

9.4.1

Lesson 19

Introduction

In this lesson, students finish reading “Where Sweatshops Are a Dream” by Nicholas Kristof and continue to analyze and explore argument writing in preparation for the End-of-Unit Assessment. Students analyze the author’s claims and evidence in order to deepen their understanding of the ways in which authors construct arguments. Students are assessed using the Evaluating Argument and Evidence Tool, which helps them delineate and evaluate the author’s argument by identifying claims and supporting evidence.

For homework, students read “Slavery or Freedom? The In-Between,” “Reform,” and “Sugar and Science” of *Sugar Changed the World* (pp. 108–114) and answer the homework question prompts.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Assessment

Assessment(s)
Student learning is assessed via their completion of the Evaluating Argument and Evidence Tool at the end of the lesson.
High Performance Response(s)
<ul style="list-style-type: none"> See the Model Evaluating Argument and Evidence Tool for High Performance Responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • production costs (n.) – money a company has to pay to make something • capital-intensive (adj.) – referring to a business or industry that requires a lot of capital or goods such as building, equipment, and machinery as opposed to labor or workers • labor-intensive (adj.) – referring to a business or industry that requires a lot of workers or labor as opposed to capital such as equipment or machinery • living wages (n.) – an income adequate to permit a worker to live and support a family in reasonable comfort
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • pare (v.) – to reduce or remove by cutting

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.8, L9-10.4.a • Text: “Where Sweatshops Are a Dream” by Nicholas Kristof (http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r=) <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Modeling the Evaluating Argument and Evidence Tool 4. Reading and Discussion 5. Evaluating Argument and Evidence Tool Group Work and Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 25% 4. 35% 5. 15% 6. 5%

Materials

- Student copies of the Evaluating Argument and Evidence Tool (refer to 9.4.1 Lesson 10)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.8. In this lesson, students finish reading “Where Sweatshops Are a Dream” and complete a tool outlining and evaluating the argument, claims, and supporting evidence in the text.

- ▶ Students follow along.

Activity 2: Homework Accountability

15%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson’s homework.

Ask students to form pairs to discuss the previous lesson’s homework:

Identify the central claim and counterclaim of “Where Sweatshops Are a Dream.” Provide evidence from the text to support your selections.

- ☞ Student responses may include:
 - The author’s central claim is that sweatshops often provide a better alternative to what is available to workers in poor countries and can be a route out of poverty.

- “The central challenge in the poorest countries is not that sweatshops exploit too many people, but that they don’t exploit enough” (paragraph 4).

🗨 Student responses should include the following counterclaims:

- The author provides the counterclaim that sweatshops are “oppressive” and should be “combated.”
- The author writes, “Mr. Obama and the Democrats who favor labor standards in trade agreements mean well, for they intend to fight back at oppressive sweatshops abroad.”

Lead a brief whole-class discussion of student responses.

Activity 3: Modeling the Evaluating Argument and Evidence Tool

25%

Explain to students that the focus of this lesson’s reading is to delineate and evaluate the author’s argument in “Where Sweatshops Are a Dream.” Remind students of their work evaluating arguments in previous lessons and ask for student volunteers to discuss the meaning of the words *delineate* and *evaluate*.

🗨 Student responses may include:

- Delineate means to outline an author’s argument.
- Evaluate means to determine whether the author provides relevant and sufficient evidence to support the claims made.

① Consider providing students with the following definition: *evaluate* means “to judge or determine the significance, worth, or quality of.”

① Consider reminding students of the following definition from Lesson 10: *delineate* means “to trace or outline an argument’s central and supporting claims.”

Display and distribute the Evaluating Argument and Evidence Tool. Inform students that they will begin using the tool as a whole class before breaking into groups to finish using the tool. Their completed Evaluating Argument and Evidence Tool will be handed in at the end of the lesson as an assessment.

▶ Students follow along.

Remind students that completion of the tool will help them keep track of evidence they will be using later in the End-of-Unit Assessment. Completion of the tool supports students’ engagement with RI.9-10.6, which asks students to consider author’s purpose and point of view, and R.9-10.8, which asks students to delineate and evaluate arguments.

Direct students to their reading and annotation of paragraphs 4 and 5 of the article “Where Sweatshops Are a Dream” from the previous lesson. Instruct students to complete the “Text” and “Question” boxes of the Evaluating Argument and Evidence Tool.

- ▶ Students complete the “Text” and “Question” boxes of the tool.

Remind students of their work with point of view in the previous lesson (Lesson 18). Ask for student volunteers to share the author’s point of view in the article.

☛ Student responses may include the following:

- The author describes his personal experience of watching living standards rise in East Asia, which supports his point of view that sweatshops can lead to economic growth in developing nations.
- The author states, “When I defend sweatshops, people always ask me: But would you want to work in a sweatshop? No, of course not. But I would want even less to pull a rickshaw.” This supports his point of view that although he does not think sweatshop work is good, it is better than many job alternatives available to those in developing nations.
- The author’s point of view develops out of his witnessing economic growth and from talking to workers in poor countries. “My views on sweatshops are shaped by years living in East Asia, watching as living standards soared—including those in my wife’s ancestral village in southern China—because of sweatshop jobs.”

