

Common Threads

Globalization, sweatshops, and the clothes we wear



Teacher Resource

TEACHING MATERIALS

INTEGRATED VIDEO AND CD-ROM

LESSON PLANS

EVALUATION RUBRICS



The Ontario Secondary School
Teachers' Federation



Canadian International
Development Agency

Agence canadienne de
développement international

Canada



Common Threads

Teacher Resource

The *Common Threads Project* resource package consists of high quality “classroom-ready” lesson resources for Ontario secondary school teachers. These materials help develop awareness in Ontario’s high school students of the global impact of their choices and actions, and help them make responsible choices for the sake of our collective future. The lesson resources are complete and “ready to use”, designed using specific Ontario Ministry of Education curriculum expectations. They utilize multimedia elements but are available in various formats to provide maximum flexibility.

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Common Threads



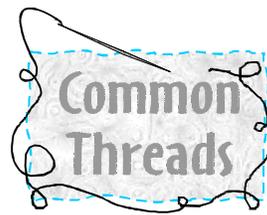
Globalization, sweatshops, and the clothes we wear

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Note: All materials in this teacher resource will be included on the CD ROM when available. These materials can also be found on the Common Threads website—www.commonthreads.ca.



Program Overview



Program Overview

The *Common Threads* Teacher Resource is designed to meet a pressing need among Ontario’s secondary school teachers and the students they teach.

The new Ontario Curriculum has created unique challenges and opportunities for Ontario’s teachers. There are a number of new and potentially valuable courses that allow exploration of global issues, but textbooks and specific resources for many have not yet been produced. As a result, teachers often struggle to find suitable teaching materials for these new courses. Excellent resources may be available, but require significant time to modify into lesson plans, activities and assessments suitable to the new curriculum.

The *Common Threads* Teacher Resource addresses this need. The *Common Threads* resources are designed to be:

- “Ready to use” with no time-consuming modification or adaptation needed on the part of teachers;
- Designed using specific Ministry of Education curriculum expectations to allow for seamless integration within existing courses;
- Comprehensive and complete with all needed resources, materials, activities, handouts, and assessment rubrics provided;
- Multimedia in nature and engaging for students and teachers alike;
- Available in various formats to provide maximum flexibility.

The *Common Threads* Project focuses on the sweatshop conditions in Guatemala’s 300 “maquilas” or garment factories, and the complex social, political, and economic factors surrounding the problem. The materials allow students to access first-person narratives from a number of stakeholders involved in the

issue of the maquilas in Guatemala and so provides a case study approach. This approach allows students to explore a number of important global themes.



Among the themes highlighted in the *Common Threads* Project lesson resources are:

Among the themes highlighted in the *Common Threads* Project lesson resources are:

- Basic human needs, including child labour and war-affected children;
- Human rights, democracy and good governance, including respect for and understanding of human rights, the rights of women and children;
- Gender equality, including empowerment opportunities for women and men, boys and girls, equal participation as team leaders, community leaders, decision-makers, and reducing inequalities in access to education, employment, and property rights;
- Fair Trade and Globalization.

The Common Threads Materials

The *Common Threads* Teacher Resource has been designed in accordance with *The Ontario Curriculum, Ontario Ministry of Education, 2000-2002*. Each of the individual lesson modules is specifically adapted to address the curriculum expectations for each particular course included in the program.

Teachers using the *Common Threads* lesson resources can be confident that the lessons will enable students to meet Ontario Ministry of Education mandated overall and specific expectations. Moreover, assessment rubrics created using specific course expectations and achievement chart criteria for each discipline are also provided.

The *Common Threads* Teacher Resource consists of lesson resources and supporting materials for the following Ministry of Education courses of study:

- Civics, Grade 10, Open (CHV2O)
Fashion and Creative Expression, Grade 11, Open (HNC3O)
- Philosophy: The Big Questions, Grade 11, Open (HZB3O)
- Canadian and World Politics, Grade 12, University Preparation (CPW4U)

The *Common Threads* Teacher Resource consists of a comprehensive package of “classroom-ready” lesson resources including:

- 1 Hands-On Lesson Modules
- 2 Program Video
- 3 CD-ROM/DVD
- 4 Interactive Website
- 5 Supporting Print Resources

Each hands-on lesson module outline for teachers specific lesson objectives and Ontario Ministry of Education mandated curriculum expectations addressed within the lesson. The modules also outline the lesson sequence and provide a detailed “step-by-step” description of lesson activities. All required resource materials, student activity sheets and assessment rubrics are provided in the form of easy to photocopy “black-line masters” included in Teacher Resource

The program video consists of short documentary featuring interviews with the various “players” in the maquila sector: government officials, factory owners, union activists, human rights groups, monitoring organizations, and maquila workers themselves. The video also provides a brief background of the historical, political and economic context. The video will be produced in VHS and later a CD-ROM/DVD format to allow for both current and future compatibility and use.

The website provides interactive lesson activities, downloadable versions of all lesson resources, links on the world-wide-web, and a searchable database. Additionally, the website will be used for lesson updates and the launching of future lesson modules.

Supporting print materials include “backgrounder” and “context” articles, full interview texts, and video transcripts. The support materials allow teachers the flexibility of further adaptation and extension of lesson activities. All lesson resources are available in print form and in printable PDF files on a CD-ROM in the teacher’s kit.

Program Considerations

Resources. All the resources needed for all lessons are contained in this package except for a VCR/DVD player and television, which are essential to viewing the lesson video. An optional overhead projector will be needed if you wish to reproduce activity masters as overheads.

Student Sensitivity. Given the nature of the *Common Threads* subject matter, care must be taken in this lesson to respect the feelings and sensitivities of students, and to ensure that students are not made to feel uncomfortable or guilty during the course of the lesson. Bear in mind that students regularly buy and wear apparel from these companies.

Students should be reminded that the lesson is not meant to imply a criticism of themselves, their families or the lives they lead, but to raise awareness about the potential impact of choices they make every day.

Education for Exceptional Students. The *Common Threads* curriculum provides teachers with meaningful and effective opportunities to address the needs of exceptional students in their classrooms. The materials are designed incorporating a variety of delivery methods; moreover, the lesson activities will enable students to experience “real life” applications of concepts and skills, to gain experience in the use of technology, and to engage in learning that promotes personal growth and enrichment. The *Common Threads* lesson resources will ensure that struggling students or special needs students can feel fully included by providing necessary information in various forms and in forms appropriate to their level and ability.

The Use of Technology in the Curriculum. Students will be able to access primary resources in the Common Threads project through our Internet website and the CD-ROM/DVD. These resources will allow students to conduct more diverse and more authentic research into the issues than has ever been possible for students at this level.

English As a Second Language and English Literacy Development (ESL/ELD). The *Common Threads* lesson resources are well suited to students in ESL/ELD programs because the resources invite rich cross-cultural sharing in an ESL classroom. ESL students from around the world will have many and varied personal experiences to draw upon and express, and they will see their experience reflected in the curriculum materials. These materials also give ESL/ELD students an opportunity to use English in the context of practical situations encountered in daily life.

Education Across the Curriculum. The *Common Threads* lesson resources lend themselves exceptionally well to cross-curricular learning, with ready application to such diverse subject areas as social studies, history, English, art, fashion, economics, law – and more. The obvious advantage to students of cross-curricular activities is that they come to view school subjects as connected and interrelated, rather than isolated and divided. Cross-curricular activities involving the *Common Threads* can be simple or complex, depending on the resources available in a particular school.

Learning Outcomes

In the push towards a globalized world community, it is increasingly important to think of ourselves as global citizens. More and more we have to consider what effects our individual choices and actions will have on other human beings far away around the globe; it often means we are forced to challenge our preconceptions of ethical action and moral responsibility.



The *Common Threads* lesson resources will allow students to consider the implications of their own choices as consumers and as human beings, and will also provide students with opportunities to take positive and measurable action to improve the lives of others in the global community. In so doing it will take students beyond the theoretical and let them see real the importance of seemingly abstract concepts of “choice” and “action” in their daily lives and the lives of others. It will also enable students to see themselves as fellow citizens and neighbours in an increasingly interconnected and globalized world community.

The *Common Threads* Teacher Resource provides students not only with information and perspective, but also with practical, effective opportunities to improve the lives of workers in Guatemala’s maquilas.

The lessons are meant to help encourage

the integration of a global perspective in teaching and instil a sense of global citizenship and increasing awareness of the difference that individual and collective actions can make on issues of global importance. The lessons should also raise awareness of the role Canadian individuals and organizations play in development assistance.

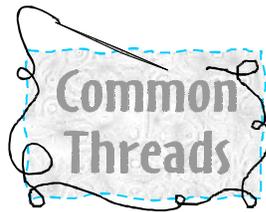
Additionally, the comprehensive nature of the support materials and the objectivity is meant to increase knowledge of international-development and cooperation issues, and help teachers deliver related resources and curricula; instil an understanding of global interdependence and Canada’s responsibilities as a member of the global village; and promote tolerance and respect for the many diverse cultures in Canada and around the world.

We hope you find the materials useful and engaging and we certainly appreciate your feedback and suggestions.

Remember that we are on the web at www.commonthreads.ca



Teacher Resources



Teacher Resources



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A word about the Teacher Resources

The resource package contains a variety of resource material, including backgrounders, news articles, samples and more. These resource materials work hand in hand with the lesson materials and the Common Threads video documentary. They also tie into our interactive website, www.commonthreads.ca. You will see that many of the visuals from the video appear in the resource materials.

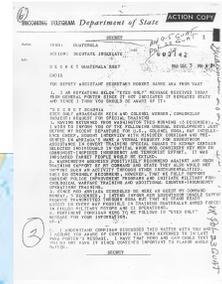
The package is meant to be flexible—teachers can pick and choose, use, adapt the materials to suit their needs. Teachers should be able to use these materials in courses beyond those for which we have provided sample lessons.

Although the Teacher Resources are not meant to be used as a “textbook”, the materials are organized logically, starting with broad definitions of the various key terms and issues such as “maquilas”, “sweatshops”, “globalization”. The materials then focus on the specifics of the Guatemalan context. The materials then turn to looking at possible solutions.

Some resources serve as core activities to certain activities outlined in the lesson modules while others are meant to supplement activities in the lessons.

The difficulty level of the resources varies, so teachers will need to be selective and choose pieces that are appropriate to the ability level of the classes with which they will use the materials.

We hope you and your students find them challenging and rewarding.



Supplier Code of Conduct

Our goal is to ensure safe and healthy conditions for a program with safe and healthy workers and suppliers. We are committed to the highest standards of labor practices and human rights. We are committed to the highest standards of labor practices and human rights. We are committed to the highest standards of labor practices and human rights.

OUR POLICY

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What is a Maquila?

Maquila is the short form of the word maquiladora. It was originally associated with the process of milling. In Mexico it became the word for another kind of processing -- the assembly of imported component parts for re-export.

The maquilas in Mexico began as a border phenomenon over 30 years ago. US firms set up assembly plants on the Mexican side of the border.



The maquilas in Mexico began as a border phenomenon over 30 years ago. With the support of the Mexican government, US firms set up assembly plants on the Mexican side of the border. They were allowed to import components and raw materials duty-free and re-export the finished product to the US.

The lure of the maquilas is low wages, a lack of environmental or labour regulations, low taxes, and few if any duties.



Now maquilas are in many parts of Mexico and Central America.

The lure of the maquilas is low wages, a lack of environmental or labour regulations, low taxes, and few if any duties. Products produced include apparel, electronic goods, auto parts, etc.

In Guatemala there are about 300 "maquilas" or garment factories, and the majority are owned by foreign interests rather than Guatemalans themselves.

The maquilas in Guatemala are like those in Mexico and other parts of Central America, although the social and political conditions of Guatemala are unique and add an extra dimension to the issue.



In Guatemala there are about 300 "maquilas" or garment factories, and the majority are owned by foreign interests.

Questions for Discussion

After reading the article carefully, answer the following questions:

1. What is a maquila?
2. What advantages do maquilas provide to North American companies that rely on them?
3. What benefit does the presence of maquilas provide for the countries in which they are located?

What is a Sweatshop?

A sweatshop is a workplace where workers are subject to extreme exploitation, including the absence of a living wage or benefits, poor working conditions and arbitrary discipline. Sweatshops are often lawless operations in other ways, evading not only wage and hour laws, but also pay-

Sweatshop workers experience long hours, sub-minimum wages, unsafe workplaces, and sometimes sexual harassment, verbal and physical abuse, and child labour.



ing no taxes, violating fire and building codes, seeking out and exploiting undocumented immigrants and operating in the underground economy. Sweatshop workers experience long hours, sub-minimum wages, unsafe workplaces, and sometimes sexual harassment, verbal and physical abuse, and child labour.

The word sweatshop was originally used in the 19th century to describe a subcontracting system in which the middlemen earned their profit from the margin between the amount they received for a contract and the amount they paid the workers with whom they subcontracted. This margin was said to be "sweated" from the workers because they received minimal wages for excessive hours under unsafe conditions.

Today's sweatshop is a product of the global economy. Large retailers and manufacturers, seeking greater profits in a highly

competitive industry, contract production to a global network of contractors located wherever labour costs are low, whether in China or Guatemala, Toronto or Montreal.

This results in lower wages and deteriorating working conditions in Canada and exploitative conditions abroad. Sweatshops and exploitative forms of child labour are direct results of this global general lowering of living standards and corporate attempts to evade responsibility for workers and their working conditions.

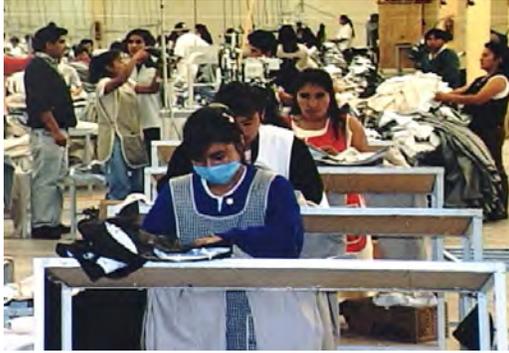
Domestic production still has a significant advantage in its ability to respond quickly to a changing market. However, thousands of apparel workers in cities and towns



Sweatshops have received a lot of negative attention in the media and from anti-sweatshop groups like the Maquila Solidarity Network (MSN)

across Canada are forced to compete directly with workers in the developing world who work in oppressive conditions. Again this leads to lower wages and deteriorating working conditions in Canada and exploitative conditions abroad.

Sweatshop conditions exist in an increasing number of manufacturing and service industries. Subcontracting is being used for auto parts, building maintenance and many kinds of public sector work. Apparel sweatshops are just the extreme version of the general lowering of living standards



and corporate attempts to evade responsibility for workers and their working conditions.

Source: The Union of Needletrades, Industrial and Textile Employees (UNITE)

Questions for Discussion

After reading the article carefully, answer the following questions:

1. List the conditions workers are faced with in sweatshops.
2. Where does the term “sweatshop” originally come from?
3. Why are sweatshops an increasing problem in today’s economy?
4. How does the existence of sweatshops in other countries affect workers in Canada’s apparel industry?

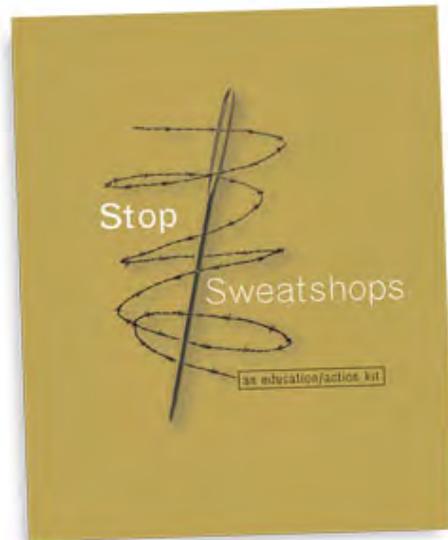
Thinking Beyond

1. Think about it. You may not know it, but right now you could be wearing clothes produced in a sweatshop. *What difference does it make to you whether your clothes are made in a sweatshop?*

2. Do you have a part time job? If so, what are conditions like at your place of work? *Are there things about your workplace that you think are unfair? Do you know what your rights are as a worker?*

One Step Further

The **Maquila Solidarity Network (MSN)** is a Canadian network promoting solidarity



with groups in Mexico, Central America, and Asia organizing in maquiladora factories to improve conditions and win a living wage. In a global economy it is essential that groups in the North and South work together for employment with dignity, fair wages and working conditions, and healthy workplaces and communities.

www.maquilasolidarity.org

What is Globalization?

Globalization is a word that has recently become commonplace. To some people, globalization means "a global village" linking the world's people economically, culturally and politically through the use of technology and other tools. To others, globalization is something to fear. Globalization, to them, means a complete reorganization of the world's economic and political activity with multinational corporations and the international trade bureaucracies that they establish taking over global control.

Critics of economic globalization are worried that public discourse – in the media, academia, and among governments – has not seriously questioned the commonly held belief that a globalized economy would "lift all boats". They see a worldwide drive toward a globalized economic system dominated by multinational corporate trade and banking institutions that are not accountable to democratic processes or national governments. In particular, they see globalization policies leading to a number of negative outcomes such as the following:

- Diminishment of local powers as economic and political power is transferred to global and transnational institutions.
- The domination of southern countries by northern countries while widening the gap between rich and poor in all countries.
- A sharp increase in unemployment in both the North and South, as work becomes increasingly mechanized and automated.
- Corporate activity becoming more mobile, unrestricted, opaque, and unaccountable.

- Massive population shifts from rural to urban areas, with commensurate poverty, famine, ethnic friction, and degradation of living and working conditions and human rights.
- The accelerated invasion of the earth's remaining wilderness, bringing a loss of biodiversity, depletion of natural resources and the breakdown of the planet's life support systems.
- The loss of lands and rights of native peoples.
- Homogenization of diverse, local and indigenous cultures.

Perhaps there is another definition of globalization. There is another view. Many of the critics are searching for ways to create a more equitable world order that will have international agreements that place the needs of people, local economies and the natural world ahead of the interest of corporations. In particular these critics advocate:

- Revitalization of local communities by promoting self-reliance.
- Establishing economic enterprises and institutions that enhance democratic control.
- Emphasizing the use of local resources for local production and consumption to produce a better balance between local commerce and long-distance trade.
- Abandoning the paradigm of unlimited economic growth which is blind to ecological limits.
- Recognizing the rights and sovereignty of indigenous peoples Encouraging biodiversity, cultural diversity, and diversity of social, economic, and political forms.

- Developing autonomous, regional and local cycles of production and consumption based primarily on renewable resources of energy and raw materials, and recycling all types of wastes.

However, there is no one voice. There is a divergence of opinions about globalization even among those who are wary of the concept.

Questions for Discussion

After reading the article carefully, answer the following questions:

1. What does globalization mean?
2. Why are critics worried about the effects of globalization? What, specifically, do they think globalization might cause? Identify five concerns.
3. What is an alternative definition of globalization? What does it place ahead of the interests of corporations?

Thinking Beyond

Whether you have thought about it or not, globalization is already affecting Canada, and affecting you. Through international treaties such as NAFTA and the World Trade Organization (WTO), Canada has become linked to this new global economy.

1. In what ways has globalization affected or changed our lives here in Ontario, or in your local community? Has this change been for the better or for the worse? (For example, have new “foreign” businesses opened up in your area? Has a local industry or business closed down or moved away?)

One Step Further

There are many organizations and websites devoted to the issue of globalization. Of course, some are in favour and some opposed to the idea of globalization,

As an activity, visit some of the following websites. Where do they stand on the issue of globalization? What arguments do they present to support their views? Which do you feel is the most accurate or persuasive point of view?



WEBSITES ABOUT GLOBALIZATION

Corporate Watch – www.corpwatch.org
 New Internationalist – www.newint.org
 Polaris Institute – www.polarisinstitute.org
 Global Research – www.globalresearch.ca
 Naomi Klein – www.nologo.org
 Canadian Centre for Policy Alternatives –
www.policyalternatives.ca

The labour behind the label: How our clothes are made

Shopping for clothes today can be quite a geography lesson.

Take a moment and do a label check. Students today are wearing sweaters and shirts from Korea, Madagascar, Hong Kong, Sri Lanka, China, Honduras, and El Salvador, jeans from Canada, Mexico, and Hong Kong, and bras from the Dominican Republic, Canada and Guatemala.

Check out any department or retail store and you'll find clothes from countries around the world. A huge percentage will probably come from China and Hong Kong. On a recent trip to the local Gap Kids store, we identified labels from more than 35 countries.

And just as quickly as styles change, so do the countries where our clothes are made.

In the globalized economy, retailers and super-labels are constantly searching for new opportunities to have their clothes made at a lower cost.



Together, the apparel and textile industries are the largest industrial employer in the world. The apparel sector represents about half that global industry. More than 23.6 million workers are employed in the garment industry worldwide. Close to 75% are women.

In the globalized economy, retailers and super-labels are constantly searching for new opportunities to have their clothes made at a lower cost. Countries such as Guatemala, China, and Canada are forced to compete over who will accept the poorest wages and working conditions and the weakest labour, health and safety, and human rights standards. The lowest bidder gets the jobs.

An Industry Turned on Its Head

Fifteen years ago, manufacturers — such as those in the old garment districts of Toronto or Montreal — did the designing, marketed their samples to hundreds of retailers, and then produced the orders. Globalization and free trade have turned that process on its head.

Today, retailers and super-label apparel marketing firms design the clothes and then contract out their production to manufacturers around the world. Retailers and super-labels dictate the price of production and the turn-around time. Manufacturers compete for orders.

Return of the Sweatshop

Until quite recently the term “sweatshop” conjured up images of turn-of-the-century garment districts in New York, Montreal and Toronto.

In the early years of the industrial revolution, working conditions in many North American and European factories resembled those in today's Asian and Latin American export processing zones. But the growth of unionization and government regulation mitigated the worst abuses.

Today, as many unionized factories have been closed in the North and government regulation is being dismantled, sweatshop abuses are making a comeback. The abusive treatment women workers face in Asia and Latin America is also reappearing in some large, non-union factories here in Canada.

No unions, no rights

Not surprisingly, the countries favoured by multinational retailers and super-labels tend to be those that provide abundant cheap labour and a labour force that is strictly controlled through repression of union organizing or independent unions.

In the 70s and early 80s, as unions became stronger and wage levels rose in Korea, Hong Kong, and Taiwan, national companies shifted production to other Asian

countries like Bangladesh, Indonesia, Burma, China, and Vietnam, as well as to Mexico and Central America.

In China, the state-controlled All-China Federation of Trade Unions is the only legal union in the country. Any attempts to organize independent unions are severely repressed. In Sri Lanka and Bangladesh employers in free trade zones are not legally required to respect the right of workers to organize and bargain collectively.

