When you get a job, what do you expect in terms of your working conditions?

Refer to the Working Conditions anchor chart and discuss what you would hope to find in at least three of those categories.
<table>
<thead>
<tr>
<th>Examples of FAIR WORKING</th>
<th>SUPPORTING QUESTIONS</th>
<th>Research</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Because all wages and the cost of living are lower in Bangladesh, it is fair that the average hourly wage for a garment worker there is $0.24 while in the United States it is $8.25.

It is never fair to have children younger than 16 working in factories, even if their parents give permission.

It is the responsibility of the governments of other countries, not U.S. companies, to make sure the garment factories are safe. Governments in other countries should pass and enforce laws to protect their citizens.

U.S. consumers have some responsibility for poor working conditions and low wages in garment factories in other countries, because they demand cheap clothes and don’t demand that companies provide fair working conditions to the people who make those clothes.
<table>
<thead>
<tr>
<th>Use this side to record notes (in your own words).</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of my research is ...</td>
</tr>
<tr>
<td>Source Title:</td>
</tr>
<tr>
<td>Credible?</td>
</tr>
<tr>
<td>Author:</td>
</tr>
<tr>
<td>Publisher:</td>
</tr>
<tr>
<td>Relevant information from Source 1:</td>
</tr>
<tr>
<td>Possible supporting research questions based on Source 1:</td>
</tr>
</tbody>
</table>
**Use this side to take notes and plan your ideas. Research Directions**

<table>
<thead>
<tr>
<th><strong>I. Setting a Purpose for Research</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these two questions as you write about the purpose for researching working conditions in the garment industry:</td>
</tr>
<tr>
<td><strong>What is my definition of “fair working conditions”?</strong></td>
</tr>
<tr>
<td><strong>Why are working conditions in the garment industry relevant to me?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Research Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source 1</strong></td>
</tr>
<tr>
<td>This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</td>
</tr>
</tbody>
</table>

**Supporting research questions:**

**Exemplar question:**

**Five supporting research questions I will use:**
<table>
<thead>
<tr>
<th>Source Title:</th>
<th>Credible?</th>
<th>Useful?</th>
<th>Author:</th>
<th>Publisher:</th>
<th>Relevant information from Source 1:</th>
</tr>
</thead>
</table>

Possible supporting research questions based on Source 1:
Use this side to take notes and plan your ideas. 

Research Directions

II. Research Notes

Source 1

This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.

Supporting research questions:

<table>
<thead>
<tr>
<th>Exemplar question:</th>
<th>Five supporting research questions I will use:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
## Use this side to take notes and plan your ideas. Research Directions

### II. R Research Notes

Source 2:  
Use these steps for reading your source:  
**Read for gist.** Is this a source that is relevant to your topic and questions?  
**Reread the text** to find the answer to your questions. While you read, text-code important passages.  
After you’ve read, **paraphrase the answer** to your questions by using one of these sentence stems:

<table>
<thead>
<tr>
<th>According to</th>
<th>source</th>
<th>+ paraphrased fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source +</td>
<td>writes</td>
<td>illustrates notes</td>
</tr>
<tr>
<td></td>
<td>observes</td>
<td>notes</td>
</tr>
<tr>
<td></td>
<td>states</td>
<td>states</td>
</tr>
<tr>
<td></td>
<td>reports</td>
<td>reports</td>
</tr>
<tr>
<td></td>
<td>claims</td>
<td>claims</td>
</tr>
</tbody>
</table>

**Example:**  
*According to The New York Times, the workers must work 60 hours per week.*

*The New York Times reports that workers must work 60 hours per week.*  

**New supporting research questions based on Source 2:**

### Use this side to record notes (in your own words).

Source Title:  
Credible?  
Useful?  
Author:  
Publisher:  
Relevant information from Source 2:  

New supporting research questions I will use:
**II. R Research Notes**

Use these steps for reading your source:

**Read for gist.** Is this a source that is relevant to your topic and questions?

**Reread the text** to find the answer to your questions. While you read, text-code important passages.

After you’ve read, **paraphrase the answer** to your questions by using one of these sentence stems:

<table>
<thead>
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<th>+ paraphrased fact</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td></td>
<td>illustrates</td>
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<td></td>
<td>notes</td>
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<tr>
<td></td>
<td>observes</td>
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<td>states</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>claims</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

*According to The New York Times, the workers must work 60 hours per week.*

*The New York Times reports that workers must work 60 hours per week.*

**New supporting research questions based on Source 3:**

Source Title:  
Credible?_______________ Useful?  
Author:  
Publisher:  
Relevant information from Source 2:
II. R Research Notes

Source 3:

Use these steps for reading your source:

**Read for gist.** Is this a source that is relevant to your topic and questions?

**Reread the text** to find the answer to your questions. While you read, text-code important passages.

After you’ve read, **paraphrase the answer** to your questions by using one of these sentence stems:

<table>
<thead>
<tr>
<th>According to</th>
<th>source</th>
<th>+ paraphrased fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source +</td>
<td>writes</td>
<td>illustrates notes</td>
</tr>
<tr>
<td></td>
<td>notes</td>
<td>observes states</td>
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<td>states</td>
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<td></td>
<td>reports</td>
<td>states</td>
</tr>
<tr>
<td></td>
<td>claims</td>
<td>states</td>
</tr>
</tbody>
</table>

Example:

*According to The New York Times, the workers must work 60 hours per week.*

*The New York Times reports that workers must work 60 hours per week.*

New supporting research questions based on Source 3:
### I. Synthesize Your Findings
For your End of Unit 3 Assessment, you will write a paragraph that synthesizes your findings about working conditions in the garment industry. Use the column to the right to plan your synthesis.

<table>
<thead>
<tr>
<th>Use this side to record notes (in your own words).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this side to organize your ideas. In what order will you address the supporting research questions you circled? What information will you use to address each question?</td>
</tr>
</tbody>
</table>

### IV. Suggestions for Further Study
After conducting this research, what are you wondering? What suggestions do you have for further study?
V. Plan of Action
As an informed consumer, you have many options to influence the working conditions around the globe. Read through the list of options and pick one or two you believe are the best course of action. Explain your choice.

Continue to buy clothes as you do.
Buy clothes from companies recommended by the Fair Labor Organization or similar organization.
Pay more money to order your clothes online from a company you believe supports fair working conditions.
Make your own homespun clothing.
Read the FLA guidelines for companies and write letters to companies urging them to take action.
Continue to research working conditions and post your findings online.
**Directions:** Please look carefully at the two images. Then write your responses on the chart below.

<table>
<thead>
<tr>
<th>I notice…</th>
<th>I wonder…</th>
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</thead>
<tbody>
<tr>
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</table>
Good researchers stop often to look around and see where they are, check their maps, and set their course toward their final destination. They sometimes take side trips, but they use their route-finding tools to reach their destinations.

**INITIATING INQUIRY**

**Step 1:** Set a purpose for research: What is the overarching research question? What information do you need to find? Why is this research worthwhile?

**Step 2:** Gather background information about your topic from a reliable source and generate supporting research questions. Criteria for effective supporting research questions:

**GATHERING SOURCES**

**Step 3:** Gather a variety of reliable and relevant sources.

**ANALYZING SOURCES**

**Step 4:** Use your sources. For each source:
- Skim the source to see if it is useful for you.
- If it is useful, read it and mark parts of the text that are relevant to your research.
- On your note-taking sheet, record the source information and take notes in your own words on ideas and information that are relevant.

**EVALUATING RESEARCH**

**Step 5:** After you are done reading a source, step back and evaluate:
- Which of my supporting research questions have I answered, either partially or completely?
- What additional supporting research questions did I generate?
- How thorough is my answer to the overarching research question?
- Which source might I use next?

**DEVELOPING AN EVIDENCE-BASED PERSPECTIVE**

**Step 6:** When you have enough information, synthesize and share your findings.
Performance Task Prompt

Overview
Throughout this module, we have explored working conditions. We read Lyddie to glimpse the factories of the past and understand the challenges faced by workers. We studied César Chávez’s speech to contemplate how individuals and groups affect working conditions. Now we are going to explore the working conditions of today and think about how you, a teenage consumer, influence working conditions around the world.

Prompt
You want to be an informed consumer, so you’ve decided to research some of the working conditions going on, right now, for the clothes you wear every day. Then you want to share this information with your peers so other teenagers can be informed consumers as well. Working conditions in the garment industry vary, and you want to remind your peers that the way they spend their dollars matters.

Preparation: Research (individually)
Conduct a short research project and complete a Researcher’s Notebook. In your notebook you will gather information, generate questions, and summarize your findings in a well-written paragraph in which you acknowledge the source and synthesize your sources. The Researcher’s Notebook will be the End of Unit 3 Assessment and will include:
Setting a Purpose for Research
Research notes
Synthesizing findings
Suggestions for Further Study as second to last item in list
Plan of action

Performance Task: Publish (with a partner)
With a partner, you will create Threads: A Young Person’s Guide to Buying Clothes. This is a publishable brochure written for your peers, which will share your research findings with them. The brochure will include:
Overview
Working conditions in the garment industry
Advice to consumers

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.
Key Criteria for Success (aligned with NYSP12 ELA CCLS)

Brochure will demonstrate:

- Clear informational writing, appropriate to audience and task
- Coherent synthesis of current issues related to working conditions in the garment industry, drawing on evidence from research and reflecting both problems and solutions
- Mastery of conventions
- Use of technology to share ideas
Overarching research question: What are the working conditions like in the electronics industry?

Get the Big Picture
Look in your pocket. Do you have an iPhone? Want to know how that’s made? Apple doesn’t make its iPhones. Foxconn does. Foxconn is a huge company in China that employs thousands of people.

