

Learning Objective: Students acquire a geographic image of the textile industry.

What does the (student) teacher do?	What do the students do?	Why do 'we' do that in this way?
<p>The teacher hangs some jeans in front of the classroom and wonders aloud where and how this clothing is made.</p> <p>The teacher asks: where is this clothing made?</p>	<p>The students search for the origin of clothing. They study the labels in their cloths for names of areas and search for those areas on a map.</p>	<p>A motivating start is important. Make a connection with the world of the students. (Everyday geography)</p> <p>This is the geographic question 'where'? The map and atlas are used to determine where an area is located.</p>
<p>The teacher asks: Why are those cloths made there?</p>	<p>The students together think about explanations such as a large labour force and low wages.</p>	<p>This is the geographic question 'why there?'</p>
<p>The teacher asks: From which country does most clothing come?</p> <p>The teacher takes, e.g. China as an example country because many jeans are produced in China and asks: Where and how are those clothes produced in China? The teacher shows a video clip (e.g. China Blue) of a clothing factory.</p>	<p>The students count common locations on clothing labels and view the video clip of China.</p>	<p>This is <i>zooming in and out</i>. On another scale, you can see other things. On a global scale, you see that some countries have a larger clothing industry than others. Zooming in on China shows that China has many textile factories but only in certain parts of China.</p>
<p>The teacher asks: What are the advantages and disadvantages of the textile industry in China?</p>	<p>The students think of the advantages and disadvantages for the government, the workers, the consumers in and outside China, the people living near the factory, etc.</p>	<p>These are <i>effects</i> of the textile industry. On the one hand, there are benefits such as work and income. On the other hand, there are disadvantages such as environmental pollution and poor working conditions. It is therefore important to examine an issue from different perspectives.</p>
<p>The teacher asks: What did you do with the knowledge that you have learned in this lesson?</p>	<p>The students ask themselves which clothes they (should) buy. Students wonder if other production is similar to that of clothing.</p>	<p>This is to reflect on behaviour and knowledge transfer.</p>

A sample lesson on globalization: Where are your jeans made?

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