In Guatemala's maquilas, independent unions are legal, but they are not tolerated. Unions are also legal in Central American free trade zones, but whenever workers attempt to organize, they face violence from security guards, death threats against leaders and their families, mass firings, possible plant closures, and the prospect of being put on the blacklist and denied future employment. If a union organizing drive succeeds, the factory owners can always relocate within the country or to another country, or the giant retailer can shift orders to another factory. Although there have been many attempts to organize unions in Guatemala's maquilas, to date there is only one collective agreement in the over 300 maquila factories.



Global competition

Until the 1980s, the Canadian garment industry was relatively protected by tariffs and quotas. Trade liberalization began in earnest with the adoption of the Free Trade Agreement (FTA) in 1989, and accelerated with the signing of the North American Free Trade Agreement (NAFTA) in 1994.

The signing of the Agreement on Textiles and Clothing in 1994 signaled the gradual phasing out of quotas on a global basis. By

1998, 46 percent of the \$8.7 billion worth of apparel bought by Canadian consumers was imported.

How Cheap is Cheap?

Hourly base wage in the apparel industry (1998, US dollars)

United States	\$8.42
Canada	\$6.70
Philippines	\$0.62
El Salvador	\$0.60
Guatemala	\$0.54
Honduras	\$0.43
China	\$0.30
Nicaragua	\$0.25
Indonesia	\$0.22
India	\$0.20
Bangladesh	\$0.17

By MSN, May 2000.

Question: Based on the information on this chart, where would you expect the big apparel labels to want to source their clothing in the future? What will this mean for workers in countries like Guatemala?

Impact on Canadian workers

As protections for the Canadian industry were eliminated, many Canadian manufacturers simply closed down, unable to compete. Others laid off their workers and converted into importers. Or they became “jobbers,” arranging quick turn-around production for retailers through a maze of small contractors and subcontractors. Some survived by moving production to low-wage countries. A few went high-tech, producing high-end apparel, such as men’s wool suits, for export to the US market.

In the past two decades, the Canadian industry, like the garment industry globally, has undergone a profound restructuring. Garment workers have suffered most from the changes. Workers have experienced a devastating loss of full-time, standard jobs, and a disproportionate loss of unionized jobs.

Between 1988 and 1993, employment in Canada’s garment industry went from 115,500 to 83,000 workers. In Ontario, employment declined from 25,000 jobs in 1988 to 14,300 in 1991. Between 1980 and 1992, union membership in the industry declined from 81,000 to 38,800, representing a drop in the rate of unionization from almost 44 percent to under 28 percent.

Working for change

The problems facing workers in the garment industry seem insurmountable. But garment workers around the world are organizing to challenge sweatshop abuses. Small but important victories are being won, and precedents set.

Labour, women’s and human rights organizations are building alliances locally, nationally and across national borders. International solidarity has succeeded in winning the reinstatement of some garment workers who were fired for union organizing.

Consumers in the North are increasingly asking questions about where and how their clothes are made and demanding guarantees that clothes are made under humane conditions.

Students in the US and Canada are campaigning for codes of conduct for school and university-licensed apparel.

Groups in the North and South are challenging ineffective company codes of conduct, and demanding tougher standards and independent verification.

As business goes global, so is the movement against sweatshops.



Consumers in the North are increasingly demanding guarantees that clothes are made under humane conditions.

Questions for Discussion

After reading the article carefully, answer the following questions:

1. How has the garment and apparel industry changed in the last fifteen years?
2. How have the changes in the apparel industry affected workers in foreign countries? How have these changes affected Canadian workers?
3. What is currently being done to address and prevent sweatshop abuses?

Thinking Beyond

Who do you think is most responsible for making sure conditions for workers in the apparel industry are fair and humane? Government? Apparel companies? Factory owners? Individual consumers? Workers?

What are Human Rights?

A statement from the United Nations Office of Information says: "Human Rights are fundamental to our nature; without them we cannot live as human beings." But what are these rights? Put simply, a right is something to which all people are entitled, such as the right to life or the right to vote, the right to education or the right to express views freely. These rights are necessary if we are to live in freedom, security and dignity.

Human rights can be divided into two broad groups: civil and political rights, which concern people's right to fair and equal treatment, to justice and political freedom, and to protection from abuses of power; and social, economic and cultural rights, which concern the right to an adequate standard of living, to freedom from hunger and to health and education.

It is impossible to say that one group of rights is more important than the other. They are always interrelated and interdependent. Although the achievement of civil and political rights may seem immaterial in the face of near starvation or mass illiteracy, they are essential to ensuring the protection of a proper standard of living. The right to participate in government may bring about health and education for all, but ill, hungry people lack the energy to win that right in the first place. Human rights should therefore be seen collectively as, in the words of the Preamble to the Universal Declaration of Human Rights, "the foundation of freedom, justice and peace in the world."

Civil and political rights

The civil and political rights to which we are all entitled are many. They include the right to vote and to choose a government,

the right to equality before the law and to protection against arbitrary arrest or detention, the right to a fair trial and humane treatment, the right to own property, the right to leave and return to any country, the right to freedom of thought, conscience, and religion, the right to freedom of opinion and expression, the right to freedom of peaceful assembly and association, and the right to freedom from slavery.

Today, most of us take it for granted that we can believe what we want and can express these beliefs freely, even though others may disagree with them. We do not expect to be imprisoned, tortured or even killed because of our beliefs. If we are imprisoned for an offence, we expect it only be after a fair and proper trial, and we would expect to be treated fairly and humanely in prison. Yet these rights are frequently violated, despite the many international agreements signed to protect them.

Rights and responsibilities

People need to know their rights and their responsibilities. They need to be aware of how rights can be violated – for what is done in one country can be applied to another country. They need to know the international agreements that are intended to protect human rights. They need to know how individuals can work to protect their own and other people's rights.

In order for society to function fairly, it is considered that a right also usually involves a responsibility. An individual has the right to freedom of speech, but there is the responsibility not to stir up hatred of other people or to undermine their human rights. A government, whatever its beliefs, claims the right to direct the affairs of its citizens. It is part of the concept of

human rights that an authority claiming this right has a responsibility first to draw up a constitution and enact laws which protect human rights, and second to respect the constitution, laws and those human rights in the policies it carries out.

In legal and constitutional terms this is known as "the rule of law". This means that people should not be treated arbitrarily; the laws should be the same for everyone and should treat everyone fairly and equally. These laws should be administered by a truly independent legal system. In return, the citizens have a responsibility to abide by the rule of law and to recognize the rights of all other citizens.

Human Rights as a business issue

The *Universal Declaration of Human Rights* calls on "every individual and every organ of society" to play its part in securing universal observance of human rights. The UDHR is the world's most important human rights accord, and was unanimously adopted by the UN General Assembly in 1948.

Human rights abuses can occur in countries where corporations are active. For example,

- Private security forces can be hired to protect company assets and employees and can use thuggery and worse in carrying out their roles
- Government forces can intimidate, harass and evict landowners to clear the path for resource development projects. Indigenous people can be particular targets.
- Trade union leaders can be threatened, kidnapped and murdered.
- Non-violent protests against development activity can be ruthlessly suppressed.
- Workers employed by suppliers overseas – especially vulnerable groups such as children and migrant

labour – can be beaten and coerced to work in dangerous and unhealthy conditions

- Revenues from development projects can help to exacerbate bloody civil wars

Questions for Discussion

1. According to the article, what is a "human right"?
2. What two main groupings are rights divided into? Give examples of each.
3. What is the distinction between rights and responsibilities?
4. What is the concept of "the rule of law"?
5. How can private businesses and corporations be involved in human rights abuses? Give examples.

Thinking Beyond

When the *Universal Declaration of Human Rights* says "every individual and every organ of society" has a role in securing universal observance of human rights., it means individuals, government, and private businesses too.

1. How does this idea differ from what we normally consider the role and responsibility of private business?
2. Why should private companies be made accountable for their human rights record?
3. How can we ensure that private companies live up to their human rights responsibilities?



Universal Declaration of Human Rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Universal Declaration of Human Rights

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Universal Declaration of Human Rights

Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Universal Declaration of Human Rights

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



Maquiladora means murder zone

By Paul Knox, Globe and Mail

MEXICO CITY -- For eight years, somebody -- probably several somebodies -- has been raping and killing women in the Mexican border city of Ciudad Juarez. To date, more than 60 deaths fit the rape-murder pattern, although about 260 women have died violently since 1993.

The string of gruesome sex attacks abated in 1999, but eight more corpses turned up earlier this month. Then, last week, there was a ninth.

Many of the victims are slim, dark-skinned women in their teens or 20s, workers at the in-body assembly plants known as maquiladoras that produce electrical goods and car parts. They come to the border from poverty-stricken towns farther south, drawn by the promise of steady work and a more exciting life. The plants, famous as examples of unfettered free trade, provide jobs but few amenities to the cities where they are installed.

Some of the women were strangled, some mutilated, some tortured and beaten to death, many after leaving work to return to their shantytown homes.

It's a shocking story, and a stain on the conscience not only of Mexico but also of Canada and the United States. We have embraced Mexico as an economic partner, but are too often indifferent to the social fallout from continental integration. At bottom, however, the women of Juarez -- both the dead and the survivors -- are victims of Mexican things: Machismo that leads to indifference, and a deeply flawed justice system.

Despite several arrests, the killings are largely unexplained. An Egyptian-born engineer, Abdel Latif Sharif, was arrested in 1995, questioned in several murders and found guilty of one in 1999. The conviction was thrown out on appeal last year after his lawyer pointed out that the alleged victim's description didn't fit the body produced as evidence. Mr. Sharif remains in custody pending further appeals.

The killings continued while Mr. Sharif was in jail, but that was no obstacle to police and prosecutors, who continued to insist that he was the mastermind. They arrested several members of a gang known as the Rebels and said Mr. Sharif had paid these men to murder women in order to draw suspicion away from himself. Most were later freed.

Then, in 1999, authorities said several bus drivers had confessed to murdering women, and contended that they, too, were hired by Mr. Sharif. Their cases apparently are still pending.

This month, two more bus drivers -- including one who had previously been a suspect -- were detained after the decomposed remains of eight young women were found in a vacant lot. A local newspaper published photographs of the men bearing wounds and cigarette burns. One of the men said he had been beaten and forced to confess at gunpoint. Women's advocates say they doubt the drivers are to blame.

Mexico has stabilized its economy and brought transparency to its politics, but President Vicente Fox Quesada needs to give urgent attention to the institutions of law and order. Too many so-called investigators are far better at extracting confessions than doing forensic scutwork to actually solve crimes. In a newspaper column this week, Mr. Fox's own public security minister described the federal prosecutor's office as "an institution which almost no one trusts."

There is a positive side to these chilling tales: the growing organization of women in Juarez and throughout Mexico. "Not one more in Ciudad Juarez!" screamed newspaper advertisements they placed this week, demanding action from vacillating local and national authorities.

Of that, nothing but good can come.

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Political Map of Guatemala



Base 504917 (547180) 2-82

Guatemala: A brief history

The Mayans of Guatemala and the surrounding regions had one of the most advanced civilizations of the ancient world. Their cities flourished across Central America, complete with remarkable pyramids,



temples, observatories and libraries, and their scholars produced works of literature, philosophy, art and architecture. Particularly skilled in mathematics and astronomy, Mayan scientists developed a calendar more precise than that used by NASA even today.

With the invasion of the Spanish Conquistadors in the early 1500s, the world of the Mayans, like all of the other Indigenous

were burned and sacked, and their religion and culture were banned. War, disease and slavery wiped out nearly 90% of the Indigenous population within a century.

Despite the odds, the Mayans of Guatemala survived and maintained their heritage, religion and languages intact, although often in secret. Today the socio-economic structure in Guatemala is reminiscent of the old South Africa, with the Mayans constituting the majority of the population--some 80%--yet subjected to extreme racial discrimination and repression. Stripped of both their lands and political representation, they remain a virtual serf population. The villagers



Mayans constitute 80% of Guatemala's population yet are subjected to extreme racial discrimination.

Detail from an enormous mural in Guatemala's Congress building which depicts the nation's history from the arrival of the Spanish conquistadors to the signing of the 1996 peace accords.



societies in the western hemisphere, came to a fiery and brutal end. Although medieval Europe was in many ways far less developed, the Conquistadors arrived with enormous military advantages: specifically, gun powder, steel swords, and horses. Within a few years, the Mayans had become slaves in their own homeland, deprived of their lands, their rights, and any political or social representation of any kind. Their libraries and cities

suffer an 80% malnutrition level, 80% functional illiteracy level, and the highest infant mortality rate in the hemisphere, second only to people of Haiti. Meanwhile, the lighter skinned descendants of the Conquistadors and other colonists live on large plantations and enjoy great wealth and social prestige. Nevertheless, the Mayans cling fiercely to their own cultural identity, wearing their own hand-woven clothing, complete with mythical symbols, celebrating their own cultural and religious ceremonies, and speaking their own languages.

The Mayans have not accepted their fate lightly. A study of their history shows that in every generation since the invasion of the Spaniards, the Mayans have risen up in rebellion, armed only with rocks and machetes. Every generation, these slave revolts have been quickly crushed by the well armed forces of the ruling elite.

From 1944-1954, Guatemalan society enjoyed what is now referred to as the "Ten Years of Spring" with two popularly elected and reformist Presidents. President Arbenz, himself a former military officer, permitted free expression, legalized unions and diverse political parties, and initiated basic socio-economic reforms. One key program was a moderate land reform effort aimed at alleviating the suffering of the rural poor. To set an example, President Arbenz started with his own lands.

Unfortunately for the people of Guatemala, the United Fruit Company was, at that time, one of the largest landowners in the country and they did not want to lose control of their lands. In 1954, at the height of the McCarthy era, the Company leaders hurried to Washington and cried "Communism." The results were swift and predictable. The CIA promptly organized a group of Guatemalan military dissidents, trained, armed and funded them, and helped them to plan and carry out a violent coup d'etat against the legally and popularly elected Arbenz. Arbenz himself was driven out of Guatemala and died heartbroken in exile. A blood bath ensued, peasant cooperatives were destroyed, unions and political parties crushed, and dissidents hunted down. Thousands were killed and many more fled the country. A military dictatorship was installed in the presidency and remained there until the 1986 election of civilian President Venizto Cerezo.

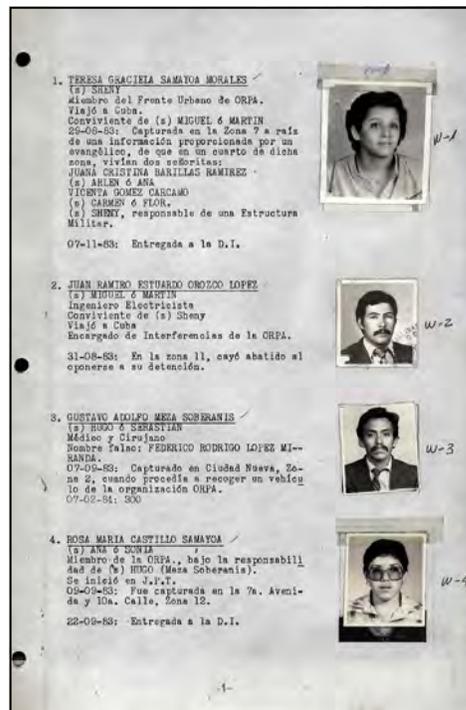
Although the "Ten Years of Spring" attempt lay in ruins, the experience had whetted the popular appetite for reforms. Rural literacy campaigns flourished, and health promoter teams set to work in the aldeas. Cautious efforts to unionize in the cities began anew, and social commentary and criticism emanated from the University circles. A Mayan civil rights movement began, with demands for equality and an end to the repression. Simultaneously, a fledgling armed resistance movement laid roots in countryside, forming a united front called the U.R.N.G. in 1981.

By the late 1970s, the powers that be were alarmed by the growing popular de-

mands for reforms. As had happened so many times in the past, they responded with great cruelty and force. The Guatemalan military set about to wipe out all such "subversive" activities for once and for all.

In 1981 small group of Mayan leaders marched to the capital and peacefully occupied the Spanish Embassy to protest the repression against their people. Despite the calls of the Spanish Ambassador to leave them in peace, the authorities burned the building to the ground, killing all of the protesters as well as all of the Embassy staff. The Ambassador, badly injured, was the only survivor.

These horrifying events have become symbolic of the wave of repression carried out by the Guatemalan military against the civilian population throughout the 1980s.



Recently released secret "Death Squad Dossiers" show how citizens were systematically targeted for execution by government and paramilitary squads

Often referred to as the "Silent Holocaust", the campaign left 200,000 civilians dead at the hands of the military death squads, and 440 Mayan villages wiped from the map. Torture became commonplace as a method of coercion and intimidation. The union, health and literacy movements were crushed as well.

Repression against leaders of the Catholic Church was so intense that nuns and priests were finally evacuated from the Mayan highlands, their abandoned Churches used as barracks and often torture centers by the military. Thousands of catechistas were "disappeared". Hundreds of thousands of Guatemalans either fled the country or fled inwards into the jungles, forming the CPRs, or civilian resistance populations. Many others chose to pick up weapons and leave for the mountains to join the U.R.N.G. forces.

Despite the extreme and obvious repression, the U.S. continued to send massive military aid throughout most of the war. Even when such aid was temporarily suspended, arms and equipment supplies con-

CIA officials worked closely with Guatemalan intelligence officers linked to death squad activities. Many such officers were on CIA payroll.



tinued. The School of the Americas continued to train and graduate Guatemalan officers who became notorious for their human rights violations. Training manuals used clearly indicate practices which would violate human rights. Meanwhile, CIA officials worked closely with Guatemalan intelligence officers linked to death squad activities. Many such officers were on CIA payroll as "assets" or paid informants, despite their well known record for serious human right violations. The CIA, moreover, knowingly paid "assets" for information obtained through the use of kidnapping, torture and extrajudicial execution. Worse yet, it was not unusual for North Americans to enter areas where prisoners were being secretly detained and tortured, ask some questions, then leave the victims to their fates. The Red Cross, United Nations, police and family members were never notified.

The civil war continued for more than thirty five years, the final peace accords being signed in December 1996. The United



In 1999, the UN Truth Commission found that the Guatemalan army had committed some 93% of the total war crimes.

Nations sponsored Truth Commission, or Commission for Historical Clarification, ("CEH"), presented its findings in March 1999. The Commission found that the Guatemalan army had committed some 93% of the total war crimes, and had carried out over 600 massacres.

Questions for Discussion

After reading the article carefully, answer the following questions:

1. How did the arrival of the Europeans affect Mayan civilization? How did the Mayan's preserve their culture and traditions?
2. What was the "Ten Years of Spring"? What role did foreign companies and the U.S. government play in stopping it?
3. What was the "Silent Holocaust"?

Thinking Beyond

Consider Guatemala's violent history and it's recent emergence from a brutal civil war. What do you think would be the lasting effects of such an experience on the society?

Why would this make it more difficult for Guatemalan workers themselves to advocate for their rights and organize against sweatshop conditions in their factories?

6

INCOMING TELEGRAM Department of State

ACTION COPY

SECRET

Def 9-5 GOAT
POL 23 GOAT 1
603742

Action FROM: GUATEMALA
ACTION: SECSTATE IMMEDIATE

Info S E C R E T GUATEMALA 2827

1966 DEC 3 PM 9:54

EXDIS

FOR DEPUTY ASSISTANT SECRETARY ROBERT SAYRE ARA FROM VAKY

1. I AM REPEATING BELOW "EYES ONLY" MESSAGE RECEIVED TODAY FROM GENERAL PORTER SINCE IT NOT INDICATED IT REPEATED STATE AND SINCE I THINK YOU SHOULD BE AWARE OF IT:

" S E C R E T SC6091A

EYES ONLY AMBASSADOR MEIN AND COLONEL WEBBER, COMUSMILGP
SUBJECT: REQUEST FOR SPECIAL TRAINING

1. HAVING RETURNED FROM WASHINGTON THIS MORNING (3 DECEMBER), I WISH TO INFORM YOU OF THE FOLLOWING UNUSUAL DEVELOPMENT: JUST BEFORE MY RECENT DEPARTURE FOR U.S., COLONEL SOSA, GAF INTELLIGENCE CHIEF, SOUGHT INTERVIEW WITH MINISTER CORRIGAN AND PRESENTED IN ARRIAGA'S NAME A VERBAL REQUEST FOR USSOUTHCOM ASSISTANCE IN COVERT TRAINING SPECIAL SQUADS TO KIDNAP CERTAIN SELECTED INDIVIDUALS IN CAPITAL WHOM MOD. CONSIDERS KEY MEN IN COMMUNIST-INSPIRED INSURGENCY AND TERRORIST EFFORT. IT WAS INDICATED TARGET PEOPLE WOULD BE EXILED.
2. WASHINGTON AGENCIES POSITIVELY RECOMMEND AGAINST ANY SUCH TRAINING SUPPORT BY MY COMMAND AND STATE THEY ALSO WOULD NOT SUPPORT SUCH AN ACTIVITY THROUGH OTHER INSTRUMENTALITIES. THEY DO STRONGLY RECOMMEND, HOWEVER, THAT WE FULLY SUPPORT CURRENT POLICE IMPROVEMENT PROGRAMS AND INITIATE MILITARY PSYCHOLOGICAL WARFARE TRAINING AND ADDITIONAL COUNTER-INSURGENCY OPERATIONS TRAINING.
3. SINCE MOD ARRIAGA SCHEDULED BE HERE AS GUEST MY COMMAND MONDAY, 5 DECEMBER, I INTEND INFORM HIM USSOUTHCOM UNABLE SUPPORT REQUEST TRANSMITTED THROUGH SOSA BUT THAT WE STAND READY ASSIST IN EVERY WAY POSSIBLE IN TRAINING GUATEMALAN ARMED FORCES IN FIELDS MILITARY PSYOPS AND CI OPERATIONS.
4. PERTINENT CORRIGAN MEMO TO ME FOLLOWS IN "EYES ONLY" MESSAGE FOR YOUR INFORMATION.

2

2. I UNDERSTAND CORRIGAN DISCUSSED THIS MATTER WITH YOU AND I ASSUME YOU AWARE OF CONTENTS HIS MEMO REFERRED TO IN LAST PARA PORTER'S MESSAGE. I HAVE THAT MEMO AND CAN CABLE TEXT YOU DO NOT HAVE IT SINCE CONTENTS IMPORTANT TO FLAVOR WHOLE MATTER.

SECRET

Guatemala 202
HR 901-23 GUAT

Recently de-classified documents like this one reveal the startling clandestine involvement of the United States in training and supporting the Guatemalan government and paramilitary forces against so-called "communist-inspired" counterinsurgents. Support of this policy led to the deaths of tens of thousands of individuals in the dirty war of the 1970s and 1980s.