Did You Know?
• Foxconn workers sometimes work more than 90 hours a week. That’s twice as long as the time you spend in school.
• Foxconn workers get paid $1.78 an hour—that means less than 10% of the money you pay for an iPhone goes to the person who helped make it.
• Foxconn provides apartments for its workers but they have to sleep with many other workers in each room.
• Factory working is hard. Workers stand for long hours and work with dangerous chemicals. There have been some employee suicides that some people believe are due to the repetitive, isolating work.
• Working conditions are improving. Recently Foxconn stopped letting workers log in so much overtime, but didn’t give them a cut in pay.
• Foxconn workers are thankful for a job and want to earn more money.

Want to Do Something? Do This!
The truth is, Apple isn’t the only company that uses Foxconn products. Many major brands do. If you stopped buying iPhones, the workers wouldn’t even have a job. So don’t stop buying, but do start pressuring. Find out more. Write a letter to Apple saying that you care about how iPhones are made. Your voice matters.
Works Cited


“The Cost of Making an iPhone” Investopedia, Web. 4 September 2012.

**Overarching research question: What are the working conditions like in the electronics industry?**

I wanted to find a basic overview of the process of making electronics before I began thinking about working conditions.

The first Web site I went to was called Investopedia. I decided that it was a credible site, and I skimmed it to find some information. From there, I found out that many of our electronic products were made by a company called Foxconn in China and, in fact, they make the iPhones. So I now had a more specific question: What is it like to work in a Foxconn factory?

I also decided that “electronic” was very broad, so I narrowed it down to making iPhones because I was very interested in that and I thought it would be a good *case study*—a detailed example that has been studied a lot and can help me infer about the larger subject of electronics.

Then I began to search some more. On the first Web site, the author talked about a report on a TV show on ABC called *Nightline*. I decided a national TV show would be a credible source, so I went there first.

I skimmed through the slide show based on the TV report and found some of the information I was looking for. I didn’t watch the whole TV show because I was just skimming.

Then I stopped and reassessed. I had lots of negative information. But that gave me more questions: Was there anything positive about working in these factories? Why are people working there? Has Foxconn changed anything since these reports came out?
## Sample Supporting Research Question Slips

<table>
<thead>
<tr>
<th><strong>Effective</strong></th>
<th><strong>Ineffective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who makes the iPhone in China?</td>
<td>Who designed the iPhone?</td>
</tr>
<tr>
<td>Does more than one company make the iPhone?</td>
<td>Why are iPhones so popular?</td>
</tr>
<tr>
<td>How many hours does the average factory employee work each week?</td>
<td>Will the working conditions in China ever improve?</td>
</tr>
<tr>
<td>What is a “living wage” in China? Does the iPhone factory pay a living wage?</td>
<td>Do the workers in the iPhone factories get to eat candy bars?</td>
</tr>
<tr>
<td>What do the iPhone factory workers say about their jobs?</td>
<td>Do the workers in the iPhone factories speak Chinese or something else?</td>
</tr>
<tr>
<td>Who monitors the working conditions in the iPhone factories?</td>
<td>What are the parts of an iPhone?</td>
</tr>
<tr>
<td>Has Apple done anything recently to improve the working conditions in the iPhone factories?</td>
<td>Who makes an Xbox?</td>
</tr>
<tr>
<td>Do children work in any iPhone factories?</td>
<td>What time do the iPhone factory workers get to eat lunch?</td>
</tr>
<tr>
<td>Can iPhone factory workers form unions?</td>
<td>What are some popular apps I can get for the iPhone?</td>
</tr>
<tr>
<td>How much does it cost to make an iPhone? How much of that cost is labor?</td>
<td>What can an iPhone do that’s different from a regular phone?</td>
</tr>
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<td></td>
<td>How much does an iPhone weigh?</td>
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</table>
Read the passage below. Use context to determine the meaning of plagiarize and paraphrase.

“I’ve heard that story before, Ben,” said his friend Bob. “It’s exactly the same as the movie I saw last week! Didn’t you tell me that you wrote it?” “I didn’t mean to plagiarize,” said Ben. “Why don’t you try paraphrasing some of the dialogue?” suggested Bob. “And maybe you could add some new characters or change the setting, too. Then it would be more your own.”

Plagiarize means:

Paraphrase means:
Directions: As you read, you will practice writing the ideas of the author in your own words, or paraphrasing. To avoid plagiarizing, it’s very important that you credit your source of information. Use these sentence stems to help you:

<table>
<thead>
<tr>
<th>According to +</th>
<th>source</th>
<th>+paraphrased fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source +</td>
<td>writes illustrates notes observes states reports claims</td>
<td>+ paraphrased fact</td>
</tr>
</tbody>
</table>

Original Text

P1. The cotton T-shirt ... is a staple of the American wardrobe. Your T-shirt can be made any number of ways, but more likely than not, it isn’t made in the United States. In 2011, we imported more than $17 billion worth of cotton tees into American closets. Let’s take a look at where they probably came from—and how we can improve on the process, step by step.