Instruct students to fill out the “Point of View” section on the Evaluating Argument and Evidence Tool.

- ▶ Students fill out the “Point of View” section on the Evaluating Argument and Evidence Tool.

Instruct students to write on the Evaluating Argument and Evidence Tool the central claim they identified for homework and discussed during Homework Accountability.

- ▶ Students write the central claim on the Evaluating Argument and Evidence Tool.

Inform students that they will use the following questions to determine the supporting claims and evidence the author uses to support the central claim.

What claim does the author make in paragraph 5?

- ☛ He writes that for families in the dump “a job in a sweatshop is a cherished dream, an escalator out of poverty.” His claim is that workers in poor countries want jobs in sweatshops.

Show students where to write this claim in one of the “Supporting Claim” boxes.

- ▶ Students write the supporting claim in the relevant section of the tool.

What evidence does the author provide to support this claim?

- ☛ He quotes and describes people who say they would rather work in a sweatshop:
 - “‘I’d love to get a job in a factory,’ said Pim Srey Rath, a 19-year-old woman scavenging for plastic. ‘At least that work is in the shade. Here is where it’s hot.’”

- “Another woman, Vath Sam Oeun, hopes her 10-year-old boy, scavenging beside her, grows up to get a factory job, partly because she has seen other children run over by garbage trucks.”

Instruct students to Turn-and-Talk about whether the evidence the author provides in support of this claim is relevant and sufficient. Ask student volunteers to share their responses.

🗨️ Student responses may include:

- The evidence is relevant, since he quotes workers in poor countries who say they would prefer to work in a sweatshop to the alternative jobs available to them.
- The evidence is sufficient to show that at least some workers would prefer working in sweatshops to their current situation, but it does not show that all workers would prefer working in sweatshops.

Activity 4: Reading and Discussion

35%

Instruct students to form small groups. Post or project each set of questions for students to discuss.

Instruct student groups to read from paragraph 11 to the end of the article and answer the following questions before sharing out with the class.

📌 If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Provide students the following definitions: *production costs* means “money a company has to pay to make something,” *capital-intensive* means “referring to a business or industry that requires a lot of capital or goods such as building, equipment, and machinery as opposed to labor or workers,” and *labor-intensive* means “referring to a business or industry that requires a lot of workers or labor as opposed to capital such as equipment or machinery.”

- ▶ Students write the definitions of *production costs*, *capital-intensive*, and *labor-intensive* on their copy of the text or in a vocabulary notebook.

What counterclaim regarding labor standards does the author introduce in paragraph 12?

- 🗨️ The author introduces the counterclaim that “labor standards can improve wages and working conditions, without greatly affecting the eventual retail cost of goods.”

What evidence does the author give to dispute the counterclaim made above?

- 🗨️ In order to compensate for increased production costs, factories will move to countries with better equipment where they do not have to rely on as much labor.

What words and phrases in the text can help you make meaning of *pare* in this context?

- 🗨️ A company would want to cut “*production costs*” so it probably means “reduce” or “trim down.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

What claim does the author make in paragraph 12 about the relationship between labor standards and poor countries?

- 🗨️ Labor standards hurt poor countries by raising the cost for companies, which “push[es] companies to...better-off nations like Malaysia, rather than...poorer countries like Ghana or Cambodia.”

What evidence does the author use in paragraph 13 to support this claim?

- 🗨️ The author cites Cambodia, which has improved its labor standards, “so some factories have closed” because of these increased costs. This evidence supports the claim that labor standards actually end up hurting workers in poor countries.
- ① **Differentiation Consideration:** To support comprehension and encourage continued cross-textual analysis, consider asking students to connect “Where Sweatshops Are a Dream” to *Sugar Changed the World*:

Ask students to recall the reading from Lesson 18’s homework. Direct students to page 104 of *Sugar Changed the World*, which details the reasons people from India went to work on the sugar plantations.

Provide students with the following definitions: *protectionist* means “the theory, practice, or system of fostering or developing domestic industries by protecting them from foreign competition through duties or quotas imposed on importations” and *distress* means “pain or hardship.”

- ▶ Students write the definitions of *protectionist* and *distress* on their copy of the text or in a vocabulary notebook.

How do the author’s claims in “Where Sweatshops Are a Dream” connect to the evidence on page 104 of *Sugar Changed the World*?

- 🗨️ In “Where Sweatshops Are a Dream,” the author writes that people may choose to work in sweatshops voluntarily when the other options available are worse. This is similar to the evidence on p. 104 from *Sugar Changed the World*: Some Indians found the dangerous voyage and work on sugar plantations a better alternative to the “widespread poverty,” famine, and droughts in India.