Nineth Montenegro: Hope of real democracy in Guatemala

When Pope John Paul II visited Guatemala City in 2002, his motorcade followed a route covered in a brilliant carpet of coloured sawdust. It had taken young catholic faithful three frantic days to prepare it.

An apt metaphor for a country struggling in the wake of 35 years of brutal civil war, and with a government proud to boast of peace accords with which it has never intended to comply. Guatemalan President Alfonso Portillo stood beside the Pope and spoke of a nation of “peace and reconciliation”. Cynical words belying a country that is poorer than ever, where the people are forgotten by government, and the society is increasingly without hope.

Nineth Montenegro, a congresswoman for the FDNG (The New Guatemala Democratic Front) party, outlines the difficulty in fighting for the interests of the victims – the real majority of Guatemalan society.

Nineth Montenegro's husband, Edgar Fernando Garcia, was kidnapped by the military and “disappeared” in 1984. Finding the truth about his fate became the cause of her life.



“It’s very tough. The political opposition is so weak that the government rules like a dictatorship. They don’t have to listen to anyone but those who keep them in power.”

And their power base is an odd assortment that includes landowners, the military, evangelical Christians and – most significantly – former members of the Civil

Defense Patrols or “PAC”, organized and legalized by dictator Efraim Rios Montt in the early 1980s. They acted as cannon fodder for the government’s counterinsurgency campaigns in the rural villages, and were responsible for the majority of the rural massacres.

They have recently demanded the government compensate them for their so-called service. The governing FRG (Guatemalan Republican Front) has responded by promising to pay former PAC member 20,000 Quetzales each, about \$4,000 Canadian.

There are nearly a million eligible former PAC members.

The indemnification package breaks the terms of the 1996 peace accords. Worse, the government has indicated it will be paid for through a new national tax. Montenegro is: “It’s terrible. Victims forced to pay for the crimes of the assassins.”

Her own husband, Edgar Fernando Garcia, was kidnapped by the military and “disappeared” in 1984. A woman of extraordinary courage, Nineth Montenegro relentlessly hounded military and government officials in an effort to establish his fate. It turned into the crusade of her life. Along with Edgar’s mother Maria Emilia Garcia and two other women, Montenegro founded GAM, the Mutual Support Group, an organization dedicated to helping the families of Guatemala’s 45,000 “disappeared”. It is now the leading human rights group in Guatemala.

Emilia Garcia, a soft-spoken 75 year-old grandmother, continues to help spearhead the efforts of GAM.

One of the most important jobs they undertake is to work with forensic anthropologists to locate the sites of the mass graves for excavation. They then go into the communities to help prepare the survivors for identifying the victims, providing psychological counseling.

“It is difficult work, she says. “The bodies have to be identified by the clothing they were wearing the last time their relatives saw them. The families have to deal with

For Emilia Garcia, co-founder of GAM, the current government “tiene palabras vacías y oídos sordos” – empty words and deaf ears.



finding loved ones with bullet holes in their heads, their hands still bound, evidence of torture. It is very hard to deal with.”

GAM also continues to press the government to live up to terms of the peace accords, but with admittedly little effect.

“El gobierno tiene palabras vacías y oídos sordos” says Emilia Garcia – it’s a government of empty words and deaf ears.

To date not one of the 45,000 cases of the “disappeared” has been resolved, even though this was also one of the conditions of the peace accords. Montenegro laments the failure of the left to mobilize more active support. She notes that after years of repression and bloodshed, people are afraid to get involved and speak out. And she admits that the political opposition is very fragmented, with many small groups pushing their individual concerns. She also points to the success of the FRG as a party of populists and demagogues. It is the party of Ríos Montt, an avowed

evangelical who remains a popular and influential figure in the government and who is President of Congress.

And Montenegro believes that the way the peace accords were created is very much a source of their current problems.

“The peace negotiations were only between the government and the URNG guerrillas. No one else was consulted, especially not the victims.” Because of this she argues the peace accords are at heart hollow.

“What they created was a paper democracy, not a real one.”

The continuing irony of the peace process, says Montenegro, is that it has only benefited the very people responsible for the worst crimes of the civil war. And, she says, it has given the FRG a ready-made public relations campaign with which to “hoodwink the world.”

As for the Papal visit, both Nineth and Emilia agree it was essentially positive for the country. While it will do nothing to change the current government, it did – if only briefly – focus world attention on the struggles of ordinary Guatemalans. It also provided ordinary Guatemalans with a window of hope, something Montenegro feels Guatemalan’s are in desperate need of. As is she herself.

“After 18 years of constant searching, I know I’ll never see my husband again. But I now live in the hope that Guatemalans will come to their senses and awaken, come to know and experience what real democracy is. That “democracy” does not have to be just an empty phrase of cynical politicians.”

Ríos Montt reversal sets back rights

New York, July 15, 2003

The decision by Guatemala's highest court to authorize the presidential candidacy of former dictator Efraín Ríos Montt is a disturbing setback for human rights in the region, *Human Rights Watch* said today.

"General Ríos Montt is implicated in some of the most egregious human rights violations committed in Latin America in the twentieth century," said José Miguel Vivanco, Executive Director of the Americas Division of Human Rights Watch. "He is clearly unfit to serve as president of Guatemala."

"Twenty years ago General Ríos Montt ran a military regime that killed thousands of people. Today he should be on trial, not running for president."

José Miguel Vivanco
Executive Director
Americas Division
Human Rights
Watch

General Ríos Montt was put in power by a military coup in 1982 and served until 1983. During his term as president, the Guatemalan military carried out a "scorched earth" campaign of hundreds of massacres, tens of thousands of extrajudicial executions, and -according to a U.N.-sponsored truth commission - "acts of genocide."

Ríos Montt made two attempts to run for president in the 1990s but his candidacy was barred by a provision of the 1985 Constitution that prohibited people who had participated in military

coups from becoming president. Guatemala's electoral court and the Supreme Court both reaffirmed that prohibition in recent weeks, ruling against his candidacy. But the Constitutional Court, the Guatemalan judiciary's highest authority, ruled yesterday that the constitutional prohibition did not apply.



General Ríos Montt is implicated in some of the most egregious human rights violations committed in Latin America in the twentieth century.

The court's ruling directly contradicts its own holdings from previous years. However, this time around, three of the seven judges on the court have close ties to Ríos Montt and his party.

Ríos Montt is currently the President of Congress and the head of the Guatemalan Republican Front (FRG), the political party of the current president, Alfonso Portillo.

"Twenty years ago General Ríos Montt ran a military regime that killed thousands of people," said Vivanco. "Today he should be on trial, not running for president."

Question: What effect do you think the presidential candidacy of Ríos Montt would have on Guatemalan society?

Anti-union violence in Guatemala's maquilas

August 2001

On July 25, 2001, a week after violent mobs attacked unionists in the Cimtextiles and Choishin factories in Guatemala, union leaders and the factory management came to an agreement to end the worst violations of the workers' rights.

The meeting, held at the office of the Maquiladora Association of Guatemala (VESTEX) between the union and the factory management, was called by the Guatemalan Labour Minister to find a solution to the violent intimidation against union organizing in the factories. The Government of Guatemala was apparently motivated by the possible impact of the dispute on its US preferential trade benefits, which are legally conditioned on respect for worker rights.

The Labour Minister also announced that the papers confirming the legal recognition of both unions, SITRACIMA and SITRACHOI, would be available as of July 26, 2001.

Harassment Continues

On July 26, 2001, 23 workers returned to work for the first time since they had been attacked by a mob of non-union co-workers armed with bottles, rocks, and blank pieces of paper and pens on which to sign resignations. This mob attack was apparently orchestrated by factory management and supervisors, who had threatened to close the factory

and said workers would be permanently blacklisted if the union was allowed to form.

Since the agreement was signed, the company management is reportedly still involved in anti-union activity.

Management is threatening to file criminal charges against union activists and has not yet taken any steps to suspend any of those who led the violent intimidation against union members as it promised in the agreement;

Management is reportedly sowing confusion by falsely stating that the union has two months to get 50% of the plant affiliated. If not, all union members will be fired after the two months.

The secretary general of the Choishin union, Camilio Rodriguez Pojoy, has twice received telephone calls at 1 a.m. and awoken to find a man watching his house.

Leaders of the labour central FESTRAS have received repeated death threats through phone calls and graffiti written on their homes. FESTRAS has supported the workers in their struggle to organize unions at Choishin and Cimtextiles.

The factory management is demonstrating its lack of willingness to comply with the July 25 agreement and respect workers' rights.

Working Conditions in the Maquilas of Guatemala

The working conditions inside maquilas are often appalling. Unventilated workrooms, unsafe workshops, verbal abuse, sexual harassment and abuse, firings for pregnancy, arbitrary dismissals and forced overtime are just some of the issues workers face in Guatemalan maquilas. Given this grim reality and the fact that conditions vary from factory to factory, most maquila workers do not work in the same plant for very long. In fact, somewhere between 10% and 30% of the maquila workforce resigns or is fired every month. Most maquila workers move from job to job, seeking the best rate for their time. Many work only long enough to save money to start their treacherous trek to the U.S.

Currently, the industry minimum wage is \$3.70 (Q29) per day plus a variety of production bonuses arbitrarily calculated and inconsistently awarded by the owners of the maquila. With production bonuses and overtime, a good machine operator in a large maquila earns about \$170 (Q1300) per month. Minimum living expenses for an average family (5.38 members) calculated by the national institute of statistics for April 2000 was \$284 (Q2185) per month. According to the UN Mission for Guatemala, the majority of Guatemalan workers would need a 140% salary increase to reach a decent standard of living.

In addition to the stress of supporting a family on a maquila wage, many workers incur health problems due to factory conditions. Bathroom access is restricted causing kidney infections. Permission to see a doctor is usually de-

nied, allowing illness to reach a critical stage before it is treated. Respiratory problems are common due to poor ventilation. The legal workweek is 44 hours long; nevertheless, it is not uncommon to work 70 to 80 hour weeks in the maquila. This increases the number of industrial accidents and causes repetitive motion injuries. All told, many workers do not work more than a few years in the maquila before health problems force them back into the informal economy.

Worker Solidarity

In an effort to change these conditions, maquila workers have repeatedly attempted to organize unions in Guatemala. However, this has proved to be extremely difficult. There are currently only two independent maquila unions in Guatemala, and neither have collectively bargained contracts yet. Although both the Guatemalan Constitution and Labor Code guarantee workers' freedom of association hardly any of these laws are enforced. This leaves workers extremely vulnerable to employer attacks. Unionization campaigns by workers are routinely met with retaliatory firings, psychological intimidation, the relocation of factories, and even attempted murder. The history of the union campaign at the Camisas Modernas plants, owned by Phillips Van Heusen, reveals the obstacles to union organizing in Guatemala. After 10 years of union struggle and a well-organized U.S. solidarity campaign, workers won their union and the first union contract. However, one year after the victory, PVH shut down the factory and shifted production to five different non-union plants in the area.

The Future

With changes in international trade rules in store, the maquila in Guatemala will be facing serious restructuring. As of 2005, Central America and Caribbean basin countries will no longer have privileged access to U.S. markets, as textile quotas across the world come to an end, trade preferences disappear, and tax incentives are abolished. At the same time, China will become fully integrated into the world market, unleashing on to the market a huge productive capacity for both high and low value products, and approximately 1 billion extremely poorly paid workers

If Central America cannot compete in the maquila sector based on its previous selling points (low salaries, preferential access to the US market, and special tax incentives) it must develop new attractions for maquila investors. Central American and Caribbean countries biggest asset is their proximity to the U.S. market, which would allow them to specialize in high value fashion sensitive products that are subject to change every four to six weeks according to consumer trends. Perhaps Guatemala, more than any other Central American country, is well positioned to do just that. In response to the changing strategies of U.S. transnational clothing corporations that no longer want the logistical risk and cost of actually producing the clothing, nor the direct responsibility for working conditions in the production chain, the Guatemalan business sector has been promoting “full package production” in its maquila sector. This means that their contracting firm is producing under agreement to supply the client with a completely finished good. Rather than simply assembling imported pieces into low value goods, maquilas in Guatemala are in some cases designing, sourcing, cutting, sewing, assembling,

labeling, packaging, and shipping their products. Along these lines, the maquilas can cater their full package production to high value fashion sensitive clients.

In order to survive, the Guatemalan maquila must continue developing the “full package production” outfit so that it is both highly flexible and capable of rapid response. Yet for workers this means even less employment stability, more forced overtime requirements, and increased intensity of work. Furthermore, many fear that if the changes in 2005 do not actually result in massive job loss, it will cause working conditions and labor relations to spiral downwards as China and other Asian countries redefine the race to the bottom.

Questions for Discussion

After reading the article carefully, answer the following questions:

1. According to the article, why do most maquila workers not stay in the same factory for very long?
2. Are maquila workers in Guatemala paid a fair living wage? Support your answer.
3. Why has it proved difficult for workers to organize to improve conditions in the maquilas?
4. How will the full integration of China into the world market affect workers in Guatemala’s maquilas?

Thinking Beyond

1. *What is meant by “the downward race to the bottom”? What hope is there that Guatemala might avoid being caught in this cycle?*

Home life for maquila workers

Just south of Guatemala City, the shanty town of Alioto sprawls for miles, thousands of tin and wood shacks tumbling over each other and stretching up the side of the hill across dusty, treeless land. Eight years ago, this asentamiento (squatter settlement) did not exist, but now is crowded with more than 55,000 people who have come from rural areas in search of work. Many, like Gloria, are employed in one of the nearby maquila plants.

More than two million people live in squatter settlements like this one in and around Guatemala City.



Past rows of indistinguishable corrugated metal and cement walls and behind an eight-foot cinder block fence topped with strings of barbed wire, Gloria's daughter Marisol, 25, lives with her uncle and two children in a one-room shack her mother helped build. A free-standing cabinet acts as a partition between the kitchen and the corner of the room with bunk beds. A single electric bulb dangles above the table, but as in the rest of Alioto, there is no running water.

Sitting at a table, Gloria (who requested only her first name be used) describes her 11-hour days at a Korean-owned textile factory, where she sews clothes that ultimately bear a major North American label.

"Work hours are supposed to be from 7:30 a.m. to 4:30 p.m., but normally, we don't get out until 7 p.m.," she says. "When we say we work extra hours, they say, 'no, it's voluntary,' but it's really obligatory, because if we don't work, they don't give us our cards back." Without the cards, akin to time sheets, workers would be docked the entire day's pay.

Gloria, who shares her own nearby one-room shack with her four youngest children, is allowed only one bathroom break during the entire workday—and frequently finds her paycheck does not include overtime or bonus pay for exceeding work quotas. Making the equivalent of \$78 every two weeks for a workweek that includes Saturdays, the family lives on beans and eggs and scrimps on water, which they purchase by the barrel at roughly \$1.50 per day—more than one-fourth of Gloria's wages.

But Gloria is among a handful of women in Guatemala's booming textile industry taking part in a daring experiment—organizing a union.

"I would want to get a raise, or at least get paid what we're owed," Gloria says, describing her goals for a union organizing campaign that, if successful, would make her factory the only unionized textile plant in Guatemala. Nearly 90,000 workers, most of them women, are employed in maquilas, more than half of which are Korean-owned. The only other union campaign at an apparel-export factory, Phillips Van Heusen, was crushed after workers won a contract and the plant closed in 1998.

Unions in Guatemala: A history of fear

In Guatemala, a general fear of unions is shared by hundreds of thousands of workers across the nation. This fear is grounded in the country's bloody, 36-year civil war, in which more than 200,000 Guatemalans were killed, including hundreds of union leaders and members, almost all by paramilitary forces, according to an international commission charged with investigating the atrocities.

Between 1944 and 1954, Guatemalans had lived under a new constitution and labor codes that gave them collective bargaining rights, required employers to withhold union dues from paychecks and required equal pay for men and women in the public and private sectors. After a 1954 coup that launched years of bloody dictatorships, the government immediately outlawed union organizing, cut wages by as much as 50 percent and made it illegal for unions to participate in politics. In one year, union membership dropped from 100,000 to 27,000, with some trade unionists murdered.

By the 1970s, Deborah Levenson-Estrada, author of the book *Trade Unionists Against Terror*, says the horror had reached the point where the new military president declared if it was necessary to turn the entire country into a "cemetery in order to pacify it," he would not hesitate to do so. Some trade unionists fought on, but by then, the banners they carried in the rare demonstration had only one demand: "For the Right to Live."

The signing of the 1996 Peace Accords, ending the armed conflict by the govern-

ment and opposition forces, brought new hope to union leaders—yet since then, groups have become more passive and the government is trying to weaken or eliminate unions, which represent only 2 percent of the workforce, says Homer Fuentes, coordinator of a Danish trade union-funded project to organize maquilas in Guatemala.

In addition to recent massive privatization of government services, Fuentes cites more direct government interference: "Sometimes they provoke unions to take action, then legally fire workers and the union disappears." The government also offers money to union leaders, already desperately poor, to leave their unions, says Fuentes, speaking to the STITCH delegation at a meeting over dinner in Guatemala City. Outside the restaurant, one of the nation's ubiquitous camouflage-attired guards—holding a semiautomatic weapon—casually paces in front of the window.

Even while under attack by a hostile government, unions also face another challenge: Changing their structure to adapt to organizing. Historically, unions in Guatemala have relied on workers coming to them for help in joining a union. When they do, union leaders repeat the nation's labor law requirement: Sign up 25 people (no matter the size of the worksite) who want to join a union, then register with the government, says Marion Traub-Werner, STITCH's staff person in Central America and delegation coordinator.

"The next day, they hold a rally," says Bob Perillo, a Guatemala-based repre-

representative of the U.S./Labor Education in the Americas Project. “Management identifies them and fires them—and the union won’t be able to organize for another 10 years.”

As a union organizer, Marie Mejia says one of the biggest obstacles she faces is to show that “even though I’m a woman, I can do the job.”



Through the help of STITCH, the Danish maquila project and the Solidarity Center, FESTRAS recently has become the only federation in the country to train paid organizers. The move was especially significant for FESTRAS because it also marked the first time the federation—which represents an almost entirely male membership—reached out to a primarily female workforce.

“The majority of people who work in maquilas, they live in subhuman conditions,” says FESTRAS board member Manuel Zetino. “Workers have very little formal education and don’t know what their rights are. For us, it’s an important new project to have this organizing team.”

Organizing women also means hiring women organizers—an unheard-of role for a woman in a country where, until maquilas began flourishing 10 years ago, women rarely worked in the formal sector.

Marie Mejia, one of two FESTRAS organizers, says her family opposed her decision to become a maquila organizer. Now, she faces another obstacle: “Being in FESTRAS, it is a challenge to show even though I’m a woman, I can do the job.”

A former maquila worker, Mejia endures a grueling two-hour bus ride to Villa Nueva, the area that encompasses Alioto, and often must visit workers at night—dangerous even when accompanied by a male organizer because of the high crime rate.

Once at the women’s homes, she must request permission of the husband to speak to his wife. “If the husband refuses, I ask the woman separately if I can talk with her. Sometimes she says ‘yes,’ sometimes, ‘no.’”

Questions for Discussion

After reading the article carefully, answer the following questions:

1. Why do Guatemalans generally fear unions?
2. Why have Guatemala’s unions had difficulty recovering even after the signing of the 1996 Peace Accords?
3. Why has the emergence of the maquila sector had such an impact on union organization in Guatemala?

Thinking Beyond

1. Imagine you were a worker in one of Guatemala’s maquilas, and union activists started an organizing drive. *What would be your response? Would you want to join the union? Or would you be unwilling to take the risk of losing your job, or worse?*

Guatemalan maquila workers win major victory

On July 9, 2003, workers at two twin Guatemalan garment factories owned by the Korean manufacturer Choi & Shin achieved a precedent-setting victory when their unions and company management signed a first collective bargaining agreement. In addition to signing the contract, management and the unions also reached agreement on a declaration of principles and an action plan to address labour relations issues in the factories.

failed to prosecute those responsible for anti-union violence, the prospect of the case becoming an issue in CAFTA negotiations seemed to motivate the government to use the tools available to achieve a resolution to the long-standing dispute.

However, while the CAFTA negotiations and the government's intervention provided an opportunity for the unions to negotiate with the employer, it was the courage and determination of SITRACIMA and SITRACHOI members and the support of their national and international allies that won the victory. The successful negotiation of the agreements was assisted by the Guatemalan union federation, FESTRAS and the In-

Union leaders signing up union members in 2002. Their efforts helped workers at two Choi & Shin factories achieve a first negotiated collective agreement.



The agreement was reached at a crucial moment when workers feared the factories would be shut down in order to get rid of the two unions, SITRACIMA and SITRACHOI, the only legally recognized unions in the country's maquila sector. In the midst of negotiations for the US/Central America Free Trade Agreement (CAFTA), the Guatemalan government had threatened to deprive the company of its export license if it failed to negotiate a first collective agreement with the unions, reinstate unjustly fired union members, and gain agreement with the union on a plan to resolve problems in the factories.

While the Guatemalan government had done little to protect the Choi & Shin workers' rights in the past, and had



One of the Choi & Shin factories where workers signed a precedent-setting first collective agreement.

ternational Textile, Garment and Leather Workers Federation (ITGLWF). The US/Guatemala Labor Education in the Americas Project (US/LEAP) helped to facilitate communication between the workers and Liz Claiborne, a major client with the factories. Liz Claiborne and the Fair Labor Association (FLA) also played an important role in pressuring the company to negotiate with the union. The Guatemalan independent monitoring group, COVERCO, carried out

the verification of the negotiation process and are continuing to play a role through the implementation of the agreements.

The agreements come after two years of struggle to win union recognition and defend SITRACIMA and SITRACHOI members against the employer's union-busting campaign. In September 2001, union members were physically attacked inside one of the factories by anti-union workers. The attacks were reportedly orchestrated by management, which had threatened that buyers would stop placing orders and the factories would close if workers didn't get rid of the unions. At that time, an international solidarity campaign, in which MSN participated,

Kenneth Kim (left) and Dennis Smith (right) of Coverco, an independent monitoring agency, helped intervene to settle the dispute between management and the unions.



and the intervention of COVERCO were successful in stopping the anti-union violence and convincing Liz Claiborne to write a letter to the workers pledging to continue placing orders and to respect their right to be represented by a union.

Questions for Discussion

1. What did workers at the Choi & Shin factories in Guatemala achieve for the very first time?
2. What factors led to the negotiations between management and the unions?

3. Identify all those who played a role in securing the agreement.

Thinking Beyond

1. What does the success at the Choi & Shin factories show about the problem of maquilas and potential solutions?
2. Do you think all the problems in the factory are going to be immediately solved? What needs to happen to ensure conditions really improve for the workers?