P2. The T-shirt begins as an idea. A team of designers determines the color, fit, and—most relevant to our interests—the fabric of your top. The world’s cotton demand has doubled since the 1960s, with 90 percent of harvested cotton getting spun into apparel. The U.S. has the highest demand for the finished cotton garment, and also happens to be the world’s largest exporter of the raw material. It dominates global cotton production in tandem with China, India, Pakistan, Uzbekistan, and Brazil.
<table>
<thead>
<tr>
<th>Original Text</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P3.</strong> Unfortunately, your T-shirt label won’t tell you where that cotton came from. Still, there are a few truths about cotton that don’t need a label. For one, child labor is a major reality in cotton harvesting. From Uzbekistan to Egypt, children are forced into picking and separating cotton for pennies, if anything. Cotton certified as Fair Trade and in compliance with the International Labor Organization are the only viable indicators of fair cotton harvested without child labor ...</td>
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</tr>
<tr>
<td>Original Text</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>P4.</strong> Even if your T-shirt’s material was harvested in accordance with U.S. labor laws, the crop poses other ethical concerns. As a general rule of thumb, cotton is terrible for the environment. Cotton is the largest water guzzler in the natural fiber family. Major ecological damage has already been done. The devastating shrinkage of the Aral Sea is largely attributed to cotton farming; what water is left is contaminated by pesticides and herbicides. Five of the top nine pesticides used in U.S. cotton farming are known to be carcinogenic. All of them contaminate fresh groundwater. These ecological concerns can be circumvented with a shift toward organic cotton, but even organic cotton needs to drink.</td>
<td></td>
</tr>
<tr>
<td><strong>P5.</strong> When material, prototype, and samples are set, the T-shirt is put into mass production…. The production segment of the T-shirt supply chain is the one most scrutinized in the public eye, and with good reason. The factory process is inefficient, wasteful, and often still abusive. Though the public outcry against sweatshops gained sudden momentum a decade ago, garment manufacturing is still rife with complications.</td>
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<tr>
<td><strong>P6.</strong> Experts speculate that in India, child labor makes up 20 percent of the nation’s GDP…. Many adult workers face immense pressures as well. Even as the price of cotton rises (which it has, dramatically, in recent years), the export price remains depressed. The only way to meet the bottom line is to shave the last remaining pennies off of the wages of spinners and sewers.</td>
<td></td>
</tr>
<tr>
<td><strong>P7.</strong> Changes are being made step-by-step. A T-shirt’s country of origin was once the definitive stamp of the working conditions under which it was made. But today, individual factories are being held increasingly accountable for the specifics…. Some corporations have responded by implementing their own codes of conduct, and inviting external audits to comment on the validity of their claims ...</td>
<td></td>
</tr>
<tr>
<td>Original Text</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>P8.</strong> The bottom line: There is much to be done at all steps of the fashion supply chain. If end consumers like us can gain a better understanding of our T-shirt’s production cycle—the sustainability of its fabric and the working conditions of its farmers and sewers—we can put pressure on these corporations to help us make a more informed and conscious decision about our clothes. The more transparent the entire production process becomes, the more claims to “ethical” and “sustainable” practices will become sought-after attributes of the printed T-shirt we see on the shelves.</td>
<td></td>
</tr>
</tbody>
</table>

Directions: Write down one of your guiding research questions. Explain why it is a good question.
Directions: Each of these quotes contains a fact I would like to include in my report about the iPhone. Read the quote from the text. Then read the two paragraphs. Circle the one that best paraphrases the information and explain your choice.

<table>
<thead>
<tr>
<th>Quote from text</th>
<th>Paraphrase 1</th>
<th>Paraphrase 2</th>
<th>Rationale from choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Within seven months last year, two explosions at iPad factories, including in Chengdu, killed four people and injured 77. Before those blasts, Apple had been alerted to hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.</td>
<td>According the <em>New York Times</em>, there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions.</td>
<td>Seven months ago, there were two explosions that killed four people. Apple had been alerted to the hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.</td>
<td></td>
</tr>
<tr>
<td>B. Two years ago, 137 workers at an Apple supplier in eastern China were injured after they were ordered to use a poisonous chemical to clean iPhone screens.</td>
<td>A few years ago, 137 workers at a factory that makes Apple products were hurt when they used a poisonous chemical to clean iPhone screens.</td>
<td>Duhigg and Barboza report that two years ago, many workers were injured when they were forced to clean iPhones screens with dangerous chemicals.</td>
<td></td>
</tr>
<tr>
<td>C. In 2010, Steven P. Jobs discussed the company’s relationships with suppliers at an industry conference. “I actually think Apple does one of the best jobs of any companies in our industry, and maybe in any industry, of understanding the working conditions in our supply chain,” said Mr. Jobs, who was Apple’s chief executive at the time and who died last October.</td>
<td>Steve Jobs told <em>The New York Times</em> that the factories were just fine. In fact, he said, “I mean, you go to this place, and it’s a factory, but, my gosh, they’ve got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it’s a pretty nice factory.”</td>
<td>Steve Jobs, the former CEO of Apple, told <em>The New York Times</em> that even though Foxconn is a factory, “...they’ve got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it’s a pretty nice factory.”</td>
<td></td>
</tr>
</tbody>
</table>
Sitting in her tiny living room here, Santa Castillo beams about the new house that she and her husband are building directly behind the wooden shack where they now live. The new home will be four times bigger, with two bedrooms and an indoor bathroom; the couple and their three children now share a windowless bedroom and rely on an outhouse two doors away.

