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## Where Does it Come From?

Barry Eberhard  
*Wapsie Valley Jr./Sr. High School*

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# Where Does It Come From?

Created by: Barry Eberhard  
Wapsie Valley Jr./Sr. High School

Grade Level (Req.): 9th	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• Economics</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 2-3 periods	Goal (Req.): Students will be able to understand the movement of goods, especially clothing, in the global market.	
	Objective (Req.): Students will predict where they think a majority of their clothing is produced, and then check each others labels to see if they are correct. Students will identify their favorite outfit and where each item of clothing was manufactured. Students will explore the places their clothing originates from via Google Earth and gapminder.com.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Computer with Google Earth</li> <li>• Everyday clothing items students wear</li> <li>• Blank world map hand-outs</li> <li>• Colored pencils</li> <li>• Access to the website, gapminder.org</li> <li>• student notebooks</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• textile industry</li> <li>• sweat shop</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Think of your favorite outfit. Where do you think it comes from?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Ask students where they believe most clothing they wear comes from.</li> <li>2. Hand out paper copies of a blank world map and have students color in the counties they think their clothing comes from with one colored pencil.</li> <li>3. Have students check each other's clothing labels and see where their clothing actually comes from, and have them color in those countries with a different colored pencil. Did they accurately guess where their clothing was manufactured?</li> <li>4. As a homework assignment after the first day, assign students the task of going home and picking out their favorite outfit and discovering the countries that each part of it comes from. Have them color those countries in with a third colored pencil on their world maps. Also have students make a key on their map as to which colors mean what.</li> <li>5. Day two: Using Google Earth, have students construct a "virtual tour" of where their favorite outfit comes from. If possible, have them locate the factories themselves on Google Earth, but if not the country or city will do. Be sure that students save this tour for their assessment.</li> <li>6. Have students switch gears a little bit and research the textile industry within the countries that their favorite outfit came from. Have them answer questions in their notebooks such as: Are there a large number of sweat shops? Do they pay employees</li> </ol>		

well? What are conditions like in the clothing manufacturing factories? What is the average age of the employees?

7. Have students get on [gapminder.org](http://gapminder.org) and go to Gapminder World Data. Have them look at the data titled: Exports (% of GDP). Click on “visualize” to see the data in an interactive graph. Do they see any data on a country that manufactured their clothing? If not, have them use a similar country’s data. If so, what % of that country’s GDP are exports? Do they see any correlation between the % of exports and the fact that they have clothing from there? Have students save this graph for their assessment.
8. Students will work on their assignment.
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Formative Evaluation (Req.): Students will show the class their virtual tour on Google Earth of where their clothing comes from.

Assessment (Req.): Students will construct a virtual Google Earth trip on what countries their favorite outfit comes from. They will then add the Exports (% of GDP) graph from [gapminder.org](http://gapminder.org) with the relevant export data on their country. Students will present these two items to the class and explain how they relate to each other.

Iowa Core Curriculum Standards Used (Req.):

- EC 2., Grades 9-12: Understand the role of scarcity and economic trade-offs and how economic conditions affect people’s lives.
- GE 3., Grades 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- GE 1., Grades 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

- 6. How culture and experience influence people's perceptions of places and regions.
- 11. The patterns and networks of economic interdependence on Earth's surface.
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Five Themes of Geography Used (Req.):

- Place
- Location
- Region
- Movement
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School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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