The Factories

Choi Shin and **CIMA Textiles** are related companies that share production facilities at a site about 30 km from Guatemala City in the town of Villa Nueva. Both are Korean-owned. As of March 2001, Choi Shin had 750 workers and 12 production lines. CIMA Textiles had 417 workers and 7 production lines. Each production line has about 30 workers and 2 supervisors.

Unions in Guatemala

According to Guatemalan law, a union must have at least 20 members to gain legal recognition. Furthermore, it must represent at least 25 percent of the workforce before it can undertake collective bargaining with management.

At the beginning of July 2001, two unions registered themselves with the Guatemalan government as representing workers at the Choi Shin and CIMA Textiles manufacturing plants. They bear the names **SITRACHOI** and **SITRACIMA**. Both are members of FESTRAS, one of several labor federations in Guatemala.

Coverco: Model of an independent monitoring agency

The Commission for the Verification of Codes of Conduct (Coverco) is a Guatemalan non-profit organization dedicated to providing accurate and credible information about working conditions. Coverco conducts independent monitoring and investigations of workplace compliance with labor standards in Guatemala's major export industries - including apparel, bananas, coffee, and electricity - for multinational companies and international organizations. Objectivity, transparency, non-substitution and independence are the principle tenets of Coverco's work. In 1996, Peace Accords put an end to 36 years of bloody civil war and removed a major obstacle to foreign investment in

Dennis Smith, founder and president of Coverco, believes that monitoring is best done by those familiar with the local context and who come from similar backgrounds as the workers.



Guatemala. While many civil society organizations had emerged to advocate for peace and human rights, labor rights had still been largely unaddressed. It was clear, however, that Guatemala's growing export sectors and the working conditions in those sectors would play a major role in determining future social and economic conditions in Guatemala.

Coverco was founded in 1997 by a group of labor, human rights and religious leaders in Guatemalan civil society

who saw an urgent need to address this void. Their objective was clear: to work towards establishing the rule of law and a culture of compliance with labor rights in Guatemala.

Coverco's formation coincided with a visit from the CEO of Liz Claiborne - a major American apparel company - who expressed a desire for civil society-based independent monitoring of their conduct in Guatemala. At the time, there were no Guatemalan organizations with monitoring experience and it had been difficult for advocacy organizations to switch into objective monitoring work. Coverco seized the opportunity and entered a year-long process of negotiation with Liz Claiborne. This gave Coverco the opportunity to develop a concrete proposal about how independent monitoring should be done, while giving Liz Claiborne the opportunity to determine under what terms and conditions they would engage in independent monitoring. This process led to Coverco's first pilot monitoring project with Liz Claiborne and provided a "laboratory" for establishing Coverco's methodology and mandate.

Coverco is currently one of the few non-profit organizations in the world devoted to the ongoing monitoring of local labor conditions, and is recognized internationally as a leader in the field of independent monitoring.

What are Codes of Conduct?

A corporate code of conduct is a document outlining the basic rights and minimum standards a corporation pledges to respect in its relations with workers, communities and the environment. Increasingly, retailers and apparel, shoe and toy manufacturers are adopting voluntary codes of conduct that also cover the labour practices of their suppliers, who are contracted to make their products.

What is in a code?

Most company codes of conduct include provisions on forced labour, discrimination, child labour, and health and safety. Codes that address hours of work, wages and overtime issues seldom go beyond local legal requirements. Few codes include provisions on freedom of association, and fewer still mention the right to organize unions and bargain collectively.

The language in company codes of conduct is often purposely vague, in order to limit corporate responsibility and public accountability.

For example, one major athletic apparel company's code says the company "will only do business with vendors/suppliers who provide reasonable wages and benefits that equal or exceed the prevailing local industry standard." Nowhere in this clause is there a requirement that workers producing these products receive a living wage. It doesn't even clearly require that they receive the legal minimum wage!

Company codes seldom provide independent means for verification that the

company or its suppliers are complying with the code.

Companies usually rely on internal monitoring by their own personnel. Some go further and hire financial auditing firms to verify that they and/or their suppliers are following the code.

In a very few instances, companies have responded to public pressure about specific sweatshop abuses by mandating local non-governmental and human rights organizations to monitor conditions in specific factories for limited periods of time.

Reports from internal monitors or external auditors are rarely made public. And companies generally do not disclose the locations of the factories where their clothes are manufactured, making it virtually impossible for labour or human rights organizations to confirm whether the company is living up to its standards.

However, some companies are responding to demands for greater transparency in monitoring. In 1999, Liz Claiborne allowed the Guatemalan independent monitoring group COVERCO to release a candid report on worker rights violations in one of its supply factories. The report also outlined the steps the supplier would need to take to comply with the Liz Claiborne code and Guatemalan law.

So, are codes positive or negative?

Among labour rights, women's and non-governmental organizations, there is a lively debate about the merits and limitations of voluntary codes.

The language in company codes of conduct is often purposely vague, in order to limit corporate responsibility and public accountability.



Some fear that voluntary codes will be promoted as an alternative to government regulation and worker organizing. Others think voluntary codes can help to extend the application of minimum labour standards across national boundaries and governmental jurisdictions.

Whatever the limitations of voluntary codes of conduct, they can be a yardstick by which we can measure the performance of companies. When they don't live up to their standards, we can challenge them to keep their word.

How can codes be more effective?

The proliferation of company codes with different and competing standards and requirements has caused confusion for consumers, suppliers and workers. To lessen that confusion, and bring more consistency to code language, companies and their associations have begun to develop industry-wide codes. This is certainly a step forward, as long as the standards are high.

Labour, faith and non-governmental organizations are also getting into the act, pressuring companies to adopt model codes that are firmly based in International Labour Organization (ILO) conventions, and/or engaging with companies in the development of multi-stakeholder codes.

These new codes are being developed in the hope that companies across one or more sectors will sign on to a common set of standards.

Some companies might sign on to these codes to receive a seal of approval or the certification of themselves or their suppliers as meeting minimum standards.

Others accept codes of conduct as a condition of doing business with public institutions. For example, many US universities now require companies producing licensed products to live up to standards expressed in a code of conduct.

What's different about the new codes?

Many of the new codes include provisions for independent verification that code standards are being met. Increasingly, university codes require companies to disclose the locations of manufacturing facilities as a condition for producing university-licensed goods.

Most new codes are based on ILO core labour rights, but some go beyond core rights and establish minimum standards on wages, hours of work, overtime pay, and health and safety.

What are the ILO standards?

- freedom of association and the right to bargain collectively;
- prohibitions against forced and bonded labour;
- no child labour;
- non-discrimination;
- health and safety;
- hours of work and overtime compensation;
- wages;
- security of employment (no abuse of labour only subcontracting to avoid social security obligations)

The Guatemala Apparel and Textile Industry



VESTEX represents the factory owners association in Guatemala.

The Guatemala Apparel and Textile Industry generates approximately 97,074 jobs (direct employment) which represents 1.4% of the total labor force. The industry receives the necessary training required to meet the increasing demands of a specialized and highly qualified skills.

To turn the labor issue in a competitive advantage in its long term work plan, the Exporters Association has concluded that addressing the labor issues is essential to accomplish competitiveness for the country's exports. In addition, there are needs to be done to raise awareness among exporters about the importance and the existing commitment regarding the issue of compliance with labor laws.

The members of the Apparel and Textile Industry –VESTEX- of the Non Traditional Products Exporters Association –AGEXPRONT- are aware of the fact that in view of the globalization taking place in the world, the Guatemalan worker-employer relationship must be adapted to the dynamics of this process in order for the country to be competitive.

VESTEX is committed to comply with the laws and to cooperate with the authorities in charge of their enforcement implementing them properly. Likewise, we support the efforts being made through education by the apparel and textile sector to strengthen the observance of the laws, as well as the efforts being made to develop the industrial activity within a framework of mutual respect.”

You can find out more about VESTEX on the internet:
<http://www.vestex.com.gt>

VESTEX Code of Conduct

LABOR AND ENVIRONMENT PRINCIPLES

- **NON DISCRIMINATION:** Full respect for human dignity will be promoted in order to achieve equality between men and women, preventing all discrimination in the workplace because of race, color, religion, or political affiliation.
- **FREEDOM OF ASSOCIATION:** It is recognized that workers have the right to join the organizations of their choice, based on the principles of freedom and democracy.
- **EQUALITY:** The same wages will be paid for the same job performed under the same conditions and with the same efficiency.
- **NO CHILD LABOR:** There must be strict observance of the conditions and restriction regarding the use of child labour.
- **WAGES AND WORKING HOURS:** Wages and working hours will be subject to laws in force in the country, which provide for the payment of a minimum wage. Overtime will be compensated as provided by law. Overtime work is to be performed on voluntary basis.
- **LABOR ENVIRONMENT:** A safe working environment which is in compliance with hygiene and security laws is to be provided. Our members must promote an atmosphere of mutual respect.
- **NO FORCED LABOR:** All restrictions regarding forced labor must be respected.
- **CONSERVATION OF THE ENVIRONMENT:** The conservation of the environment is an essential issue that must go hand-in-hand with the economic and social development of the country. The industry will respect environmental standards and environmental laws in force in the country.
- **RESPECT FOR THE PHYSICAL AND MORAL INTEGRITY OF PERSONS:** This principle seeks to enhance the work and productivity atmosphere of companies to foster and strengthen mechanisms to prevent sexual harassment and improve the physical and mental health of workers of the apparel and textile industry.



Supplier Code of Conduct

Our goal is to ensure safe and healthy workplaces for the people who make our products, where human and civil rights are respected. MEC will apply our Supplier Code of Conduct in our selection of business partners; all of our suppliers are expected to follow the Supplier Code of Conduct.

CHILD LABOUR

MEC suppliers will not hire people under the age of 15, unless local minimum age law stipulates a higher age for work or mandatory schooling, in which case the higher age would apply, as defined by the International Labour Organization (ILO) Convention 138.

We acknowledge that according to the UN Convention on the Rights of the Child, a person is a child until age of 18. In keeping with ILO Convention 182, MEC suppliers will ensure young workers in the age group 15-17 are employed according to the protective restrictions prescribed by local laws.

FORCED LABOUR

MEC suppliers will not:

- Use forced, illegal, or prison labour, including indentured or bonded labour, or any form of compulsory labour to manufacture our products.
- Require workers to lodge deposits or their identity papers as a condition of employment, or financially penalize workers for resigning.

DISCIPLINARY PRACTICES/COERCION

MEC suppliers will:

- Treat workers with respect and dignity and ensure workers are not subjected to any form of physical, sexual, psychological, or verbal harassment or abuse.

FREEDOM OF ASSOCIATION

MEC Suppliers will recognize and respect that workers, without distinction, have the right to form or join trade unions of their own choosing and to bargain collectively.

Where the right of freedom of association and collective bargaining is restricted under law, the supplier will facilitate and not hinder the development of parallel means for independent, free association and bargaining.

WAGES AND BENEFITS

MEC suppliers will:

- Meet legal requirements for wages and benefits within the country of manufacture, or according to prevailing local industry standards, whichever is higher.
- Pay workers directly and provide workers with clear, written accounting of hours worked, deductions, and regular and overtime wages.
- Not make deductions from employee pay for disciplinary infractions.

WORKING HOURS

MEC suppliers will:

- Ensure total working hours do not exceed 60 hours per week (48 regular hours and 12 overtime) on a regular scheduled basis, except under exceptional unforeseen circumstances. Suppliers will ensure working hours are in compliance with local law and regulations.
- Ensure overtime is voluntary; when overtime is needed, workers are compensated either according to law, or where the law is silent, at a premium.
- Ensure workers are provided at least one day off during every seven-day period.



Supplier Code of Conduct

DISCRIMINATION

MEC suppliers will:

Consider employees for positions on the basis of their qualifications and abilities. We will not work with suppliers who discriminate on the basis of race, gender, political or religious beliefs, social, ethnic or national origin, marital status, age, union affiliation, sexual orientation, or disability.

Ensure pregnant workers are assigned work tasks appropriate for, and not threatening to, their condition.

HEALTH AND SAFETY

MEC suppliers will:

Provide their workers with safe and healthy work environments, which, as a minimum standard, is in compliance with country and local health and safety laws and regulations.

Take adequate steps to prevent accidents or injuries to health arising out of, associated with, or occurring in the course of work.

Ensure that any living facilities provided for personnel are safe and clean and meet the basic needs of personnel. Suppliers will ensure that workers have a vehicle to communicate these needs.

ENVIRONMENTAL COMMITMENT

MEC suppliers will:

Implement and maintain systems to minimize negative impacts of manufacturing and packaging on the environment.

Ensure all waste materials, as a by-product of production, are disposed of properly in an environmentally responsible manner, and according to the local and international laws and regulations.

Compliance and Implementation

1. Providers of MEC-labelled products are subject to monitoring and auditing to assure compliance. Audits may be conducted by MEC staff using our STEP program, or by the use of external auditors.
2. If MEC feels conditions do not meet the standards outlined in our Sourcing Policy, we will request changes to be made before conducting business. If MEC finds violations taking place within current supplier relationships, we will notify the management of the violation, the corrective actions required and a time frame in which these actions are to be completed. If corrective action is not achieved by the end of this time frame, MEC reserves the right to cease business with the supplier in question.
3. Suppliers must maintain current sufficiently detailed records to substantiate their compliance with this policy. These documents must be made available on request to MEC employees or anyone acting on behalf of MEC. Such documents should include, but are not limited to: (i) Personnel files on each employee reflecting proof of age; (ii) Employee working hours and payroll records; (iii) Local health and safety evaluations; (iv) Employee grievances, suggestions, and employer responses; (v) Documentation of any exemptions from local law; (vi) Personnel Policies that describes management's and worker's rights and responsibilities regarding: wages, benefits and deductions, vacations and leave, regular and overtime hours, discipline and termination, grievance procedures and harassment.
4. MEC reserves the right to have any manufacturer audited by an Independent Auditor at any time.
5. MEC suppliers will comply with national and other applicable law and, where the provisions of law and the Code address the same issue, the provision that is most stringent will apply.

Websites of maquila solidarity groups

- AFL-CIO - <http://www.aflcio.org/>
- Alliance for Responsible Trade www.art-us.org
- Association of Women in Development www.awid.org
- BananaLink www.bananalink.org.uk
- Campaign for Labor Rights - <http://campaignforlaborrights.org/>
- Center of Concern www.coc.org
- Clean Clothes Campaign <http://www.cleanclothes.org/>
- Coalition of Labor Union Women - <http://www.cluw.org/>
- Committee in Solidarity with the People of El Salvador www.cispes.org
- Community Shares - <http://www.kornet.org/cshares/>
- Development Gap <http://www.developmentgap.org/>
- Economic Policy Institute <http://epinet.org/>
- Global Exchange <http://www.globalexchange.org/>
- Human Rights Watch <http://www.hrw.org/>
- International Confederation of Free Trade Unions <http://www.icftu.org/>
- International Textile, Garment and Leatherworkers Federation www.itglwf.org
- International Food, Agricultural Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF) <http://www.iuf.org>
- Labour Behind the Label www.labourbehindthelabel.org
- Maquila Solidarity Network <http://www.maquilasolidarity.org/>
- National Interfaith Center for Worker Justice <http://www.nicwj.org/>
- Network in Solidarity with the People of Guatemala <http://www.nisgua.org/>
- Nicaragua Network <http://www.nicanet.org/>
- Pineros y Campesinos del Noroeste www.pcun.org
- Resource Center of the Americas <http://www.americas.org/>
- Service Employees International Union - <http://www.seiu.org/>
- Solidarity Center of the AFL-CIO www.solidaritycenter.org
- Student Action with Farmworkers - <http://cgs.aas.duke.edu/saf/>
- Sweatshop Watch <http://www.sweatshopwatch.org/>
- United Auto Workers - <http://www.uaw.org/>
- United Farmworkers of America - <http://www.ufw.org/>
- United Food and Commercial Workers <http://www.ufcw.org/>
- UNITE! <http://www.uniteunion.org/>
- United Students Against Sweatshops <http://www.people.fas.harvard.edu/~fragola/usas/index.html>
- US/Labor Education in the Americas Project - <http://www.usleap.org/links/linkstemp.html>
- Walmart Watch <http://www.walmartwatch.com/index.cfm>
- Witness for Peace <http://www.witnessforpeace.org>
- Women's Edge www.womensedge.org
- Workers Rights Consortium <http://www.workersrights.org/>



The Canada-Guatemala connection

Canada and Guatemala established diplomatic relations in 1961. Due to civil conflict and concerns over human rights, Canadian development assistance was delivered through non-governmental organizations and other multilateral channels throughout the 1980s and early 1990s. During the negotiation of the Peace Accords in 1995, Canada reinstated its bilateral program to Guatemala as a sign of support for the peace process.



Over the course of the 37-year civil conflict, Canada provided asylum to thousands of Guatemalans. As a result there is now a community of more than 50,000 Guatemalan immigrants in Canada, sending back financial remittances as well as knowledge of Canadian values to relatives in Guatemala.

Demonstrating Canada's real commitment to the Peace Accords, former Minister of Foreign Affairs, Lloyd Axworthy, represented Canada at the signing of the Accords on December 29, 1996. Canadian officials continue to remind the Government of Guatemala of its stated commitments to implement the Peace Accords.

Canada's primary objective in supporting the Guatemala Peace Process is to assist with the peaceful transition to an open society where all Guatemalans can actively contribute to the political, eco-

nomie and social development of their society.

Canadian and Central American leaders have a tradition of meeting periodically for consultations on issues of shared interest and importance. Prime Minister Chrétien visited Guatemala City, in September 2000, for the Canada-Central America heads of Government meeting. During the visit, the Prime Minister also met with Guatemalan President Alfonso Portillo.

President Portillo visited Canada in April 2001, for the Third Summit of the Americas in Quebec City.

Canada exported \$121.2 million worth of goods to Guatemala in 2002, comprised mostly of pulp and paper products (including newsprint), durum wheat, fertilizers, and telephone equipment. Canada imported \$143.9 million worth of Guatemalan goods in 2002. The main imports from Guatemala are sugar (both raw and refined), coffee, fruit and vegetables, toilet soap, and articles of clothing. The total two-way trade between the two countries was \$265.1 million.

On November 21, 2001, International Trade Minister Pierre Pettigrew announced the launch of free trade negotiations with El Salvador, Guatemala, Honduras and Nicaragua, aimed at further enhancing Canada's trade relationship with Central America. Parallel agreements on labour and the environment are also being pursued.

Canada, through the Canadian International Development Agency (CIDA), has provided \$176 million in net Official De-

development Assistance (ODA) to Guatemala between 1969-70 and 2000-01, with an annual average of approximately \$11.8 million over the past four years.

For the year 2001-2002, CIDA provided a total of \$17.96 million in ODA to Guatemala. The main objective of Canadian assistance to Guatemala is to support the peace building process using the 1996 Peace Accords as a benchmark. CIDA's strategic focus is on the most marginalized groups (rural poor, indigenous and women) supporting basic social services, agricultural development in rural areas, and fostering respect for human rights, democratic development and good governance.

Guatemala is a member of the Organization of American States and the United Nations. Cooperation with Guatemala on key issues of common interest, e.g., indigenous rights, Americas Summit Process, has been key in advancing important Canadian interests in these multilateral fora. Since 1994, the United Nations Verification Mission in Guatemala (MINUGUA) has played an important role in the country, monitoring the human rights situation, verifying the implementation of the Peace Accords, and supporting institutional strengthening under General Assembly mandates. Canada has provided up to six police officers and up to fifteen military personnel to MINUGUA. Canada has repeatedly co-sponsored the annual United Nations General Assembly resolutions, most recently in December 2002, which extend and adjust MINUGUA's mandates for the following year.

April, 2003

GOVERNMENT OF CANADA CONCERNED OVER VIOLENT ACTS AGAINST GUATEMALAN CITIZENS

The Canadian Embassy expresses its concern at the increase in acts of violence, threats and attacks against members of human-rights organizations, journalists and justice officials, along with the growing climate of insecurity in the country. Recent events, such as the unwarranted attack against José Rubén Zamora and his family, on Tuesday, June 24, are a blow to freedom of expression, respect for human rights and democracy in Guatemala.



James Lambert,
Canada's Ambassador to Guatemala.

It is imperative that the Government of Guatemala and key players in all sectors take the necessary steps to ensure that this election period takes place peacefully and democratically, putting an end to the climate of insecurity, confrontation and violence.

The Canadian Embassy urges the appropriate authorities to take prompt and effective action to investigate this case and others, and to bring those responsible to justice.

James Lambert,
Canada's Ambassador to Guatemala

The Canadian Embassy in Guatemala website:

www.dfait-maeci.gc.ca/guatemala/menu-en.asp

CIDA and Guatemala

The Canadian International Development Agency (CIDA) supports sustainable development activities in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

Development is a complex, long-term process that involves all of the world's people, governments and organizations at all levels. Working with partners in the private and public sectors in Canada and in developing countries, and with international organizations and agencies, we support foreign aid projects in more than 100 of the poorest countries of the world. The objective: to work with developing countries and countries in transition to develop the tools to eventually meet their own needs.

Americas Branch is one of CIDA's four geographic branches through which the Government of Canada carries out development co-operation initiatives directly with countries eligible for Canadian aid.



democratic and egalitarian society by emphasizing poverty reduction, democratic development, human rights, and good governance.

CIDA manages a bilateral assistance program involving signed agreements between the governments of Canada and Guatemala. Specific projects are delivered through partnerships with Canadian businesses, non-governmental organizations, professional associations, labour, educational institutions, and all levels of government. Guatemalan counterpart organizations are full partners in all bilateral initiatives.

Guatemala also receives assistance from Canada through CIDA's support of organizations like the United Nations Development Programme, the United Nations Children's Fund (UNICEF), the World Bank, and the Inter-American Development Bank. In addition to providing funding, CIDA uses its influence within these organizations to improve their leadership and effectiveness in aid coordination, and to promote measures that are consistent with Canada's development priorities

CIDA's partnership program provides financial support to projects undertaken in Guatemala by Canadian institutions, associations, and non-governmental organizations, as well as by private-sector companies involved in development.

From the CIDA website
<http://www.acdi-cida.gc.ca/home>

Canada began providing development assistance to Guatemala in 1969. CIDA's programs there are helping Guatemala make a peaceful transition to a more

Common Threads - Script

Video Narration and Statements

Introduction

Tanya Roberts-Davis, host and narrator:



Identified on screen: Tanya Roberts-Davis, Maquila Solidarity Network Tanya, seated, looks up from something she's reading on the table.