Ms. Castillo had long dreamed of a bigger, sturdier house, but three months ago something happened that finally made it possible: she landed a job at one of the world’s most unusual garment factories. Industry experts say it is a pioneer in the developing world because it pays a “living wage”—in this case, three times the average pay of the country’s apparel workers—and allows workers to join a union without a fight.

“We never had the opportunity to make wages like this before,” says Ms. Castillo, a soft-spoken woman who earns $500 a month. “I feel blessed.”

The factory is a high-minded experiment, a response to appeals from myriad university officials and student activists that the garment industry stop using poverty-wage sweatshops. It has 120 employees and is owned by Knights Apparel, a privately held company based in Spartanburg, S.C., that is the leading supplier of college-logo apparel to American universities, according to the Collegiate Licensing Company.

For Knights, the factory is a risky proposition, even though it already has orders to make T-shirts and sweatshirts for bookstores at 400 American universities. The question is whether students, alumni and sports fans will be willing to pay $18 for the factory’s T-shirts—the same as premium brands like Nike and Adidas—to sustain the plant and its generous wages.

Joseph Bozich, the C.E.O. of Knights, is optimistic. “We’re hoping to prove that doing good can be good business, that they’re not mutually exclusive,” he says.

Not everyone is so confident. “It’s a noble effort, but it is an experiment,” says Andrew Jassin, an industry consultant who says “fair labor” garments face a limited market unless deft promotion can snare consumers’ attention—and conscience. “There are consumers who really care and will buy this apparel at a premium price,” he says, “and then there are those who say they care, but then just want value.”
Mr. Bozich says the plant’s T-shirts and sweats should command a premium because the company uses high-quality fabric, design and printing.

In the factory’s previous incarnation, a Korean-owned company, BJ&B, made baseball caps for Nike and Reebok before shutting it in 2007 and moving the operation to lower-wage countries. Today, the reborn factory is producing under a new label, Alta Gracia, named after this poverty-ridden town as well as the Virgin of Altagracia, revered as protector of the Dominicans. (Alta gracia translates to “exalted grace.”)

“This sometimes seems too good to be true,” says Jim Wilkerson, Duke University’s director of licensing and a leader of American universities’ fair-labor movement.
An Apparel Factory Defies Sweatshop Label, but Can It Thrive?
(Source 2) By Steven Greenhouse

He said a few other apparel companies have tried to improve working conditions, like School House, which was founded by a 25-year-old Duke graduate and uses a factory in Sri Lanka. Worker advocates applaud these efforts, but many say Alta Gracia has gone further than others by embracing higher wages and unionization. A living wage is generally defined as the amount of money needed to adequately feed and shelter a family.

“What really counts is not what happens with this factory over the next six months,” Mr. Wilkerson says. “It’s what happens six years or 10 years from now. We want badly for this to live on.”

Santa Castillo agrees. She and many co-workers toiled at other factories for the minimum wage, currently $147 a month in this country’s free-trade zones, where most apparel factories are located. That amount, worker after worker lamented in interviews for this article, falls woefully short of supporting a family.

The Alta Gracia factory has pledged to pay employees nearly three and a half times the prevailing minimum wage, based on a study done by a workers’ rights group that calculated the living costs for a family of four in the Dominican Republic.

While some critics view the living wage as do-gooder mumbo-jumbo, Ms. Castillo views it as a godsend. In her years earning the minimum wage, she said she felt stuck on a treadmill—never able to advance, often borrowing to buy necessities.

“A lot of times there was only enough for my kids, and I’d go to bed hungry,” she says. “But now I have money to buy meat, oatmeal and milk.”

With higher wages, she says, her family can move up in the world. She is now able to borrow $1,000 to begin building her future home and feels able to fulfill her dreams of becoming a minister at her local evangelical church.

“I hope God will continue to bless the people who brought this factory to our community,” she says.

In many ways, the factory owes its existence to an incident a decade ago, when Joe Bozich was attending his son’s high school basketball game. His vision suddenly became blurred, and he could hardly make out his son on the court. A day later, he couldn’t read.
A doctor told him the only thing that would cause his vision to deteriorate so rapidly was a brain tumor.

