corners protocol</li> <li>Working Conditions</li> </ul>
<b>Lesson 2</b>	Researching: Asking the Right Questions	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and understand the parts of the research process.</li> <li>I can determine the difference between an effective and ineffective research question.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 3</b>	Research: Paraphrasing Relevant Information	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can generate effective questions to guide my research.</li> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Research's Roadmap</li> </ul>



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Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Deepening Your Research	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Entry task</li> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 5</b>	Mid-Unit 3 Assessment and Independent Reading Check-in	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> <li>I can make connections between narratives and other texts, ideas, events, and situations. (RL.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions.</li> <li>I can self-select a text based on personal preferences and read it independently.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 6</b>	Individual Research	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can read to find out specific information.</li> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 7</b>	End of Unit 3 Assessment: Writing a Research Synthesis	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question. (W.7.7)</li> <li>I can use several sources in my research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can synthesize the information I learned from several sources into cohesive paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment</li> </ul>	



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<b>Lesson 8</b>	Performance Task: Planning the Final Brochure	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use what I learned in my research to decide how I as a consumer will respond to the issue of working conditions in the garment industry.</li> <li>I can select information from my research to include in my brochure.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Brochure Planning Guide</li> </ul>	



Calendared Curriculum Map:  
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Performance Task: Publishing the Final Brochure	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can design a brochure in which the layout, style, and language make my meaning clear and engage a teenage audience.</li> </ul>	<ul style="list-style-type: none"> <li>Final version of performance task</li> </ul>	
<b>Lesson 10</b>	Module Reflection and Writing Book Reviews	<ul style="list-style-type: none"> <li>I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>I can consider how what I learn in school affects my choices outside of school.</li> <li>I can write a book review that helps my classmates decide whether to read a book.</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions Reflection</li> <li>Book review</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>





#### Optional: Experts, Fieldwork, And Service

- **Experts**
  - \* Invite graphic designers to work with students on their final products. These experts could teach students about the design elements they could incorporate into their final performance brochure and/or provide students with feedback on their work to help them revise it. A particularly effective format for this type of work is to have each expert meet with a group of three or four students and lead a group critique session of each piece of work.
  - \* Invite employees or business owners from a local business to discuss how they ensure fair working conditions in their company.
- **Fieldwork**
  - \* Arrange for students to visit a local factory or place of business to observe and evaluate working conditions.
- **Service**
  - \* Take the class to a local business and volunteer to work for a few hours. Ask the students to reflect on the working conditions they encounter.
  - \* Arrange for students to distribute their brochures to others, such as younger students, patrons at a local library, or members of a youth center.

#### Optional: Extensions

- This unit lends itself to collaboration with the art teacher or media specialist. Consider expanding the work time to make the brochure a more involved project.
- If time allows, consider studying “The Shirt” by Robert Pinsky (<http://www.poets.org/viewmedia.php/prmMID/15479>) with the students.



## Preparation and Materials

### Research

This unit serves as an introduction to the research process. The skills that students will practice in this unit include generating supporting research questions, gathering information from multiple sources, and paraphrasing to avoid plagiarism (W.7.7 and W.7.8). It is important to notice that students will not master all aspects of research in this unit, as some important parts of the research process, such as finding and evaluating sources, are not included. Students will engage in more robust, self-directed research in Module 4, and mastering the subset of research skills addressed by this unit will prepare them for success in that module.

Notice that students are given the first few texts for their research, and then they are able to choose from a variety of sources. As this unit went to print, several tragedies, such as the factory collapse in Bangladesh, were prompting increased media coverage of controversial working conditions in the garment industry. By the time you are using this module, it is likely that you will be able to find a number of current articles about this issue aimed at teenagers. Consider gathering very recent articles from sources such as *Upfront Magazine*, *Junior Scholastic*, and *Time for Kids* to use in this unit, particularly to create the set of texts that students choose from in Lesson 6. You can follow the same process outlined in this unit with different texts from those included here.

**Creating a model performance task:** The final performance task is a teenage consumer's guide to buying clothes. The goal of this performance task is to provide an authentic audience for the information that students gather in their research. Unit 3, Lesson 2 features a model brochure called "iCare about the iPhone." This model brochure is not formatted, but it does illustrate the type of informative writing that brochures often contain, with a voice appropriate to the task. In order for students to have an exemplar model to refer to as they complete their own consumer's guides, consider what technology is available at your school to produce the brochure (Pages, Prezi, Microsoft Word templates, etc.) and format the "iCare about the iPhone" text to model the format as well as the information. If you would like students to have multiple models, consider bringing in other brochures as well. Make sure the format is the same as the one that students will use for their own work. Note that this assignment is not assessing students' ability to write in the genre of a brochure; rather, the task provides an engaging medium for students to synthesize their research.



## Preparation and Materials

### Independent Reading

- This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit and in Unit 3 is reading independent reading books, and plans in both units include time in class to check in on independent reading. Consider scheduling a week between Units 1 and 2 to launch independent reading. Alternatively, you could lengthen the time for Unit 2 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about  $\frac{1}{2}$  class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. Various options are outlined in the **Launching Independent Reading in Grades 6–8: Sample Plan**; consider what will best meet the needs of your students and establish that routine in this unit.