“Hi there! Have you ever stopped to think about who makes the clothing you are wearing, or how these workers are treated? If you check out the labels, you'll see that much of it comes from Asia and North America. But some garments also come from countries in Central America, like Guatemala and El Salvador.”

“This clothing, whether it is marked by a brand name, no name or your own school's logo, was probably sewn by a worker who was paid a fraction of the price you paid for it. And as for working conditions in clothing factories, it's usually hot, dusty, dangerous and unfair. You know what we call these factories: sweat shops.”

“Off the job, most of the workers who sew clothes live in poverty - in shacks or, in some cases, company barracks - without running water and electricity. And because of the low wages, their kids often don't have enough to eat!”

“You may be shocked to learn that sweatshop conditions exist in Canada too. Women here sew clothing in their homes, and often end up making way less than the minimum wage, sometimes as little as \$2.00 per hour.”

“In Canada we spend more than 12 bil-

lion dollars a year on clothing. Most of the big clothing companies spend a fortune trying to convince young people that their styles are cool. But, if millions of people conclude that a particular company is tolerating the abuse of workers, sales can plummet. So, as consumers we have a lot of power to demand that the basic rights of workers are respected.”

“We have to ask questions about how and where our clothing is produced. And we have to find ways to support workers in their struggle for decent working conditions. That's what this video is all about!”

Case in point: Guatemala

Shots: start with a map of Central America, then zero in on Guatemala; followed by various shots of Guatemala depicting poverty, the countryside, the people.

Narrator:

“Most countries in Central America have free trade, or maquiladora, zones which allow companies to set up factories without paying local taxes. Guatemala is typical: there are currently over 300 garment factories - called maquilas - that produce our clothing.”

“The problem is that many of these factories are sweatshops where workers sew for up to twenty hours a day under unsafe conditions, with wages so low that they can't meet basic needs for food, clothing, housing and health care. The workers need the jobs, but they also want respect, dignity and a living wage.”



Music bridge,
End of opening
sequence



Mario Polanco from GAM (*Spanish with voiceover*):

“On one hand, there is the abuse on the part of the employers in these maquilas. But on the other hand, throughout the past ten or fifteen years, they have become an important source of employment for workers.”

Narrator:

“There are a number of players in this situation: the factory owners and managers; the workers and the trade unions; the governments of Guatemala and Canada; retail companies; and human rights organizations like GAM.”

“The challenge is to improve pay and working conditions without causing the companies, which are driven by the need to maintain profits, to move their production, and the jobs, to another country.”

End section,
music bridge

A bit of background

Narrator:

“To understand Guatemala today, it is important to understand the history of oppression and resistance in this country. With the invasion of the Spanish Conquistadors in the early 1500s, the Mayans, the original inhabitants of Guatemala, became slaves in their own homeland, deprived of their lands, their rights, and political representation. Within a century of the arrival of the Europeans, disease and slavery wiped out nearly 90% of the indigenous population, destroying a civilization.”

“Despite centuries of oppression, Maya culture has survived. Mayans cling fiercely to their cultural identity, maintaining their language and religion, wearing their own hand-woven clothing, whose patterns and symbols date back more than a thousand years.”

Shots: Mayan women in market, the shrine in Chi Chi Castenango, women weaving, women in boat

“In the 1960's and 70's, an armed resistance movement sprang up in the countryside. The military responded with a brutal campaign of terror which reached a peak in the 1980s. 200,000 civilians were killed by military death squads, and 440 Mayan villages were wiped off the map.”

“In 1996, the 35-year civil war ended with the signing of peace accords. Today, human rights groups continue to deal with the legacy of the violence, and demand justice for the traumatized families of the victims. Bodies are exhumed in order to gather evidence of torture and mass executions.”

Emilia Garcia, GAM (*Spanish with voiceover*):

“There is going to be an exhumation that will take place in San Gualpa in Quiche. My colleagues are going to organize a workshop with the families of the people who are going to be exhumed. It's going to be a very difficult experience, a very painful experience, because they are going to find the bodies dismembered, violence inflicted on the bodies, evidence of gunshots or their hands still tied - horrible things that happened to those people.”

Pieces in the puzzle: The Workers

Narrator:

“Most of the workers in Central American maquilas, including those in Guatemala, are women - and all of them are poor. They work long hours on unsafe machines for subsistence wages. Ventilation is poor, and exits may be locked, so imagine what happens if a fire breaks out! “Meanwhile, unions have been kept out of all but two of over 300 maquila factories.”



Music bridge,
End section



Victoria Rafaela Cordoba Miranda

(Spanish with voiceover):

“At Cimatextil, the union has been organized for a year. Before that it was terrible: shouting, they even hit us - lots of bad treatment. They didn't allow us to go freely to the bathroom; there was a schedule. People had to hold it, and they got urinary tract infections. It was terrible.”

Narrator:

“Workers who speak out about the working conditions are often the targets of intimidation.”

Hilda Esperanza de Cunzas (*outside the Choishin factory, Spanish with voiceover*):

“When we gave notice that we already had a union, there was a persecution. When she was going home about seven o'clock at night, she was chased by an armed man. She lived far away from here, over the hill, and when she was moving up the hill, she was followed by that man.”



David Morales, head of FESTRAS union (*Spanish with voiceover*):

“Another woman was visited by the head of personnel, who is still in the company. She was asked to drop charges against the company and resign. When she refused, he asked how secure she was, and whether she thought her children were safe when she went to work.”

David continues from above:

“We are indignant that they don't have the courage to confront us directly, but they threaten our children. That's repugnant.”

Victoria Rafaela Cordoba Miranda

(Spanish with voiceover):

“They are only interested in production, it's production, they're not at all interested in how we're feeling physically. If someone has a fever or pain, they don't care. All they're interested in is people working. § But now that we have the union, it's still difficult but things have improved.”

Quality of Life, Rich and Poor

Narrator:

“In Guatemala, the rich are getting richer.”

“Meanwhile, the majority of Guatemalans, including the maquila workers and their families, are struggling to survive.”

Mario Polanco from GAM

(Spanish with voiceover):

“The unjust distribution of land, the unjust distribution of wealth, the social exclusion in this country, the low wages and exploitation, have led to the people in three towns, for the last few months, facing famine conditions. The conditions which exist are similar to those which you might find in Rwanda or Ethiopia or any country in Africa; children malnourished because they lack food and the nutrients they need.”

Woman at squatter camp - (*not identified, Spanish with voiceover*):

“We've been living in this place for seven years because there's no housing. § There are a lot of poor families squatting here, most from the countryside. Little by little we've made some progress to improve the area, but it's been very difficult.”

Sequence of images from the rich neighbourhood



Humans Rights Groups and NGO's

Narrator (back on camera, from medium to CU):

“Guatemalan workers and peasants are much like us, full of hopes and dreams and determination. Supported by labour and human rights groups, they persist in their struggle for decent working and living conditions. Many international development organizations are also active in Guatemala. It's a joint effort in an uphill battle!”

Annie Bird, Rights Action:

“One of our focuses is making the connection between the repression and whatever causes the repression and the connection between the economic interests and the actors which are never held responsible for the role that they play.”



Narrator:

“In recent years, deplorable conditions in the maquila factories have received critical media coverage in Canada and the US. High school and university students have organized "Sweat Shop Fashion Shows" to tell consumers about the human costs of the clothes they wear. They are also trying to get their schools to adopt purchasing policies to make sure that school clothing--like spirit wear and team uniforms-- is made under fair conditions.”

“For example, for three years I have been involved in a No Sweat campaign at Trent University in Peterborough. We raised awareness on campus and negotiated with administrators; and finally the university passed a No Sweat policy for all clothing purchases.”

“Big clothing companies have been bombarded with letters and emails asking that they take responsibility for improving working conditions in the factories that supply their products. To find out what's really going on, some companies have agreed to send in people from independent monitoring agencies.”

Dennis Smith, COVERCO representative:

“The apparel industry in the globalized economy, beginning in the nineties, began to demonstrate its awareness of the power of consumers by developing corporate codes of conduct. Because consumers increasingly began to base their buying decisions on how the products were made, and whether or not the companies were able to demonstrate that workers and the environment had been respected in the production process.”

Narrator:

“The Guatemalan Ministry of Labour says that they are investigating factory conditions and imposing fines on maquila owners who break the law.”

Inspector General Juan Castillo, Min/Labour (Spanish with v/o):

[his name/ title up followed by: 4000 quetzels = \$700 Cdn

“At 4,000 quetzels each, maquila owners have paid 750,000 quetzels in just one year. In over 55 years of the labour code, it's the first time that the owners have paid fines.”

“They pay the fines because, if they don't, they will have trouble doing business in Guatemala and overseas.”

Narrator:

Factory owners and the Guatemalan government, claim that working condi-



Shots: copy stand, a number of newspaper and magazine reports; a few seconds of the intro to the CBC Disclosure piece on Honduras; plus stills of a Sweat Shop Fashion Show .

Shots:the
white-shirted
representative
of the owners'
association.

tions have improved; that free trade helps the Guatemalan economy; and that jobs in the maquilas, even at low wages, create prosperity.

“But the union representing workers is skeptical. They suggest that owners abuse workers rights in order to keep labour costs down, while the government looks the other way to make sure that the companies continue to do business in Guatemala. Who do you believe?”



Carla Johana Cruz, organizer with FESTRAS (Spanish with voiceover):

“The inspectors go to the factories, but they are not considering what the workers say, but what the owners say about the problems. It's all so sad because, in many instances, the workers and factory owners are sitting together; and the inspector just watches how they argue.”

David Morales, General Secretary, FESTRAS (Spanish with voiceover):

“The fact of the matter is that we see that government and factory owners are coordinating activities in order to cover up the serious problems that exists in the maquila sector. They are trying to create a Coordinating Council, but they are not inviting the participation of unions.”

Narrator:

“Recently we learned that workers represented by FESTRAS, the union in two maquila factories, have won a contract which includes improvements in working conditions, and guarantees that the North American brands won't pull their production from the plants. “

“So the news isn't all bad! In fact, some North American manufacturers and re-

tailers are convinced that they can prevent abuse in their suppliers' factories - and still make a profit. “

Statement from Manager of Mountain Equipment Co-op, Toronto

Sean McSweeney describes their Supplier Code of Conduct and explained that they perform rigorous audits of all their 31 supplier factories, demanding changes where problems are identified.

Narrator:

“Many manufacturers complain that it is difficult to ensure that every one of their supply factories is abiding by a code of conduct. But if they have hundreds of suppliers, they also have enormous sales, and should accept their large responsibilities. However, according to COVERCO, worker rights abuses in the maquilas are not an exception-they are the norm.”

Dennis Smith:

“We have yet to monitor a factory that did not have major issues.”

Narrator/host (on camera):

“Manufacturers need to exert pressure on the maquilas to improve working conditions, rather than taking the easy way out by moving to another supplier or another country.”

Carla Johana Cruz, organizer with FESTRAS (Spanish with voiceover):

“We don't want to adversely affect workers in Guatemala. It's important that people buy the product. It's important that factories are able to make the product. But it's extremely important that students understand that they have a right to demand good treatment of workers in the maquila sector.”

Narrator:

“As buyers of clothing made in maquilas, students have an important role. Students across Canada have taken action via "No Sweat" campaigns, trying to ensure that school sweat shirts and sports equipment are made under decent conditions.”



Two Toronto high school students explain to two from Cobourg that their committee includes more teachers than students; that they used t-shirts as a petition in eight schools to develop a presentation for the school board; and that an anti-sweat policy is in the works but will a long time to negotiate and implement.



Narrator/host on camera, slow zoom in:

“You may not feel that as an individual you can influence corporations and governments. But when we, as students, come together with workers and their support groups, we have strength in numbers. Our voices will be heard.”

Tanya picks up a page about Rigoberto Menchu Tum from the table

A Mayan woman, Rigoberto Menchu Tum, won the Nobel Peace Prize for her work to end the war in Guatemala. Never give up, she said: "We have to focus on solutions in this time of great challenges. If we just wait around, the problems will overwhelm us."

Camera back to a close up of Tanya

“So let's get to it!!”

Music continues over titles

Questions for Discussion

1. What did you learn from the video about the issue of sweatshops that you did not know before?
2. What images, ideas or phrases stood out for you from the video? Why?
3. Do you think the video portrays an objective view of the issue? What biases, if any, can you identify in the video?
4. What points of view were not considered in the video? Why not?
5. What solutions are identified in the video? Which of these do you think is the most effective? Why?

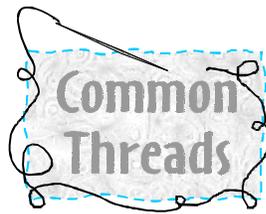
Thinking Beyond

Did the video leave you thinking you could make a difference or contribution in solving the problem or not? Explain your reasoning. What evidence does the video provide to support the view that you CAN make a difference? What practical steps are in your power?

Cut to four students and Tanya talking in MSN office.



Civics, Grade 10 Open CHV2O



Key Curriculum Expectations

These lessons have been designed in accordance with the Ontario Curriculum, Grades 10, Social Sciences and Humanities.

They will help enable students to achieve a number of overall and specific expectations for Civics, including:

Informed Citizenship

Overall Expectations

ICV.05 — demonstrate an understanding of citizenship within a global context.

Specific Expectations

IC5.01 — analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;

IC5.02 — summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948);

IC5.04 — compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term “global citizen”;

Purposeful Citizenship

Overall Expectations

PCV.03 — demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

Specific Expectations

PCI.01 — describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for

rights of others, work for common good, sense of responsibility for others, freedom of expression);

PCI.02 — explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions;

Active Citizenship

Overall Expectations

ACV.01 — demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

Specific Expectations

AC1.01 — demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02 — demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC1.03 — demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community.

AC4.04 — participate effectively in a civil action or project of interest to them and of importance to the community (e.g., join special interest group, write letters to editor).

Lesson Activity — Introduction: Learning about Guatemala

Coded Expectations:

ICV.05 — demonstrate an understanding of citizenship within a global context.

IC5.01 — analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;

ACV.01 — demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.04 — demonstrate a knowledge of different types of citizenship participation and involvement.

Resources

- Political Map of Guatemala (In Activity Masters)
- Mapping Activity (In Activity Masters)
- “A brief history of Guatemala” (In Teacher Resources)
- Guatemala Timeline Activity (In Activity Masters)

Supplementary Materials

- Atlases
- Overhead projector

Groupings

- Class working as a whole
- Student working in pairs
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. For this part of the lesson, students will be learning a little about Guatemala in order to have some context for the video and issue of maquilas as they pertain to Guatemala.

2. Give students copies Mapping Activity. You may display the Political Map of Guatemala as an overhead, or make copies for each student. Inform students that the Mapping Activity will

be collected for evaluation.

3. Give students the article “Guatemala: A brief history.” Have students read the article and then answer together the “Questions for Discussion” and “Thinking Beyond” question.

3. Distribute copies of the Timeline Activity to students. Instruct the class to work in pairs to complete the Timeline, using information from the article “Guatemala: A brief history”.

4. After students complete the Timeline, be sure to review the information with the class.

Assessment:

- Process: working in pairs; discussing as a class; working independently in class
- Product: Mapping assignment, Timeline assignment, small group discussion, class discussion

Recording Devices:

- Written responses (students)
- Timeline
- Mapping Activity rubric
- Teacher observation

Assessment Strategies

- Diagnostic evaluation
 - Formative evaluation
 - Summative evaluation
-

Lesson Activity — Video

“Your Clothes and the Maquilas that Make Them”

Coded Expectations:

ICV.05 — demonstrate an understanding of citizenship within a global context.

IC5.01 — analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;

IC5.02 — summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989);

IC5.03 — research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs

IC5.04 — compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term “global citizen”;

ACV.01 — demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 — demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 — demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACV.04 — demonstrate a knowledge of different types of citizenship participation and involvement.

Resources

- Common Threads video
- Key Terms handout (In Activity Masters)
- Video graphic organizer handout (In Activity Masters)
- TV and VCR

Supplementary Materials

- Common Threads Video Script (In Teacher Resources)

Groupings

- Class working as a whole
- Student working in small groups
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. For this part of the lesson, students will work together in small groups of no more than four.

2. Give students copies of the “Common Threads Video Key Terms” handout (Activity Masters). Review with students prior to viewing the video.

3. Give students the Common Threads Video Organizer” (In Activity Masters) for the short documentary video “Globalization, Sweatshops and the clothes we wear”.

3. View the video (length - 18 minutes). Instruct students to complete the organizer using information from the video as they watch.

4. After viewing the video, groups should briefly review information and help each other to complete the organizer. The questions on the organizer should help students share opinions about what they saw.

5. As a class, review the information from the video. Use the “Questions for Discussion” and “Thinking Beyond” from the end of the video script (Teacher Resources 51) to help generate discussion. Have students write responses.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, class discussion

Recording Devices:

- Written responses (students)
- Video organizer
- Teacher observation

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation

Lesson Activity — Learning More

Coded Expectations:

AC2.03 — demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives.

AC3.01 — demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate);

AC3.02 — communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation);

PC3.05 — describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement;

PC3.06 — demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern.

ACV.01 — demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.03 — demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACI.01 — demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

ACI.02— demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);

Resources:

The following are located in the Teacher Resources:

- “What is a Sweatshop”
- “What is Globalization”
- “Guatemala—A Brief History”
- “The Labour Behind the Label: How Our Clothes are Made”

- “What are Human Rights”
- “Working Conditions in the Maquilas of Guatemala”

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Students presenting to class

Scope and Sequence:

1. For this part of the lesson, students will work together in small groups of no more than four.
2. Groups will each be assigned a reading on one of the topics relating to the issue of maquilas.
3. Groups are to carefully read the article and discuss the content together.
4. Groups are then to prepare a brief presentation on their reading, highlighting the most important ideas.
5. Groups will then present their findings to the class in the form of a brief presentation.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, presentation

Recording Devices:

- Written responses (students)
- Presentation Activity Sheet
- Presentation Rubric

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative Evaluation

Lesson Activity — The Future of Human Rights

Coded Expectations:

ICV.05 — demonstrate an understanding of citizenship within a global context.

IC5.01 — analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;

IC5.02 — summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989);

IC5.03 — research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs

IC5.04 — compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term “global citizen”;

ACV.01 — demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions;

ACV.02 — demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance;

ACV.03 — demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;

ACV.04 — demonstrate a knowledge of different types of citizenship participation and involvement.

Resources

- The groups will have access to the Common Threads web site at <http://www.commonthreads.ca>
- Common Threads video,
- Materials in the Teacher Resources.
- Role Play Activity Sheet (In Activity Masters)
- Role Play Assessment Rubric (In Assessment Rubrics)
- Universal Declaration of Human Rights (In Teacher Resources)

Supplementary Materials

- Access to internet for access to websites

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually

Scope and Sequence

1. Preparation

Students should have prior knowledge of the Universal Declaration of Human Rights (contained in the Teacher Resources of the Common Threads materials).

2. The class is divided into groups of no more than 4. Each group is to take on the role of one of the “stakeholders” in the maquila sector in Guatemala. One group will be comprised of UN investigators who monitor human rights in the world.

3. The investigators" are focusing on Guatemala's human rights record in the area of maquilas, especially in relation to the following articles from the **Universal Declaration of Human Rights**:

* Article 20: *You have the right to organize or take part in meetings or work together in a peaceful way.*

* Article 22: *You have the right to social security (a roof over your head, enough money to live on and medical help if you are ill). Also the chance to take part in and enjoy music, art, crafts, sport and anything which helps you to develop your personality.*

* Article 23: *You have the right to work, to choose work freely and to receive payment for it, which allows you and your family to live decently. Men and women should receive the same pay for doing the same work. You have the right to claim unemployment benefit or social security if necessary. You have the right to join a trade union to protect your interests.*

* Article 24: *You have the right to rest and leisure, to work reasonable hours and to take regular paid holidays*

4. Using material in the www.commonthreads.ca web site, kit and video, the groups are to examine and compare statements made by various “stakeholders” involved in the garment industry in Guate-



Lesson Activity — The Future of Human Rights, continued.

mala. These groups include:

- Union representatives
- Factory owners
- Independent monitoring groups
- Human Rights Organizations (Rights Action and GAM)
- Guatemalan Ministry of Labour
- Apparel Industry Executives
- Canadian Consumers
- And of course, the United Nations Investigators

Groups should learn as much as they can about their assigned “stakeholder”.

Students will be expected to participate in a “role play activity” involving a meeting between all the “stakeholder” and the United Nations investigators. At the end of the investigation, the United Nations group will present their findings to the class.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, role play

Recording Devices:

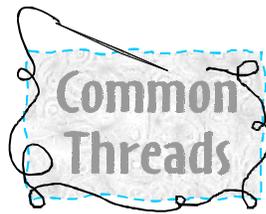
- Written responses (students)
- Role Play Activity Sheet
- Role Play Rubric

Assessment Strategies

- Diagnostic evaluation
 - Formative evaluation
 - Summative Evaluation
-



The Fashion Industry, Grade 11 Open HZB3O



Key Curriculum Expectations

These lesson activities have been designed in accordance with the Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities.

The activities will enable students to achieve a number of overall and specific expectations for ***Fashion and Creative Expression, Grade 11, Open, HNC30***, including the following:

Functions of Clothing

Overall Expectations

FCV.02 — demonstrate an understanding of psychological, sociological, and cultural attitudes towards beauty, fashion, and apparel;

Specific Expectations

FC2.04 — describe how the choice of clothing and adornments is affected by both personal considerations and external social factors (e.g., the media, peers, status, social role, occupation);

The Apparel Industry

Overall Expectations

AIV.01 — identify the agencies and regulations that influence the production and labeling of apparel and textiles;

AIV.02 — demonstrate an understanding of the nature and evolution of the fashion retailing industry;

AIV.04 — analyse the impact of the clothing industry on society, and societal influences on the clothing industry;

AIV.05 — summarize the contributions of various countries to the apparel industry.

Specific Expectations

AI1.01 — identify and interpret existing legislation pertaining to the textile and apparel industries (e.g., Textile Labeling Act, Canada Standard Sizing);

AI2.06 — identify the factors that contribute to the cost of goods produced in Canada and abroad (e.g., standard of living, climatic factors, transportation, market size, design, unionization of workforce, government regulation of industry);

AI4.04 — evaluate the impact on Canadian society of issues relating to the apparel industry, such as the redistribution of jobs brought about by globalization, the exploitation of workers both in Canada and abroad, and the role of unions in the garment industry;

AI5.03 — demonstrate an understanding of Canada's place in the international fashion, apparel, and textile industry.