So he went in for an M.R.I. “My doctor said, ‘The good news is you don’t have a brain tumor, but the bad news is you have multiple sclerosis,’” he says.

For three days, he couldn’t see. He worried that he would be relegated to a wheelchair and ventilator and wouldn’t be able to support his family. At the same time, a close friend and his brother died, and then one of his children began suffering from anxiety.

“I thought of people who were going through the same thing as my child and me,” Mr. Bozich recalls. “Fortunately, we had the resources for medical help, and I thought of all the families that didn’t.”
An Apparel Factory Defies Sweatshop Label, but Can It Thrive?  
(Source 2) By Steven Greenhouse

“I started thinking that I wanted to do something more important with my business than worry just about winning market share,” he adds. “That seemed kind of empty after what I’ve been through. I wanted to find a way to use my business to impact people that it touched on a daily basis.”

He regained his full vision after three weeks and says he hasn’t suffered any further attacks. Shortly after Mr. Bozich recovered, Knights Apparel set up a charity, weKAre, that supports a home for orphans and abused children. But he says he wanted to do more.

A national collegiate bodybuilding champion at Vanderbilt, Mr. Bozich was hired by Gold’s Gym after graduation and later founded a unit in the company that sold Gold’s apparel to outside retailers. Building on that experience, Mr. Bozich started Knights Apparel in 2000.

Still solidly built at 47, he has made apparel deals with scores of universities, enabling Knights to surpass Nike as the No. 1 college supplier. Under Mr. Bozich, Knights cooperates closely with the Worker Rights Consortium, a group of 186 universities that press factories making college-logo apparel to treat workers fairly.

Scott Nova, the consortium’s executive director, says Mr. Bozich seems far more committed than most other apparel executives to stamping out abuses—like failure to pay for overtime work. Knights contracts with 30 factories worldwide. At a meeting that the two men had in 2005 to address problems at a Philippines factory, Mr. Bozich floated the idea of opening a model factory.

Mr. Nova loved the idea. He was frustrated that most apparel factories worldwide still paid the minimum wage or only a fraction above—rarely enough to lift families out of poverty. (Minimum wages are 15 cents an hour in Bangladesh and around 85 cents in the Dominican Republic and many cities in China—the Alta Gracia factory pays $2.83 an hour.)

Mr. Bozich first considered opening a factory in Haiti, but was dissuaded by the country’s poor infrastructure. Mr. Nova urged him to consider this depressed community, hoping that he would employ some of the 1,200 people thrown out of work when the Korean-owned cap factory closed.

Mr. Bozich turned to a longtime industry executive, Donnie Hodge, a former executive with J. P. Stevens, Milliken and Gerber Childrensewear. Overseeing a $500,000 renovation of the factory, Mr. Hodge, now president of Knights, called for bright lighting, five sewing lines and pricey ergonomic chairs, which many seamstresses thought were for the managers.
“We could have given the community a check for $25,000 or $50,000 a year and felt good about that,” Mr. Hodge said. “But we wanted to make this a sustainable thing.”

The factory’s biggest hurdle is self-imposed: how to compete with other apparel makers when its wages are so much higher.

Mr. Bozich says the factory’s cost will be $4.80 a T-shirt, 80 cents or 20 percent more than if it paid minimum wage. Knights will absorb a lower-than-usual profit margin, he said, without asking retailers to pay more at wholesale.
“Obviously we’ll have a higher cost,” Mr. Bozich said. “But we’re pricing the product such that we’re not asking the retailer or the consumer to sacrifice in order to support it.”

Knights plans to sell the T’s for $8 wholesale, with most retailers marking them up to $18.

“We think it’s priced right and has a tremendous message, and it’s going to be marketed like crazy,” says Joel Friedman, vice president of general merchandise at Barnes & Noble College Booksellers. He says Barnes & Noble will at first have smaller-than-usual profit margins on the garments because it will spend heavily to promote them, through a Web campaign, large signs in its stores and other methods.

It helps to have many universities backing the project. Duke alone placed a $250,000 order and will run full-page ads in the campus newspaper, put postcards in student mailboxes and hang promotional signs on light poles. Barnes & Noble plans to have Alta Gracia’s T’s and sweats at bookstores on 180 campuses by September and at 350 this winter, while Follett, the other giant college bookstore operator, plans to sell the T’s on 85 campuses this fall.

Still, this new, unknown brand could face problems being sold alongside Nike and Adidas gear. “They have to brand this well—simply, clearly and elegantly—so college students can understand it very fast,” says Kellie A. McElhaney, a professor of corporate social responsibility at the University of California, Berkeley. “A lot of college students would much rather pay for a brand that shows workers are treated well.”

Nike and Adidas officials said their companies have sought to improve workers’ welfare through increased wages and by belonging to the Fair Labor Association, a monitoring group that seeks to end sweatshop conditions. A Nike spokesman said his company would “watch with interest” the Knights initiative.