Activity 5: Evaluating Argument and Evidence Tool and Assessment 15%

Instruct student groups to finish their Evaluating Argument and Evidence Tool, which will be used as the lesson assessment. Remind students that this activity will help prepare them for the End-of-Unit Assessment question: Who bears the most responsibility for ensuring goods are ethically produced?

- ▶ Students follow along and complete the Evaluating Argument and Evidence Tool for assessment.
- ① Ensure that students consider the author’s use of personal experience in their evaluation of the evidence he uses to support his claim.
- ① The Evaluating Argument and Evidence Tool serves as the assessment for this lesson.
- ① Students will need their completed tools for reference in Lesson 24.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read pp. 108–114 (“Slavery or Freedom? The In-Between,” “Reform,” and “Sugar and Science”) of *Sugar Changed the World* and answer the following homework question prompts. Ask students to use this lesson’s vocabulary wherever possible in their written responses.

What comparisons do the authors draw between slaves and indentured workers?

What connections exist between the Indian workers’ situations and Kristof’s central claim in “Where Sweatshops Are a Dream”?

What reasons do the authors give on p. 113 for the end of the “Age of Sugar?” How does this refine your understanding of what the “Age of Sugar” represents for the authors? (Refer to page 70 to compare how the idea is discussed earlier in the text.)

How did Napoleon find a way out of the “sugar trap”? What innovation was crucial to his success?

- ▶ Students follow along.

Homework

Read pp. 108–114 (“Slavery or Freedom? The In-Between” “Reform” and “Sugar and Science” of *Sugar Changed the World*) and answer the following homework question prompts:

What comparisons do the authors draw between slaves and indentured workers?

What connections exist between the Indian workers' situations and Kristof's central claim in "Where Sweatshops Are a Dream"?

What reasons do the authors give on p. 113 for the end of the "Age of Sugar?" How does this refine your understanding of what the "Age of Sugar" represents for the authors? (Refer to page 70 to compare how the idea is discussed earlier in the text.)

How did Napoleon find a way out of the "sugar trap"? What innovation was crucial to his success?

Model Evaluating Argument and Evidence Tool

Name:		Class:		Date:	
Question	Who bears the most responsibility for ensuring goods are ethically produced?				
Text	“Where Sweatshops Are a Dream” by Nicholas Kristof				
Author’s Point of View or Purpose	The author has talked with workers in poor countries and wishes to show that sweatshops help workers by providing better jobs than others available to them.				
Central Claim	Sweatshops often provide a better alternative to what’s available to workers in poor countries and can be a route out of poverty.				

Supporting Claim	Supporting Claim	Supporting Claim	Counterclaim
Workers in developing nations may prefer sweatshop work to alternative forms of labor.	“The best way to help people in the poorest countries is not to campaign against sweatshops but to promote manufacturing there.”	Sweatshops raise the living standard of workers in poor countries.	Labor standards are the best way to help workers in poor countries.
<p>Evidence</p> <p>The author quotes people living in the dump who say they’d love to work in sweatshops.</p> <p>“It’s dirty, hot and smelly here... A factory is better.”</p> <p>“I’d love to get a job in a factory.”</p>	<p>Evidence</p> <p>The author states that “Among people who work in development, many strongly believe (but few dare say very loudly) that one of the best hopes for the poorest countries would be to build their manufacturing industries.”</p>	<p>Evidence</p> <p>The author mentions living “in East Asia, watching as living standards soared—including those in my wife’s ancestral village in southern China—because of sweatshop jobs.”</p>	<p>Evidence</p> <p>The author argues against the claim that labor standards are the best way to help workers in poor countries by showing how labor standards increase costs and force companies to move to other countries. Even in places like Cambodia, where the raising of labor standards is said to be working, there are problems with bribes and companies moving production overseas.</p>

Is it relevant and sufficient? What more do you need to know?

It is relevant because the author provides the perspectives of people who would prefer sweatshop jobs to working in the dump. However, it may not be sufficient since the author provides the perspective of only a few people. It may not be the case that all workers in poor countries would prefer sweatshop work to other forms of labor.

Is it relevant and sufficient? What more do you need to know?

The evidence is relevant but not sufficient because he does not provide proof that encouraging imports works. Furthermore, the author does not name the “people who work in development” nor does he provide direct quotes from them.

Is it relevant and sufficient? What more do you need to know?

It is relevant as a piece of personal evidence supporting the claim. However, it is not sufficient since it is confined to observations about a particular area and does not include any hard data (statistics, etc.).

Is it relevant and sufficient? What more do you need to know?

It is relevant and may be sufficient, but the author does not provide enough evidence in support of the counterclaim. Cambodia is a selective example; it would be helpful to know if there are countries in which raising labor standards has worked. Also, data about how many factories have closed down due to labor standards in Cambodia would be helpful.

From Delineating Arguments Tool, by Odell Education, www.odelleducation.com. Copyright (2012) by Odell Education. Adapted with permission under an Attribution-NonCommercial 3.0 Unported license: <http://creativecommons.org/licenses/by-nc/3.0/>.