Research and Inquiry Skills

Overall Expectations

ISV.01 — use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles;

ISV.02 — use a variety of print and electronic sources and telecommunications tools in conducting research;

ISV.03 — correctly use terminology associated with fashion, clothing, and textiles;

ISV.04 — communicate the results of their inquiries effectively.

Specific Expectations

IS1.03 — locate and access primary sources (e.g., interviews with designers and fashion forecasters) and secondary sources (e.g., magazine articles, TV programs) of information relating to fashion.

IS2.02 — demonstrate an ability to organize and interpret information gathered through research, summarizing the main points of articles, interviews, and other research materials;

IS2.04 — evaluate information to determine its validity and reliability;

IS2.05 — differentiate between research evidence and opinion.

IS3.01 — compile information and key ideas from their research, and document sources accurately, using correct forms of citation;

IS3.02 — effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Lesson Activity — Introduction to the Issue

Coded Expectations:

A1V.04 — analyse the impact of the clothing industry on society, and societal influences on the clothing industry;

A12.06 — identify the factors that contribute to the cost of goods produced in Canada and abroad (e.g., standard of living, climatic factors, transportation, market size, design, unionization of workforce, government regulation of industry);

A14.04 — evaluate the impact on Canadian society of issues relating to the apparel industry, such as the redistribution of jobs brought about by globalization, the exploitation of workers both in Canada and abroad, the role of unions in the garment industry.

A15.03 — demonstrate an understanding of Canada’s place in the international fashion, apparel, and textile industry.

IS2.01 — formulate appropriate research questions to frame their inquiries;

Resources

- “The cost of your clothes” handout (In Activity Masters)
- “The Real Cost of your clothes” overhead (In Activity Masters)
- “You are what you wear quiz” (in Activity Masters)

Supplementary Materials

- Fashion magazines and advertisements from major apparel labels

Groupings:

- Class working as a whole
- Students working individually
- Students working in pairs

Scope and Sequence

1. If you have fashion magazines available, or advertisements from major apparel labels, display some of the covers and advertisements to the class. Allow students to look over the magazines, paying special attention to the ads.
2. Give students the “You are what you wear quiz”. Give time to complete, then discuss responses.

Ask students the following questions:

- What makes the clothing from the major apparel labels so appealing?
- Why are clothes from these labels so expensive?
- How much does it really cost to produce this clothing?
- Where does this clothing come from?

2. Have students check the labels of their clothing—they will have to help each other in this activity. Make a list on the board of all the countries that are represented.

Ask students the following questions:

- What do you notice about most of the countries represented?
- Why do you think apparel labels produce clothing in these countries? What are some of the advantages? What are some of the disadvantages?

3. Have students work in pairs to discuss these questions.. Students should write responses to the questions. Discuss these questions together as a class.

4. Give students copies of the handout “The Real Cost of Your Clothes” Review the figures with students. Try and calculate how much—in dollars and cents—of the cost of each sweat-shirt actually gets into the pockets of the workers who produce them.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group discussion

Recording Devices:

- Written responses (students)
- “The real cost of your clothes handout
- “You are what you wear quiz”

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation

Lesson Activity — Video

“Globalization, sweatshops, and the clothes we wear”

Coded Expectations:

AIV.04 — analyse the impact of the clothing industry on society, and societal influences on the clothing industry;

AI2.06 — identify the factors that contribute to the cost of goods produced in Canada and abroad (e.g., standard of living, climatic factors, transportation, market size, design, unionization of workforce, government regulation of industry);

AI3.02 — identify possible hazards related to occupations in textile production or fashion, and the protections available to workers in these fields;

AI4.04 — evaluate the impact on Canadian society of issues relating to the apparel industry, such as the redistribution of jobs brought about by globalization, the exploitation of workers both in Canada and abroad, the role of unions in the garment industry.

AI5.03 — demonstrate an understanding of Canada’s place in the international fashion, apparel, and textile industry.

ISV.01 — use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles;

ISV.02 — use a variety of print and electronic sources and telecommunications tools in conducting research;

IS2.01 — formulate appropriate research questions to frame their inquiries;

IS2.02 — demonstrate an ability to organize and interpret information gathered through research, summarizing the main points of articles, interviews, and other research materials;

Resources

- Common Threads video
- Key Terms handout (In Activity Masters)
- Video viewing graphic organizer handout (In Activity Masters)

Supplementary Materials

- “What is a Sweatshop” article
 - “What is Globalization” article
 - Common Threads Video Script
- (All found in the Teacher Resources)

Groupings

- Class working as a whole
- Student working in small groups
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. For this part of the lesson, students will work together in small groups of no more than four.

2. Give students copies of the Key Terms handout. Review with students prior to viewing the video.

3. Give students the graphic organizer for the short documentary video “Globalization, Sweatshops and the clothes we wear”.

3. View the video (length - 18 minutes). Instruct students to complete the organizer using information from the video as they watch.

4. After viewing the video, groups should briefly review information and help each other to complete the organizer. The questions on the organizer should help students share opinions about what they saw.

5. As a class, review the information from the video.

6. Either before watching the video or after viewing, you may want to have students read the articles on “What is a Sweatshop” and “What is Globalization” and assign the “Questions for Discussion” and “Thinking Beyond” questions.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, class discussion

Recording Devices:

- Written responses (students)
- Video organizer

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation

Lesson Activity — Learning More

Coded Expectations:

AI2.06 — identify the factors that contribute to the cost of goods produced in Canada and abroad (e.g., standard of living, climatic factors, transportation, market size, design, unionization of workforce, government regulation of industry);

AI3.02 — identify possible hazards related to occupations in textile production or fashion, and the protections available to workers in these fields;

AI4.04 — evaluate the impact on Canadian society of issues relating to the apparel industry, such as the redistribution of jobs brought about by globalization, the exploitation of workers both in Canada and abroad, the role of unions in the garment industry.

ISV.01 — use appropriate social science research methods in the investigation of topics related to fashion, clothing, and textiles;

ISV.02 — use a variety of print and electronic sources and telecommunications tools in conducting research;

IS2.01 — formulate appropriate research questions to frame their inquiries;

IS2.02 — demonstrate an ability to organize and interpret information gathered through research, summarizing the main points of articles, interviews, and other research materials;

Resources

The following articles from the Teacher Resources:

- “What is a Sweatshop” article
- “What is Globalization” article
- “Guatemala—A Brief History” article
- “The Labour Behind the Label: How Our Clothes are Made” article
- “What are Human Rights” article
- Other articles you may choose

The following Activity Masters and Rubrics:

- Presentation Activity (From Activity Masters)
- Presentation Assessment Rubric (From Assessment Rubrics)

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually

Scope and Sequence

1. For this part of the lesson, students will work together in small groups of no more than four.
2. Groups will each be assigned an article on one of the following topics relating to the issue of maquilas.
 - “What is Globalization.”
 - “What is a Sweatshop?”
 - “Guatemala: A Brief History.” (2 groups)
 - “The Labour Behind the Labels.” (3 groups)
 - “What are Human Rights?”
3. Groups are to carefully read the article and discuss the content together.
4. Groups are then to prepare a brief presentation on their article, highlighting the most important ideas.
5. Groups will then present their findings to the class in the form of a brief presentation.

Assessment:

- Process: working in groups; discussing as a class;
- Product: individual and group notes, small group discussion, group presentations, class discussion

Recording Devices:

- Written responses (students)
- Presentation Activity Master
- Presentation rubric

Assessment Strategies

- Diagnostic evaluation
 - Formative evaluation
 - Summative evaluation
-

Lesson Activity — Create a Flyer or Letter

Coded Expectations:

ISV.02 — use a variety of print and electronic sources and telecommunications tools in conducting research;

ISV.03 — correctly use terminology associated with fashion, clothing, and textiles;

ISV.04 — communicate the results of their inquiries effectively. IS2.01 – formulate appropriate research questions to frame their inquiries;

IS2.02 — demonstrate an ability to organize and interpret information gathered through research, summarizing the main points of articles, interviews, and other research materials;

IS1.03 — locate and access primary sources (e.g., interviews with designers and fashion forecasters) and secondary sources (e.g., magazine articles, TV programs) of information relating to fashion.

IS3.02 — effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Resources

- “Creating a Flyer” activity sheet (Activity Masters)
- “Writing a Letter” activity sheet (Activity Masters)
- Sample Letter handout (Activity Masters)
- Sample Flyer handout (Activity Masters)
- Creating a Flyer rubric (Assessment Rubrics)
- Writing a Letter rubric (Assessment Rubrics)

Supplementary Materials

- Access to internet to examine sample flyers and letters at the Maquila Solidarity network website:
www.maquilasolidarity.org
- Paper, art supplies etc. as necessary for the creation of the flyers
- Access to word-processing and graphic design programs for writing the letter and/or designing the flyer

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. For this activity students will be given time in class to work on producing either a letter to an apparel company executive (or government official) or a flyer directed at other students in the school.

2. Provide students with the sample flyer and/or sample letter adapted from the Maquila Solidarity Network materials.

3. Discuss with students the effectiveness of these action items:

- Why are flyers an effective way of raising awareness of an issue?
- Why does this make letters an effective tool to influence the policy of corporations and government?

4. Give students copies of the Flyer or Letter assignment sheet. Also provide them with the evaluation rubrics. Review the criteria for the assignment with students, as well as the evaluation.

5. Provide students with class time to work on the assigned activity. If possible, arrange time in a computer or word-processing lab so students may properly format and print their letters, or use desktop publishing to create their flyers.

6. When you collect the letters, you may have students sign the letters and enclose them in addressed envelopes.

7. Display flyers in the classroom and have copies made for distribution to other students in the school.

8. Be sure to follow up on responses received from apparel companies (or government officials) that that students may receive.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: letters and flyers, group discussion

Recording Devices:

- Assessment Rubrics
- Teacher observation

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative evaluation

Lesson Activity — Sweatshop Fashion Show

Coded Expectations:

AIV.04 — analyse the impact of the clothing industry on society, and societal influences on the clothing industry;

A14.04 — evaluate the impact on Canadian society of issues relating to the apparel industry, such as the exploitation of workers both in Canada and abroad, and the role of unions in the garment industry;

ISV.02 — use a variety of print and electronic sources and telecommunications tools in conducting research;

ISV.03 — correctly use terminology associated with fashion, clothing, and textiles;

ISV.04 — communicate the results of their inquiries effectively.

ISI.03 — locate and access primary sources (e.g., interviews with designers and fashion forecasters) and secondary sources (e.g., magazine articles, TV programs) of information relating to fashion.

IS3.02 — effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, videos).

Resources

- “Designing a Sweatshop Fashion Show” handout (In Activity Masters)
- Sweatshop Fashion Show Rubric (In Assessment Rubrics)

Supplementary Materials

- Internet access to research apparel companies and gather information about specific sweatshop abuses
- Access to computer graphic design programs for the design of flyers and other promotional materials
- Access to video camcorders to record the show
- Necessary sound and light equipment
- A facility or location in which to stage the fashion show

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. This activity can be done as a one or two period “hypothetical activity” or an intensive culminating activity developed over a week or more of classes.

2. Students should be provided with the “Designing Your Sweatshop Fashion Show” handout. The teacher should review the content with the class and the class should brainstorm ideas together.

3. Provide students with the “Designing a Sweatshop Fashion Show” Activity Sheet and assist students in organizing tasks and specific responsibilities:

- Identify your objectives and audience
- Research companies and brands
- Design the production
- Prepare the script
- Choose a venue
- Promote the show
- Collect the costumes
- Choose the music
- Test the sound system
- Rehearse the show

4. Allow students sufficient class time to plan and organize the Fashion Show. If facilities exist, arrange time in a school computer or internet lab so students can do research of the companies and their products, work on designing promotional materials, and finding information on specific sweatshop abuses that have been reported.

5. Try to arrange for the show to be presented to other students in the school. You may invite classes to attend during the day, or arrange to have it staged at lunch time in the cafeteria. You may sell tickets as a “buy-in”, and send monies raised as a donation to the MSN or other organizations who are trying to help workers in sweatshops.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group discussion, rubric

Recording Devices:

- Written responses (students)
- Teacher observation
- Assessment Rubric

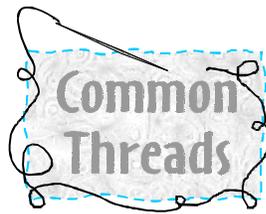
Assessment Strategies

- Formative evaluation
- Summative evaluation



Philosophy: The Big Questions

Grade 11 Open, HZB30



Key Curriculum Expectations

These lessons have been designed in accordance with the Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities.

The lesson activities will help enable students to achieve a number of overall and specific expectations for ***Philosophy: The Big Questions, Grade 11, Open***

In particular, the lesson is designed to enable students to meet overall and specific expectations in the following two strands:

- Philosophy and Everyday Life
- Research and Inquiry Skills

Philosophy and Everyday Life

Overall Expectations

ELV.01 — relate the big questions of philosophy to their own experience, reports in the news media, and their society;

ELV.02 — demonstrate the application of philosophical theories and skills to jobs, occupations, and everyday life.

Specific Expectations

EL1.02 — describe the strengths and weaknesses of alternative responses to questions of applied philosophy (e.g., What obligations, if any, do humans living in North America to those in countries like Guatemala?);

EL1.03 — apply philosophical skills such as precise writing and critical analysis to solve problems that arise in jobs and occupations (e.g., What obligations do employers have to the public, to their employees, and to themselves?)

Applications of Philosophy to Other Subjects

Overall Expectations

OSV.02 — demonstrate how philosophical skills that are used to address the big questions of philosophy can be used effectively in other subjects.

Specific Expectations

OS1.02 — contrast alternative philosophical viewpoints in controversies discussed in

other subjects (e.g., over what is just in politics or society);

OS1.03 — identify examples of fallacies in reasoning in writings from other subjects (e.g., sociology, psychology, political science).

Research and Inquiry Skills

Overall Expectations

ISV.01 — apply research and inquiry skills related to philosophy appropriately and effectively;

ISV.03 — formulate and defend a response of their own to one or more of the big questions of philosophy;

ISV.04 — effectively use a variety of print and electronic sources and telecommunications tools in research related to the big questions of philosophy;

ISV.05 — effectively communicate the results of their inquiries.

Specific Expectations

Using Reasoning Skills

IS1.01 — correctly use the terminology of philosophical argumentation (e.g., logical validity, begging the question, vagueness, argument from authority);

IS1.04 — illustrate common fallacies in reasoning (e.g., using ambiguous language to reach a conclusion, dismissing an argument because of who advanced it instead of evaluating its intrinsic merits).

Using Communication Skills

IS3.01 — discuss their own views in philosophical exchanges in class with others;

IS3.02 — clearly explain their views and display their use of philosophical reasoning skills in short written papers, using accepted forms of documentation as required.

Lesson Activity — Introducing the Issue

Coded Expectations:

- ELV.01** — relate the big questions of philosophy to their own experience, reports in the news media, and their society;
- ELV.02** — demonstrate the application of philosophical theories and skills to jobs, occupations, and everyday life.
- ELI.01** — describe what difference the answers people accept to three (or more) of the big questions of philosophy should make to their values, behaviour, and life plans;
- ELI.02** — describe the strengths and weaknesses of alternative responses to questions of applied philosophy;
- ELI.03** — apply philosophical skills such as precise writing and critical analysis to solve problems that arise in jobs and occupations
- OSV.01** — identify philosophical theories and presuppositions in natural science, history, art, social science and humanities, and other subjects;
- OSV.02** — demonstrate how philosophical skills that are used to address the big questions of philosophy can be used effectively in other subjects.

Resources

- “Where do our clothes come from” overhead (In Activity Masters)
- “The real cost of our clothes” (In Activity Masters)
- “You are what you wear quiz” (in Activity Masters)

Groupings:

- Class working as a whole
- Student working in pairs groups
- Students working individually

Scope and Sequence

Step One:

The first thing to do is to get the class to start thinking in the most general terms about the issue. Just get the kids to start talking about their clothing. What fashions are cool? What brands are “in”? Where are the best places to shop? Just listen and let the conversation take place naturally. Don’t spend too much time, but let the students engage.

Most kids are really into clothing - of course much of it has to do with image. But at heart it's also about control. High school is the time when kids start making their own clothing decisions. Many have jobs and have the power to buy their own clothing. So clothing is important because it is a real expression of their increasing individuality and control. And it's one of the few areas in which high school kids really have control.

Step 2:

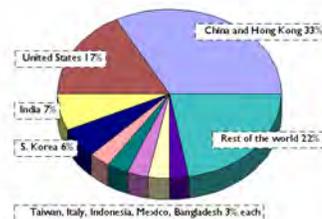
Gently lead the conversation toward the topic with a simple question:

1. “Where do your clothes come from?” Ask it directly of a student, as in: “Jenny, where do your clothes come from?” The answer may be “a store”, “the mall”, “The GAP”, “my parents”. Follow it up: “Where do your clothes really come from? I mean, where are they made?”

2. As an “experiment” have them conduct an informal survey: have students check the care labels of each other’s clothes to find out where they are made. This should be fun, but be careful: Let students pair or team up with friends. Make sure that the class culture is such that this can be done in a fun and non-threatening way. And no undergarments!

3. Make a list on the blackboard. Play it up: How many are country names are unfamiliar? How many clothes are made in Canada? Where, according to the data collected in your class, are most of the clothes made? Compare this to the data on the “Where do our clothes come from” overhead (In the Activity Masters)

Where do our clothes come from?
Clothing Imports into Canada by value, 1999



Sources: Statistics Canada

Lesson Activity — Introducing the issue, continued

4. Unless you have a weird group of patriotic students who only buy Canadian made clothes, the next obvious question is “why” are our clothes made in countries all over the world.

The obvious answer is that it is cheaper for the companies. But then, what is the real cost of our clothes?

5. Ask: “How much do your clothes cost?” - literally, how much does an average pair label jeans or shoes, or a T-shirt or sweatshirt or whatever cost in the store? If you like, record these on the blackboard as well.

The real cost of your clothes

How the price of a typical sweatshirt breaks down



Then press: “But what do the clothes really cost?” This is the point that should start generating some shrugs, blank stares, and “I don’t know”. Use the handout or the overhead *The real cost of our clothes*” (In Activity Masters). There are various formats, depending on the amount of time you have. Use the one that best fits your time constraints. You can give students the bank ones, and then have them fill out the percentages as you reveal each one at a time from the overhead. Have students guess at the percentages as you go along. The last one, the percentage paid to the workers, then leads naturally into discussion about fairness, about working conditions. It will have gotten students thinking about the workers in these countries

6. Ask: “Why do the workers get such a small share?” “What are their lives like?” “What are their working conditions?” “What effect does your clothing choices have on the people who make them?”

At this point you are ready for the video

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, class discussion

Recording Devices:

- Written responses (students)
- “The real cost of our clothes” activity sheet
- You are what you wear Quiz

Assessment Strategies

- Diagnostic evaluation
 - Formative evaluation
-

Lesson Activity — Common Threads Video

“Globalization, sweatshops, and the clothes we wear”

Coded Expectations

- ELI.01** — describe what difference the answers people accept to three (or more) of the big questions of philosophy should make to their values, behaviour, and life plans;
- ELI.02** — describe the strengths and weaknesses of alternative responses to questions of applied philosophy
- OSV.01** — identify philosophical theories and pre-suppositions in history, art, social science and humanities, and other subjects;
- OSV.02** — demonstrate how philosophical skills that are used to address the big questions of philosophy can be used effectively in other subjects.
- ISV.01** — apply research and inquiry skills related to philosophy appropriately and effectively;
- ISV.04** — effectively use a variety of print and electronic sources and telecommunications tools in research related to the big questions of philosophy;
- ISV.05** — effectively communicate the results of their inquiries.

Resources

- Common Threads video
- Key Terms handout (In Activity Masters)
- Video graphic organizer handout (In Activity Masters)

Supplementary Materials

- Common Threads Video Script (In Teacher Resources)

Groupings

- Class working as a whole
- Student working in small groups
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. For this part of the lesson, students will work together in small groups of no more than four. (Teacher tip: for this exercise you want might organize groups in advance to save some time.)

2. Give students copies of the Key Terms handout. Review with students prior to viewing the video.
3. Give students the graphic organizer for the short documentary video “Globalization, sweatshops and the clothes we wear”.
3. View the video (length - 18 minutes). Instruct students to complete the organizer using information from the video as they watch.
4. After viewing the video, groups should briefly review information and help each other to complete the organizer. The questions on the organizer should help students share opinions about what they saw.
5. As a class, review the information from the video.
6. Use the “Questions for Discussion” and “Thinking Beyond” from the end of the video script (Teacher Resources 51) to help generate discussion.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, class discussion

Recording Devices:

- Written responses (students)
- Video organizer

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation

Lesson Activity — Learning More

Coded Expectations:

IS1.01 — correctly use the terminology of philosophical argumentation (e.g., logical validity, begging the question, vagueness, argument from authority);

IS1.04 — illustrate common fallacies in reasoning (e.g., using ambiguous language to reach a conclusion, dismissing an argument because of who advanced it instead of evaluating its intrinsic merits).

IS3.01 — discuss their own views in philosophical exchanges in class with others;

IS3.02 — clearly explain their views and display their use of philosophical reasoning skills in short presentations, using accepted forms of documentation as required.

Resources:

The following are located in the Teacher Resources:

- “What is a Sweatshop”
- “What is Globalization”
- “Guatemala—A Brief History”
- “The Labour Behind the Label: How Our Clothes are Made”
- “What are Human Rights”
- “Working Conditions in the Maquilas of Guatemala”
- “What is a Code of Conduct”
- Other articles you may choose

As well, students will need:

- Presentation Activity Sheet (In Activity Masters)
- Presentation Rubric (In Assessment Rubrics)

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Students presenting to class

Scope and Sequence:

1. For this part of the lesson, students will work together in small groups of no more than four.

2. Groups will each be assigned a reading on one of the topics relating to the issue of maquilas.

3. Groups are to carefully read the article and discuss the content together. They should use the Presentation Activity Sheet to help make notes on the reading.

4. Groups are then to prepare a brief presentation on their reading, highlighting the most important ideas.

5. Groups will then present their findings to the class in the form of a brief presentation.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, presentation

Recording Devices:

- Written responses (students)
- Presentation Activity Sheet
- Presentation Rubric

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative Evaluation

Lesson Activity — Checking out the apparel retailers on the web

Coded Expectations

- ISI.01** — correctly use the terminology of philosophical argumentation (e.g., logical validity, begging the question, vagueness, argument from authority);
- ISI.04** — illustrate common fallacies in reasoning (e.g., using ambiguous language to reach a conclusion, dismissing an argument because of who advanced it instead of evaluating its intrinsic merits).
- IS2.02** — compile information related to the big questions of philosophy, using the Internet.
- IS3.01** — discuss their own views in philosophical exchanges in class with others;
- ELI.02** — describe the strengths and weaknesses of alternative responses to questions of applied philosophy
- OSV.02** — demonstrate how philosophical skills that are used to address the big questions of philosophy can be used effectively in other subjects.
- ISV.01** — apply research and inquiry skills related to philosophy appropriately and effectively;
- ISV.04** — effectively use a variety of print and electronic sources and telecommunications tools in research related to the big questions of philosophy;
- ISV.05** — effectively communicate the results of their inquiries.