To promote its gear, Knights is preparing a video to be shown at bookstores and a Web documentary, both highlighting the improvements in workers’ lives. The T-shirts will have hanging tags with pictures of Alta Gracia employees and the message “Your purchase will change our lives.” The tags will also contain an endorsement from the Worker Rights Consortium, which has never before backed a brand.
In a highly unusual move, United Students Against Sweatshops, a nationwide college group that often lambastes apparel factories, plans to distribute fliers at college bookstores urging freshmen to buy the Alta Gracia shirts.

“We’re going to do everything we can to promote this,” says Casey Sweeney, a leader of the group at Cornell. “It’s incredible that I can wear a Cornell hoodie knowing the workers who made it are being paid well and being respected.”

One such worker is Maritza Vargas. When BJ&B ran the factory, she was a stand-up-for-your-rights firebrand fighting for 20 union supporters who had been fired.
An Apparel Factory Defies Sweatshop Label, but Can It Thrive?
(Source 2) By Steven Greenhouse

Student groups and the Worker Rights Consortium pressed Nike and other companies that used the factory to push BJ&B to recognize the union and rehire the fired workers. BJ&B relented. Today, Ms. Vargas is president of the union at the new plant and sings a very different tune. In interviews, she and other union leaders praised the Alta Gracia factory and said they would do their utmost to make it succeed and grow. Mireya Perez said the living wage would enable her to send her 16-year-old daughter to college, while Yolando Simon said she was able to pay off a $300 debt to a grocer.

At other factories, workers said, managers sometimes yelled or slapped them. Several said they were not allowed to go home when sick, and sometimes had to work past midnight after beginning at 7:30 a.m.

Comparing this factory with other ones, Ms. Vargas said, “the difference is heaven and earth.”
Directions: Write down one of your guiding research questions. Explain why it is a good question.
If you’re wearing anything from Nike, adidas, Puma, Fila, or even some of our well-loved Australian brands like Bonds or Just Jeans, then it’s highly likely your clothes were made in places that most people would describe as sweatshops.

What is a sweatshop?

A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights. Unfortunately, places known as sweatshops are particularly common in developing countries where labor laws are often not enforced. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.

Are sportswear and garment factories really sweatshops?

If confronted, many of the major supply factories would probably deny that they’re sweatshops, as all are supposed to adhere to the codes of conduct of their clients. The problem is that in developing countries this is difficult to monitor, so the codes are generally not enforced.

And the sad fact is that many workers in the global sportswear industry are living in poverty even though they have paid jobs.

The workers producing for companies like Nike, adidas, Puma, Asics, FILA, Mizuno, New Balance, and Umbro, who are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.

Many of these workers do not like describing their workplaces as “sweatshops,” because they think it makes them sound like victims. But these workers know their wages and conditions are unacceptably low, and many of them organize protests to demand better wages and conditions, even though doing so can put their jobs at risk.

Read the article “Are Your Clothes Made in Sweatshops?” As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions.

1. Of the supporting research questions listed below, which does this article help answer?
   a. What is the range of working conditions in a garment factory?
   b. What are some corporations doing to try to improve the working conditions in garment factories?
   c. Are there any examples of consumers doing anything to change the working conditions in garment factories?
   d. Who gives consumers like me information about working conditions?

2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.)
   a. A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights.
   b. Sweatshops are particularly common in developing countries where labor laws are often not enforced.
   c. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.
   d. Many of the major supply factories [for garments and sportswear] would probably deny that they’re sweatshops, as all are supposed to adhere to the codes of conduct of their clients.
   e. The workers ... are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.
   f. ... many of [the workers] organize protests ...
3. In the space below, paraphrase the piece of evidence you starred in Question 2.
4. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1.

5. Which of the following questions would be effective supporting research questions that you might ask after reading this article?
   a. Why do people in Australia like Bond jeans?
   b. Have any workers in garment factories successfully formed a union and won higher pay and better working conditions?
   c. What kind of gloves should garment workers wear when handling dangerous chemicals?
   d. Are working conditions in sweatshops good or bad?

6. List two more effective supporting research questions you now have after reading this article.
Exit Ticket

Name: 
Date: 

Did you meet your independent reading goal for today’s check-in?

If yes, what helped you do that?

If no, what got in your way? How can I help you?
Expeditionary Learning is seeking permission for these texts. We will post an updated version of the lesson once permission is granted.