Resources:

The following resources are found in the Activity Masters

- “Checking out the apparel retailers on the web” Activity sheet
- “Organizer: How do the apparel labels stack up”
- “Activity: Rating the company Codes of Conduct”

Students will also need the following materials from the Teacher Resources:

- Vestex Code of Conduct
- MEC Code of Conduct
- “What is a Code of Conduct” article

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Students discussing in class

Scope and Sequence:

1. For this part of the lesson, students will work together in pairs or small groups.
2. Groups will go on the internet to examine the corporate sites of several major apparel retailers. Students will look especially at the web pages devoted to Social Responsibility, Ethical Sourcing, and Codes of Conduct.
3. Teams will use the activity sheets provided to record information about the company ethical sourcing policies of several retailers. They should record their results on the organizer provided.
4. Student will then rate various retailers’ codes of conduct against International Labour Organization (ILO standards). Students will use a rating scale to compare the codes of conduct.
5. Groups will then present their findings to the class in the form of a class discussion.

Assessment:

- Process: working in pairs or teams; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion,

Recording Devices:

- Written responses (students)
- Activity sheet
- Graphic organizer
- Rating scale

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation

Lesson Activity — Informal Debate

Coded Expectations

- ISI.01** — correctly use the terminology of philosophical argumentation (e.g., logical validity, begging the question, vagueness, argument from authority);
- ISI.04** — illustrate common fallacies in reasoning (e.g., using ambiguous language to reach a conclusion, dismissing an argument because of who advanced it instead of evaluating its intrinsic merits).
- IS2.02** — compile information related to the big questions of philosophy, using the Internet.
- IS3.01** — discuss their own views in philosophical exchanges in class with others;
- ELI.02** — describe the strengths and weaknesses of alternative responses to questions of applied philosophy
- OSV.02** — demonstrate how philosophical skills that are used to address the big questions of philosophy can be used effectively in other subjects.
- ISV.01** — apply research and inquiry skills related to philosophy appropriately and effectively;
- ISV.04** — effectively use a variety of print and electronic sources and telecommunications tools in research related to the big questions of philosophy;
- ISV.05** — effectively communicate the results of their inquiries.

Resources:

Students should be given access to the Teacher Resources, the Common Threads video, and the Common Threads website

The following Activity Masters and Rubrics will also be needed:

- “Preparing an Informal Debate”
- Debate Assessment Rubric

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Students conducting a debate in class

Scope and Sequence:

I. For this activity, students will work in small groups to prepare for an informal

debate about the issue of Guatemala’s maquilas.

2. Groups will have time to research arguments and collect evidence to defend the point of view of one of the “stakeholders” in the maquila issue. They should be able to go on the internet, use the Teacher Resources, review the Common Threads video.

3. Teams will use the “Informal Debate” Activity sheets to help organize their arguments.

4. Student should be given sufficient class time to prepare for this activity. They will also be expected to prepare at home.

5. Groups will then conduct the debate in front of the entire class. You may want to record the debate on video if a camera is available.

6. The debate will be evaluated using the “Debate” Rubric provided in the Assessment Rubrics.

Assessment:

- Process: working in pairs or teams; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion,

Recording Devices:

- Written responses (students)
- Activity sheet
- Graphic organizer
- Rating scale

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative evaluation

Lesson Activity — Create a Flyer or Letter

Coded Expectations:

- ELI.02** — describe the strengths and weaknesses of alternative responses to questions of applied philosophy
- ELI.03** — apply philosophical skills such as precise writing and critical analysis to solve problems that arise in jobs and occupations
- ISI.01** — correctly use the terminology of philosophical argumentation (e.g., logical validity, begging the question, vagueness, argument from authority);
- IS3.01** — discuss their own views in philosophical exchanges in class with others;
- IS3.02** — clearly explain their views and display their use of philosophical reasoning skills in short written papers, using accepted forms of documentation as required.

Resources

- “Creating a Flyer” activity sheet (Activity Masters)
- “Writing a Letter” activity sheet (Activity Masters)
- Sample Letter handout (Activity Masters)
- Sample Flyer handout (Activity Masters)
- Creating a Flyer rubric (Assessment Rubrics)
- Writing a Letter rubric (Assessment Rubrics)

Supplementary Materials

- Access to internet to examine sample flyers and letters at the Maquila Solidarity network website:
www.maquilasolidarity.org
- Paper, art supplies etc. as necessary for the creation of the flyers
- Access to word-processing and graphic design programs for writing the letter and/or designing the flyer

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. For this activity students will be given time in class to work on producing either a letter to an apparel company executive (or government official) or a flyer directed at other students in the school.

2. Provide students with the sample flyer and/or sample letter adapted from the Maquila Solidarity Network materials.

3. Discuss with students the effectiveness of these action items:

- Why are flyers an effective way of raising awareness of an issue?
- Why does this make letters an effective tool to influence the policy of corporations and government?

4. Give students copies of the Flyer or Letter assignment sheet. Also provide them with the evaluation rubrics. Review the criteria for the assignment with students, as well as the evaluation.

5. Provide students with class time to work on the assigned activity. If possible, arrange time in a computer or word-processing lab so students may properly format and print their letters, or use desktop publishing to create their flyers.

6. When you collect the letters, you may have students sign the letters and enclose them in addressed envelopes.

7. Display flyers in the classroom and have copies made for distribution to other students in the school.

8. Be sure to follow up on responses received from apparel companies (or government officials) that that students may receive.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: letters and flyers, group discussion

Recording Devices:

- Assessment Rubrics
- Teacher observation

Assessment Strategies

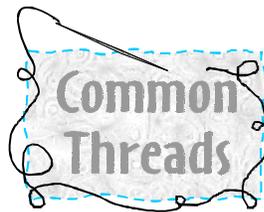
- Diagnostic evaluation
- Formative evaluation
- Summative evaluation



Canadian and World Politics,

Grade 12 University Preparation

CPW4U



Key Curriculum Expectations

These lessons have been designed in accordance with the Ontario Curriculum, Grades 11 and 12.

They will help enable students to achieve a number of overall and specific expectations for **Canadian and World Politics, Grade 12, University Preparation, CPW4U**

In particular, the lessons are designed to enable students to meet the following overall and specific expectations:

Participation in the International Community

Overall Expectations

ICV.01 · explain the rights and responsibilities of individual citizens, groups, and states in the international community;

ICV.03 · evaluate the role of Canada and Canadians in the international community;

ICV.05 · evaluate the role and operation of the international human rights protection system.

Specific Expectations

ICI.01 – evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities;

ICI.02 – describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups);

IC2.03 – explain the effects on national sovereignty of the trend towards global decision making

(e.g., the decreased power of states to make policies to control the flow of goods and services, ideas, and cultural products);

IC3.03 – evaluate the extent to which key agreements and treaties signed by Canada (e.g., NAFTA,) contribute to the well-being of Canadians and the world in general;

IC5.01 – identify the most important international human rights documents (e.g., the

Universal Declaration of Human Rights) and assess their significance;

IC5.03 – explain the role of state and non-state participants in international controversies about certain rights.

Power, Influence, and the Resolution of Differences

Overall Expectations

POV.03 · evaluate Canada's role and influence in international relations.

Specific Expectations

PO3.04 – evaluate the role and influence of Canadian individuals and groups on the world stage;

Values, Beliefs, and Ideologies

Overall Expectations

VBV.03 · demonstrate an understanding of the many similarities and differences in the aspirations, expectations, and life conditions among the peoples of the developed and the developing nations.

Methods of Political Inquiry

Overall Expectations

PIV.02 · develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems;

PIV.03 · communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

PIV.04 · use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

Specific Expectations

PI4.01 – think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;

PI4.02 – work effectively both individually and in groups;

PI4.03 – demonstrate the ability to seek and respect the opinions of others.

Lesson Activity — Introduction to the Issue

Coded Expectations:

PI4.03 — demonstrate the ability to seek and respect the opinions of others;

PI4.05 — communicate and exercise their own political views and convictions in a responsible, democratic manner.

PIV.03 — communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

PIV.04 — use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

PII.01 — formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PO3.04 — evaluate the role and influence of Canadian individuals and groups on the world stage;

VBV.03 — demonstrate an understanding of the many similarities and differences in the aspirations, expectations, and life conditions among the peoples of the developed and the developing nations.

VB2.04 — explain the key arguments for and against the processes of “globalization” in economics, politics, and culture, as well as their relationship to values, beliefs, and ideologies.

Resources

- “The Real Price of a Sweatshirt from Guatemala” handout (From Activity Masters)
- “The Real Price of a Sweatshirt from Guatemala” overhead (From Activity Masters)
- “Where our clothes come from” pie chart (From Activity Masters)

Supplementary Materials

- Fashion magazines and advertisements from major apparel labels

Groupings:

- Class working as a whole
- Students working individually
- Students working in pairs

Scope and Sequence

1. If you have fashion magazines available, or advertisements from major apparel labels, display some of the covers and advertisements to the class. Allow students to look over the magazines, paying special attention to the ads.

Ask students the following questions:

- What makes the clothing from the major apparel labels so appealing?
- Why are clothes from these labels so expensive?
- How much does it really cost to produce this clothing?
- Where does this clothing come from?

2. Have students check the labels of their clothing—they will have to help each other in this activity. Make a list on the board of all the countries that are represented. Use the hand-out or overhead “Where our clothes come from” to compare the class results.

Ask students the following questions:

- What do you notice about most of the countries represented?
- Why do you think apparel labels produce clothing in these countries? What are some of the advantages? What are some of the disadvantages?

3. Give students copies of the handout “The Real Price of a Sweatshirt Made in Guatemala” Review the figures with students. Try and calculate how much—in dollars and cents—of the cost of each sweatshirt actually gets into the pockets of the workers who produce them.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group discussion

Recording Devices:

- Written responses (students)
- “The Real Price of a Sweatshirt from Guatemala” handout

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation

Lesson Activity — Video

“Your Clothes and the Maquilas that Make Them”

Coded Expectations:

ICV.01 – explain the rights and responsibilities of individual citizens, groups, and states in the international community;

IC1.02 – describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups);

IC3.03 – evaluate the extent to which key agreements and treaties signed by Canada (e.g., NAFTA) contribute to the well-being of Canadians and the world in general;

IC3.05 – explain the role of federal and provincial government agencies (e.g., Canada’s Departments of Foreign Affairs and International Trade, the Canadian International Development Agency) in formulating and implementing Canada’s foreign policy;

IC3.06 – evaluate the role of pressure groups in formulating and implementing Canada’s foreign policy

Resources

- Common Threads video
- “Key Terms” handout (From Activity Masters)
- “Video viewing graphic organizer” handout (From Activity Masters)

Supplementary Materials

These materials from the Teacher Resources may be used as well:

- “What is a Sweatshop” handout
- “What is Globalization” handout
- Common Threads Video Script

Groupings

- Class working as a whole
- Student working in small groups
- Students working individually
- Individual students working with teacher

Scope and Sequence

1. For this part of the lesson, students will work together in small groups of no more than four.
2. Give students copies of the Key Terms handout. Review with students prior to viewing the video.

3. Give students the graphic organizer for the short documentary video “Globalization, sweatshops, and the clothes we wear”.

3. View the video (length - 18 minutes). Instruct students to complete the organizer using information from the video as they watch.

4. After viewing the video, groups should briefly review information and help each other to complete the organizer. The questions on the organizer should help students share opinions about what they saw.

5. As a class, review the information from the video.

6. Discuss the “Questions for Discussion” and “Thinking Beyond” questions that accompany the video script in the Teacher Resources.

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion, class discussion

Recording Devices:

- Written responses (students)
- Video organizer

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation

Lesson Activity — Learning More

Coded Expectations:

VB2.04 – explain the key arguments for and against the processes of “globalization” in economics, politics, and culture, as well as their relationship to values, beliefs, and ideologies.

VB3.04 – demonstrate an understanding of the commonality of human aspirations for a better, more secure life.

PIV.01 · correctly use social scientific methods to gather, organize, and synthesize information;

PIV.02 · develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems;

PIV.03 · communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

PII.01 – formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PII.02 – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

PII.04 – prepare summary notes in a variety of forms and for a variety of purposes (e.g., for recording research findings, making oral presentations).

PI2.01 – distinguish among opinions, facts, and arguments in sources;

PI2.03 – draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

PI3.01 – present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);

Resources

These resources are located in the Teacher Resources:

- “What is a Maquila?”
- “What is a Sweatshop”
- “What is Globalization”
- “Guatemala—A Brief History”
- “The labour behind the label: How our clothes are made”
- “What are Human Rights”
- “Anti-union violence in Guatemala’s maquilas
- “Working conditions in the maquilas of Guatemala”
- “Coverco: Model of an independent monitoring agency”
- “What are Codes of Conduct?”
- “The Canada-Guatemala connection”
- “Presentation Assessment Rubric” (In Assessment Rubrics)

- “Preparing a Brief Presentation” (In Activity Masters)
- “Discussion Assessment Rubric” (In Assessment Rubrics)

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually

Scope and Sequence

1. For this part of the lesson, students will work together in small groups of no more than four. Each group will be assigned a reading on one of the following topics relating to the issue of maquilas.

2. Groups are to carefully read the article and discuss the content together.

3. Groups are then to prepare a brief presentation on their reading, highlighting the most important ideas.

4. Groups will then present their findings to the class in the form of a brief presentation.

5. The presentations should generate a discussion about possible solutions to the problem. The teacher should monitor and assess this discussion rather than lead it

Assessment:

- Process: working in groups; discussing as a class; working independently in class
- Product: individual notes, group presentation, group discussion

Recording Devices:

- Written responses (students)
- “Preparing a brief presentation”
- Presentation Rubric
- Discussion Rubric

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative evaluation

Lesson Activity — Informal Debate

Coded Expectations

PI4.01 – think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;
PI4.02 – work effectively both individually and in groups;
PI4.03 – demonstrate the ability to seek and respect the opinions of others;
PI4.05 – communicate and exercise their own political views and convictions in a responsible, democratic manner.
PI2.01 – distinguish among opinions, facts, and arguments in sources;
PI2.02 – describe some of the key methods of analysis used by political scientists;
PI2.03 – draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.
PI3.01 – present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);

Resources:

Students should be given access to the Teacher Resources, the Common Threads video, and the Common Threads website

The following Activity Masters and Rubrics will also be needed:

- “Preparing an Informal Debate”
- Debate Assessment Rubric

Groupings:

- Class working as a whole
- Student working in small groups
- Students working individually
- Students conducting a debate in class

Scope and Sequence:

1. For this activity, students will work in small groups to prepare for an informal

debate about the issue of Guatemala’s maquilas.

2. Groups will have time to research arguments and collect evidence to defend the point of view of one of the “stakeholders” in the maquila issue. They should be able to go on the internet, use the Teacher Resources, review the Common Threads video.

3. Teams will use the “Informal Debate” Activity sheets to help organize their arguments.

4. Student should be given sufficient class time to prepare for this activity. The will also be expected to prepare at home.

5. Groups will then conduct the debate in front of the entire class. You may want to record the debate on video if a camera is available.

6. The debate will be evaluated using the “Debate” Rubric provided in the Assessment Rubrics.

Assessment:

- Process: working in pairs or teams; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion,

Recording Devices:

- Written responses (students)
- Activity sheet
- Graphic organizer
- Rating scale

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative evaluation

Lesson Activity — Checking out the apparel retailers on the web

Coded Expectations

IC5.03 – explain the role of state and non-state participants in international controversies about certain rights.

PO1.03 – analyse the rise and development of non-governmental organizations (NGOs) and corporations as world powers.

PI1.01 – formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PI1.02 – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

PI1.03 – classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;

PI4.02 – work effectively both individually and in groups;

PI4.03 – demonstrate the ability to seek and respect the opinions of others;

PI4.05 – communicate and exercise their own political views and convictions in a responsible, democratic manner.

Resources:

The following resources are found in the Activity Masters

- “Checking out the apparel retailers on the web” Activity sheet
- “Organizer: How do the apparel labels stack up”
- “Activity: Rating the company Codes of Conduct”
- “Discussion Rubric” (in Assessment Rubrics)

Students will also need the following materials from the Teacher Resources:

- Vestex Code of Conduct
- MEC Code of Conduct
- “What is a Code of Conduct” article

Groupings:

- Class working as a whole
- Student working in small groups

- Students working individually
- Students discussing in class

Scope and Sequence:

1. For this part of the lesson, students will work together in pairs or small groups.
2. Groups will go on the internet to examine the corporate sites of several major apparel retailers. Students will look especially at the web pages devoted to Social Responsibility, Ethical Sourcing, and Codes of Conduct.
3. Teams will use the activity sheets provided to record information about the company ethical sourcing policies of several retailers. They should record their results on the organizer provided.
4. Student will then rate various retailers’ codes of conduct against International Labour Organization (ILO standards). Students will use a rating scale to compare the codes of conduct.
5. Groups will then present their findings to the class in the form of a class discussion.
6. You can use this opportunity to assess some or all students’ discussion skills using the “Discussion Assessment Rubric”

Assessment:

- Process: working in pairs or teams; discussing as a class; working independently in class
- Product: individual notes, group notes, small group discussion,

Recording Devices:

- Written responses (students)
- Activity sheet
- Graphic organizer
- Rating scale
- Assessment rubric

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative evaluation

Lesson Activity — Writing a Report

Coded Expectations:

IC5.02 – describe the role of agencies responsible for ensuring the upholding of human rights (e.g., the Human Rights Commission, the Commission on the Status of Women);

IC5.03 – explain the role of state and non-state participants in international controversies about certain rights.

PI3.02 – use political terms accurately;

PI3.03 – write clear, coherent, and logically organized reports, papers, and essays that include correctly documented citations and bibliographies, demonstrate academic honesty, and avoid plagiarism.

POV.03 - evaluate Canada's role and influence in international relations.

POI.03 – analyse the rise and development of non-governmental organizations (NGOs) and corporations as world powers.

PIV.02 · develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems;

PIV.03 · communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

PIV.04 · use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

PII.01 – formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PII.02 – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

Resources

Students should have access to the materials in the Teacher Resources, as well as the Common Threads video, the Common Threads website, as well as other materials on the internet and in the school library

In addition, students will need the following specific resources:

- “Writing a Research Report” activity sheet (from the Activity Masters)
- Research Report Rubric (From the Assessment Rubrics)

Groupings:

- Students working in pairs
- Students working individually
- Students working with teacher

Scope and Sequence

1. For this activity, students will work individually to prepare a research report on the issue of globalization and sweatshops.

2. Students will be expected to formulate a thesis, conduct research and collect evidence to support that thesis, and prepare a written report summarizing the findings of the research and communicating the student's thesis.

3. Students should be given sufficient class time to conduct research and investigate the materials in the Teacher Resources.

Assessment:

- Process: working in pairs; working individually;
- Product: individual and pair notes, Research Report self and peer-assessment; teacher assessment

Recording Devices:

- Written responses (students)
- Writing a Research Report activity sheet
- Research Report Rubric

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative evaluation

Lesson Activity — Creating a Multimedia Presentation

Coded Expectations:

PI2.03 – draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

PI3.01 – present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);

PI3.02 – use political terms accurately;

PI4.01 – think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;

PI4.02 – work effectively both individually and in groups;

PI4.03 – demonstrate the ability to seek and respect the opinions of others;

PI4.05 – communicate and exercise their own political views and convictions in a responsible, democratic manner.

PIV.02 – develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems;

PIV.03 – communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

PIV.04 – use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

PII.01 – formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PII.02 – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

Resources:

Students should have access to the materials in the Teacher Resources, as well as the Common Threads video, the Common Threads website, as well as other materials on the internet and in the school library

In addition, students will need the following specific resources:

- “Preparing a Multimedia Presentation” activity sheet (in Activity Masters)

- Multimedia Presentation Rubric (In Assessment Rubrics)

Groupings:

- Students working in pairs
- Students working individually
- Students working with teacher

Scope and Sequence

1. For this activity, students will work in groups of four or five to prepare a multimedia presentation on the issue of globalization and sweatshops.

2. The audience for the presentation may be other students in the school, teachers, even school board officials.

3. Students will be expected to formulate a thesis, conduct research and collect evidence to support that thesis, and prepare a presentation that communicates the student’s thesis in an engaging, multimedia presentation.

3. Students should be given sufficient class time to conduct research and investigate the materials in the Teacher Resources.

Assessment:

- Process: working as a class, working in groups, multimedia presentation

Recording Devices:

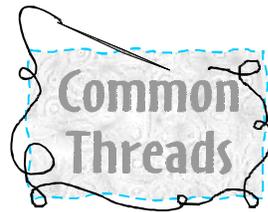
- Rubric
- Preparing a Multimedia Presentation handout
- Teacher observation
- Research Report Rubric

Assessment Strategies

- Diagnostic evaluation
- Formative evaluation
- Summative evaluation



Activity Masters



You are what you wear Quiz

Evaluate your own clothing habits and attitudes by indicating the degree to which you either agree or disagree with a series of statements. Use the following rating scale:

1
2
3
4
5
 strongly disagree strongly agree

A. First write down the names of three apparel brands you like and often purchase:

B. Now respond to the following statements:

1. I tend to like these clothes because of their *quality and durability*.

1 2 3 4 5

2. I tend to wear these clothes because they make me *look good*.

1 2 3 4 5

3. I tend to wear whatever is *in style* with my friends

1 2 3 4 5

4. I tend to like these clothes because of *the image* associated with the labels

1 2 3 4 5

5. When I buy these clothes I often think about *where they come from*.

1 2 3 4 5

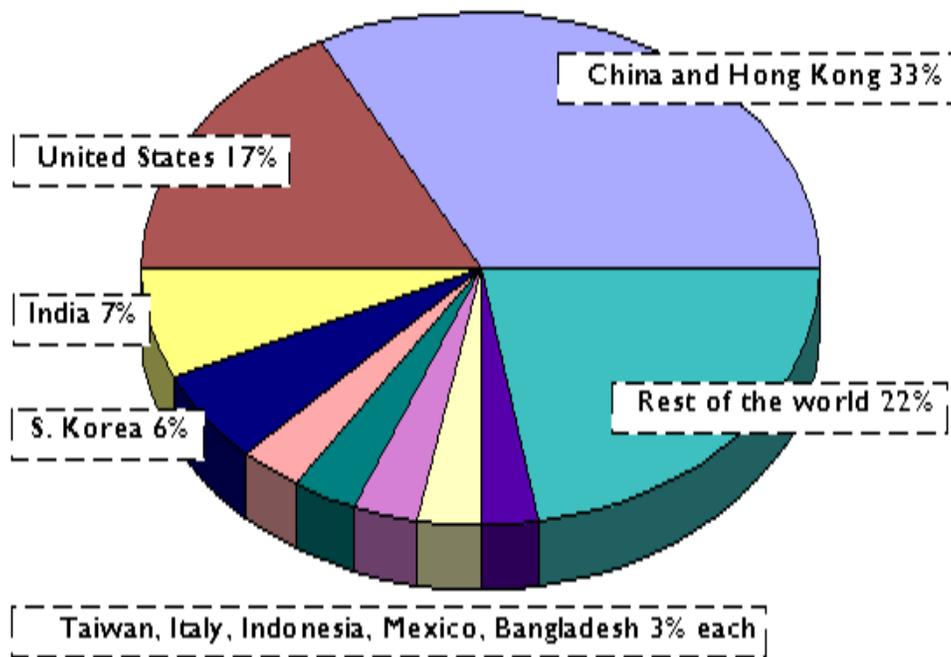
6. It *would matter* to me if I found out my favorite clothes came from manufacturers that supported child or slave labour, sexual exploitation of women or violence against workers.