<table>
<thead>
<tr>
<th>Suggested Texts</th>
<th>Possible Supporting Research Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. “It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”</td>
<td>Are there any examples of consumers doing anything to change the working conditions of garment factories?</td>
</tr>
<tr>
<td></td>
<td>What are some corporations that are trying to improve the working conditions in garment factories?</td>
</tr>
<tr>
<td>B. “Imas’ Story”</td>
<td>What is the range of working conditions in a garment factory?</td>
</tr>
<tr>
<td>C. “Teens In Sweatshops”</td>
<td>What is the range of working conditions in a garment factory?</td>
</tr>
<tr>
<td>D. “Some Retailers Say More about Their Clothing Origins”</td>
<td>Who gives consumers like me information about working conditions?</td>
</tr>
<tr>
<td></td>
<td>What are some corporations that are trying to improve the working conditions in garment factories?</td>
</tr>
</tbody>
</table>
Working conditions in the electronic industry are sometimes good, but often bad. For instance, there is some conflicting information about how Foxconn workers are treated. On one hand, the company says its workers are treated well. Steve Jobs, the former CEO of Apple, told The New York Times that even though Foxconn is a factory, “… they’ve got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it’s a pretty nice factory.” (Duhigg) Workers say that compared to other factories, it is much cleaner and safer—and recently, Foxconn has limited the overtime hours workers must work without lessening their pay. (Huffington Post)

However, several incidents lately suggest that the working conditions are not safe. According The New York Times, there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions. Mr. Duhigg also reports that two years ago, many workers were injured when they were forced to clean iPhones screens with a dangerous chemical. There have been riots at the factory, and The New York Times reports that this discontent is because “Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk.” But interestingly, some of the workers like these long hours. The Huffington post reported that Wu, a young employee, said she wants to work overtime. “We work less overtime, it would mean less money,” she said.

Investopedia.com reports that Foxconn workers get paid $1.78 per hour. According to Dateline, the total cost of labor for each iPhone is between $12.50 and $30. That means that if Apple sells the phones for a few hundred dollars, it is making more than 90% profit. Clearly it can afford to pay the Foxconn workers more. Lois Woo, a Foxconn executive, told Bill Weir of Dateline that the company would be open to paying its employees more if Apple would facilitate that. Some people doubt that will ever happen. The New York Times quotes a former worker as saying, “Apple never cared about anything other than increasing product quality and decreasing production cost…. Workers’ welfare has nothing to do with [Apple’s] interests.”
In Unit 3, you have been working toward these learning targets:
   I can conduct a short research project. (W.7.7)
I can generate additional questions for further research. (W.7.7)
I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)

Now you get to show how well you have reached these standards. To show your progress, your research synthesis will be evaluated for the following items:

_____ You directly address the overarching research question.
_____ You answer one or more of the supporting research questions.
_____ You use information from more than one source.
_____ You paraphrase information from sources.

I’m excited to see your good work!

**Research Synthesis**
Directions: In well-written paragraphs, synthesize your findings about working conditions in the garment industry. Remember to use complete sentences and to acknowledge your sources.
**Module 2A Performance Task Rubric**

**Directions:** Read the model performance task.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Questions to discuss with your partner</th>
<th>What a 4 look like? Write three bullets here.</th>
</tr>
</thead>
</table>
| **Content**       | What are the three parts of this project?  
What do you notice about the recommended action? |                                             |
| **Command of Evidence** | What kinds of facts does the author use?  
How are facts presented? |                                             |
| **Cohesion/Style** | What do you notice about the layout?  
What is the intended audience?  
How do you know? |                                             |
| **Conventions**   | What do you notice about the language? Grammar? Spelling? Conventions? |                                             |
Performance Task: 
Planning the Final Brochure

With a partner, you will create Threads: A Young Person’s Guide to Buying Clothes. This is a publishable brochure written for your peers that will share your research findings with them.

The brochure will include the following:

**Title:** Threads: A Young Person’s Guide to Buying Clothes
(or our own title: )

**Section I:** Overview (or your own title: )
What is the basic information someone your age needs to know about the garment industry?

**Section II:** Working Conditions in the Garment Industry
(or your own title: )
What are the six most compelling pieces of information someone your age needs to know about the garment industry? (Remember to include a mix of positive and negative facts.)

1. 

2. 

3. 

4. 

5. 

6. 

**Section III:** Advice to Consumers (or your own title: )
What can consumers do with this information? What action, if any, do you think they should take?
Section IV: Works Cited
Here are the articles we have read and discussed as a class. Star the sources that you and your partner used in your research. Then copy those sources into your brochure, making sure to keep them in alphabetical order:


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Working Conditions Reflection

This is not a test!

The purpose of this assignment is to provide you with some time to reflect on what you have learned about working conditions in this module. It will be graded only for completeness and thoughtfulness; there are no right answers. You may find it helpful to refer to the Working Conditions anchor chart that we have been using throughout this module.

1. When you get a job, which category of working conditions do you think will matter most to you? Why? What will you look for in that category?

2. We talked about four agents of change for working conditions: workers, the government, consumers, and businesses. Which example of how working conditions were changed for the better was most interesting or compelling for you? Why? What agent(s) of change were responsible for this change?

3. To what extent has our study of working conditions affected the decisions you make as a consumer? Are there new questions you will ask yourself when you’re shopping? Why or why not?
4. Do you think working conditions are better now than they were in *Lyddie*? Why or why not?
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