1 2 3 4 5



Where do our clothes come from?

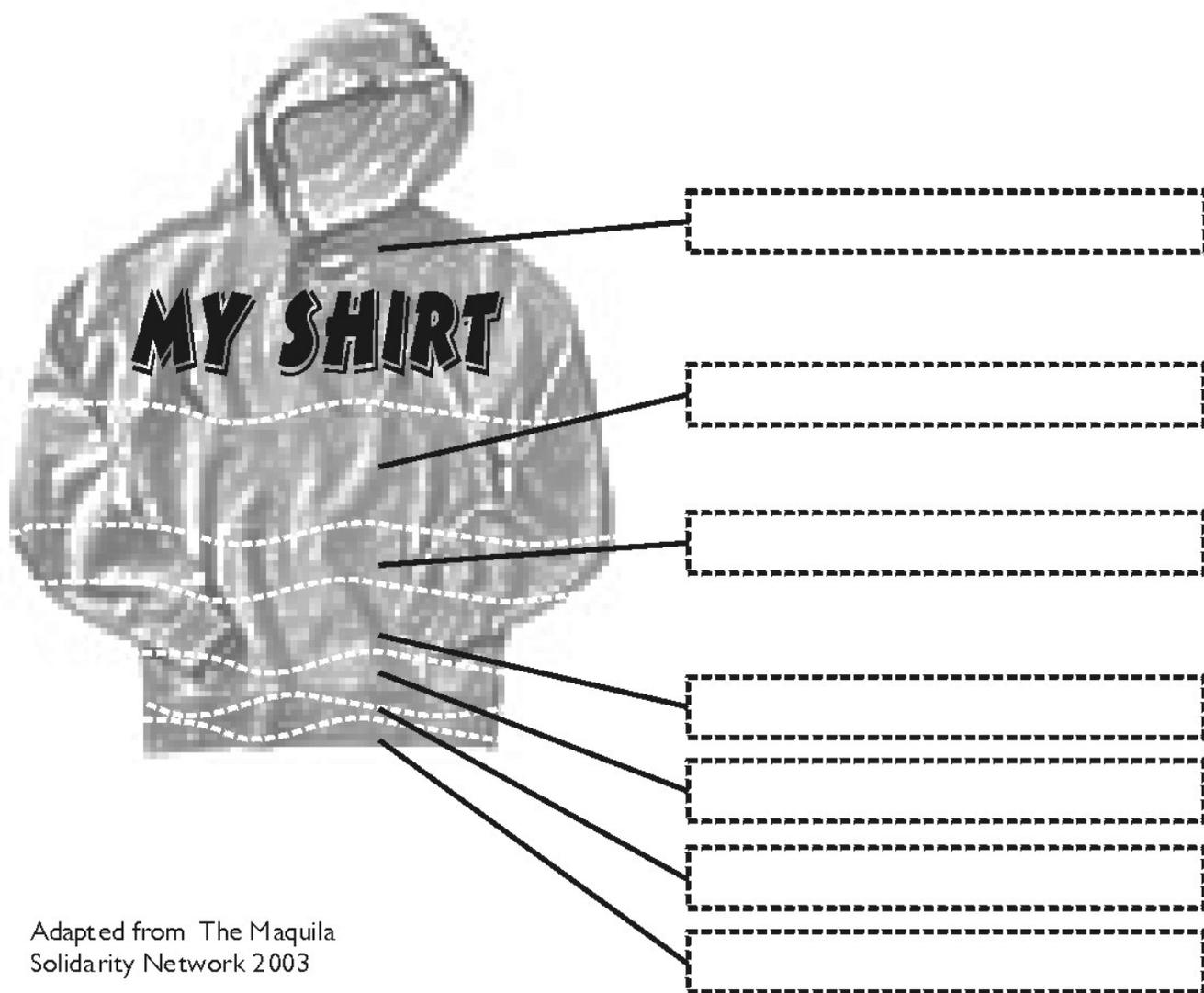
Clothing Imports into Canada by value, 1999



Source: Statistics Canada

The real cost of your clothes

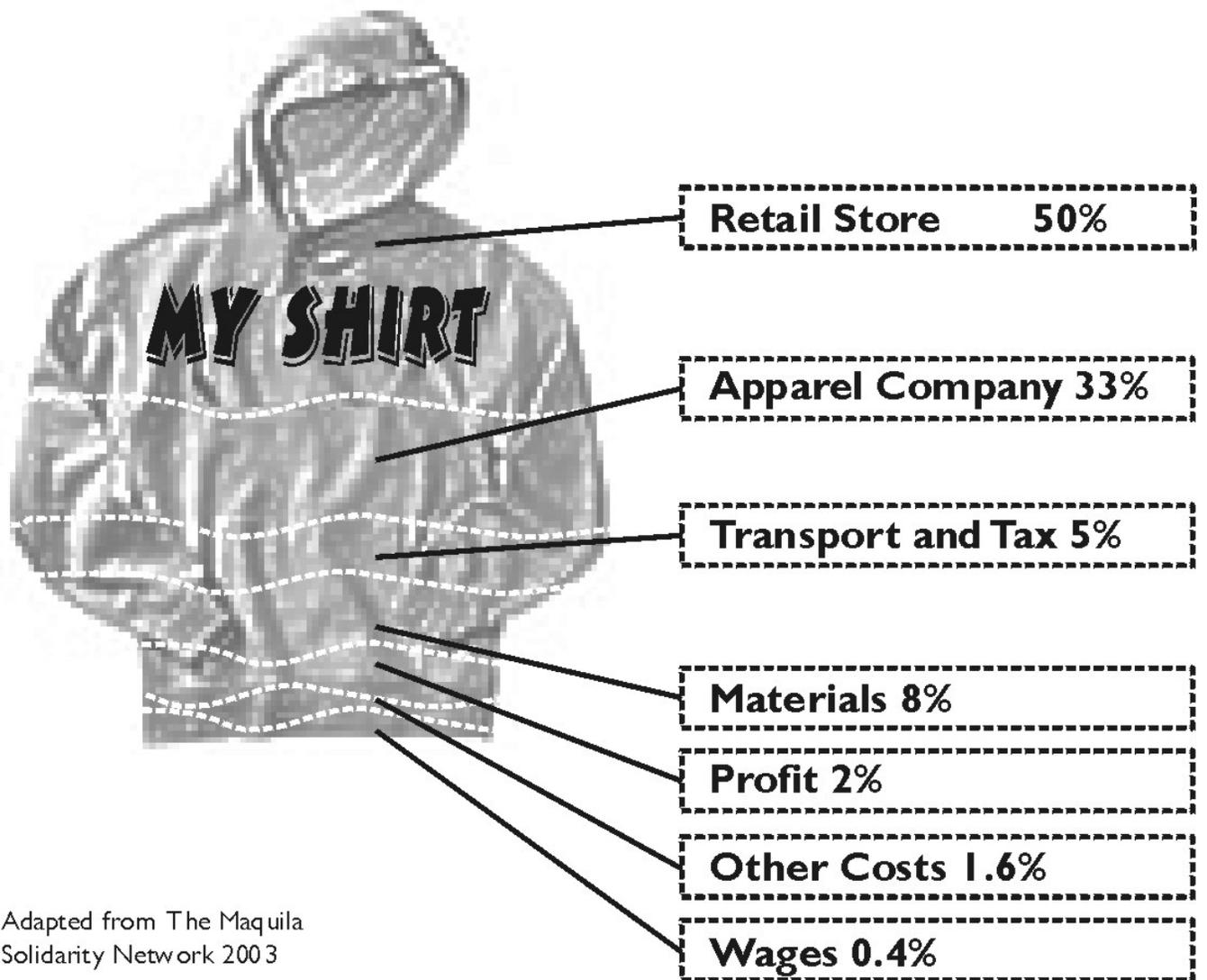
How the price of a typical sweatshirt breaks down



Adapted from The Maquila
Solidarity Network 2003

The real cost of your clothes

How the price of a typical sweatshirt breaks down



Adapted from The Maquila
Solidarity Network 2003

Map of Central and South America



Political Map of Guatemala



Base 504917 (547180) 2-82

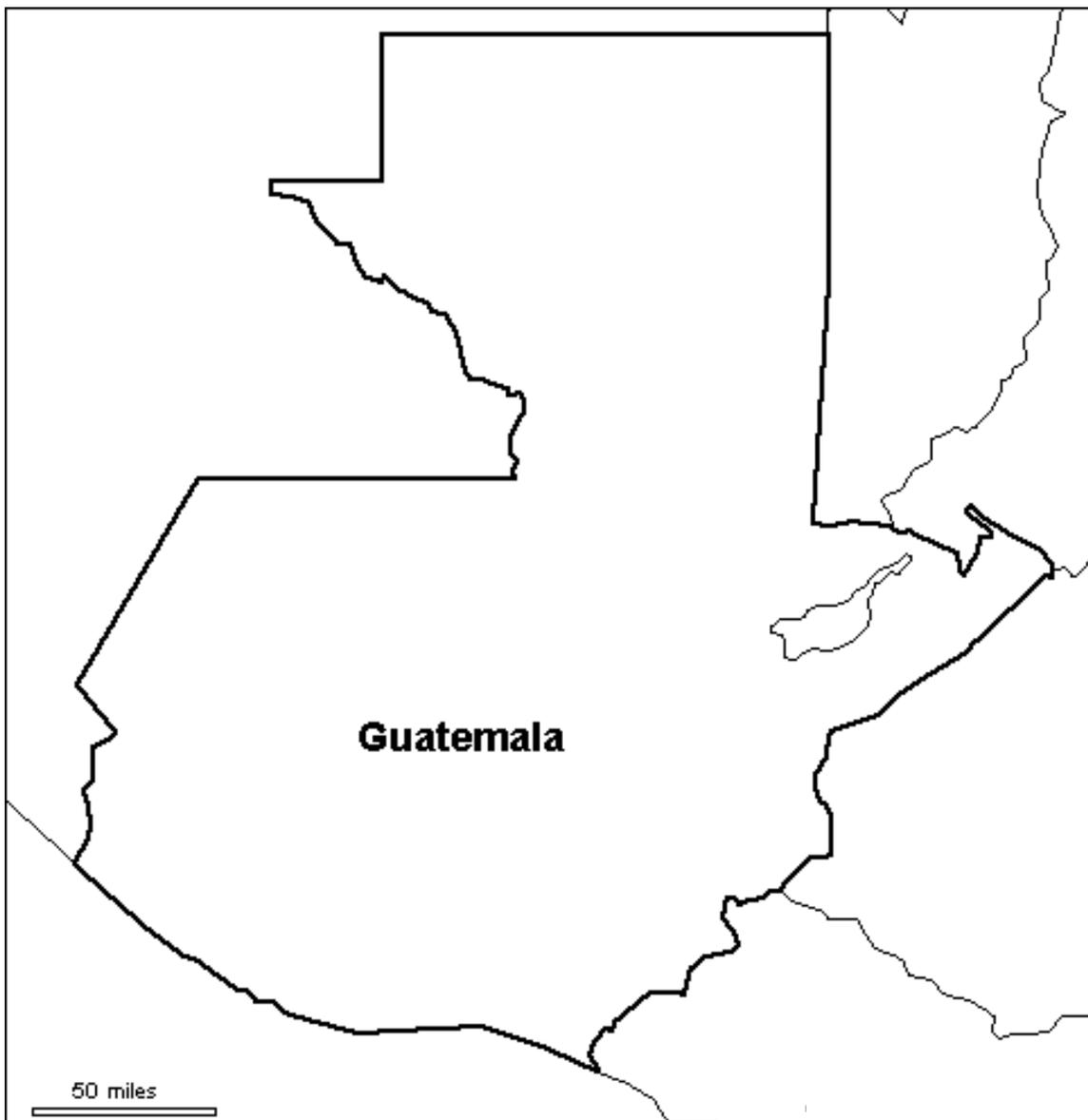
Activity: Mapping Guatemala

1. On the map of Guatemala, clearly and accurately identify and label the following:

Guatemala City
Quezaltenango
Mexico
Honduras
North Pacific Ocean

Flores
Cobán
Belize
El Salvador
Gulf of Honduras

2. Use colour appropriately to distinguish between countries.



Maps will be evaluated using the assessment rubric provided by your teacher.

Common Threads Video Key Terms



Guatemala Quick Facts

Guatemala: located in Central America

Population: 12,974,361 (Jul '01)

Land Area: 108,890 sq km

GDP: \$3,700 (US) per capita.

Languages: Spanish 60%, Amerindian languages 40% (more than 20 Amerindian languages, including Quiche, Cakchiquel...

Religions: Roman Catholic, Protestant, indigenous Mayan beliefs

KEY TERMS

Maquilas — Maquila is the short form of the word maquiladora. Now maquilas are in many parts of Mexico and Central America. The lure of the maquilas is low wages, a lack of environmental or labour regulations, low taxes, and few if any duties. Products produced include apparel, electronic goods, auto parts, etc.

GAM—Grupo Apoyo Mutuo, or the Mutual Support Group. The GAM is a leading human rights organisation in Guatemala and plays a prominent role in the transition to democracy that has followed after 36 years of dictatorship and civil war.

Mayans — The original indigenous inhabitants of Guatemala. Mayans still make up the vast majority of Guatemala's population.

Peace Accords — A long and difficult peace negotiation process ended in 1996 between the government and leftist rebels with the signing of the most comprehensive and ambitious peace accords in the history of peace agreements. Five years later, the accomplishments of the accords are limited.

Exhumations—the digging up of bodies of people murdered in civil war. There are hundreds of secret mass graves all across the Guatemala.

Subsistence wages—wages sufficient only to barely keep someone from dying of starvation.

Rights Action — a tax-charitable organization in both the USA and Canada that raises funds for community development, human rights & emergency relief projects in Southern Mexico, Central America & Peru. In North America

MINITRAB — The Guatemalan Ministry of Labour.

VESTEX— the organization representing the Guatemalan Apparel and Textile Industry—the factory owners. The goal of VESTEX is to increase Guatemala's apparel and textile exports.

FESTRAS—the food, agro-industrial, and allied workers union of Guatemala. FESTRAS is the union that represents workers in the maquilas sector in Guatemala.

COVERCO — an independent monitoring agency, COVERCO employs teams of monitors to observe and document conditions in the workplace.

Code of Conduct — codes of conduct are a statement of a company's commitment to decent working conditions. Codes of conduct tend to be a succinct expression of labour laws and international conventions on worker rights. They outline a company's position on issues like freedom of association, health and safety conditions, the environment, etc.

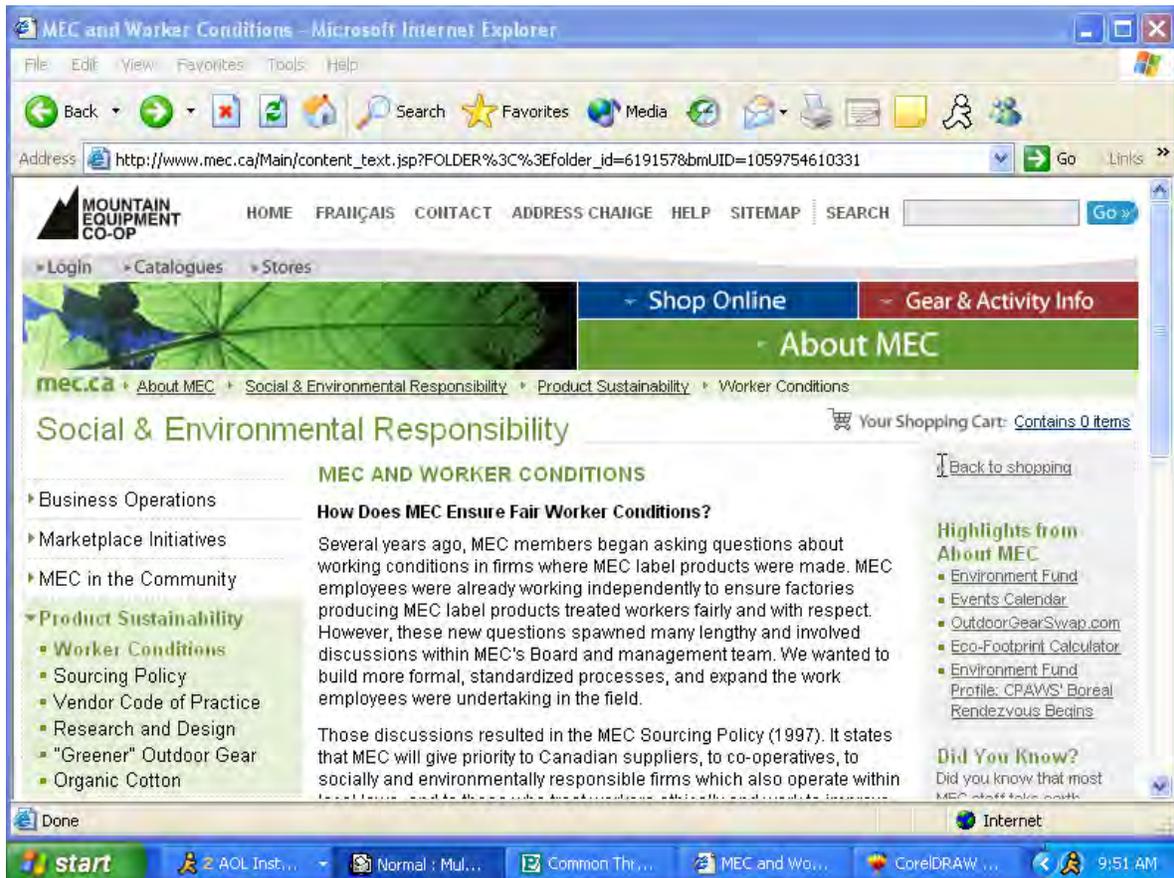
Maquila Solidarity Network—MSN is a Canadian network promoting solidarity with groups in Mexico, Central America, and Asia organizing in maquiladora factories and export processing zones to improve conditions and win a living wage.

Common Threads Video Organizer

1	<p>What is a sweatshop?</p> 	<p>According to COVERCO, how has the apparel industry responded to consumer demands?</p> 	7
2	<p>How much do we spend on clothes in Canada?</p> 	<p>What does the Ministry of labour claim to be doing for the first time?</p> 	8
3	<p>Note Guatemala's history of violence</p> 	<p>Why are Guatemalan Union skeptical of government and factory owner claims?</p> 	9
4	<p>According to GAM, what is the continuing effect of the civil war on Guatemalan society?</p> 	<p>What have workers in two of Guatemala's maquila's recently achieved?</p> 	10
5	<p>What abuses did these workers suffer?</p>  	<p>What does Carla Johana Cruz think Canadian students have the right to do?</p> 	11
6	<p>What is the focus of groups like Rights Action?</p> 	<p>What can Canadian students really do?</p>  	12

Activity: Checking out the apparel retailers on the web

Many large clothing retailers and apparel labels now devote significant space on their corporate websites to informing the public about their policies on “social responsibility”, “ethical sourcing” and “worker conditions”. Below is sample from the “Social and Environmental Responsibility” page from the Mountain Equipment Co-op website.



How do other apparel retailers stack up?

1. For this activity, work in pairs or threes and share a computer. In your teams, explore the social responsibility pages of three familiar apparel retailers:

http://www.gapinc.com/social_resp/social_resp.htm

<http://www.hbc.com/hbc/socialresponsibility/intro.asp>

<http://www.nike.com/nikebiz/nikebiz.jhtml?page=24>

3. Have one team member record the results of your investigations on the organizer provided. Be as accurate and detailed as possible within the time provided for this activity.

4. When you have completed your research, each group will present their results to the class as a whole.

Organizer: how do apparel retailers stack up?

In your teams, complete this organizer using information from the corporate website addresses provided

	The GAP http://www.gapinc.com/social_resp/social_resp.htm	HBC http://www.hbc.com/hbc/socialresponsibility/intro.asp	Nike http://www.nike.com/nikebiz/nikebiz.jhtml?page=24
<p>Source of product</p> <p>How many suppliers and/or factories in how many different countries? What are some of those source countries?</p>			
<p>Sourcing philosophy</p> <p>What is each company's policy about "social responsibility" and "ethical sourcing"? Record 3 key ideas from each website</p>	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<p>Code of Conduct</p> <p>Does the company have a code of conduct? When did they first institute their code of conduct?</p>			
<p>Compliance</p> <p>How does the company make sure their suppliers/factories comply with the code of conduct? (For example, do they use third party auditing companies, do they have internal "compliance teams"?) What happens if a supplier fails to meet the standards?</p>			

Activity: Rating the company Codes of Conduct

For this activity you will take a closer look at the codes of conduct for a number of apparel retailers. If possible, print a copy of each code of conduct from the corporate website. Your teacher will also provide you with a copy of the MEC code of conduct and the code of conduct produced by VESTEX, the Guatemalan factory owners association, for comparison.

1. In your teams of two or three, examine and compare each code of conduct for the presence or absence of the International Labour Organization (ILO) standards. Then look carefully at the language in the provisions of each code of conduct. Is the language in the code clear and strong or purposely vague and unclear?

2. Rate each code of conduct on the nine ILO provisions using the following scale:

1 2 3 4 5

1 = extremely vague or weak language and 5 = very strong clear language and protections.

If the code of conduct does not contain a listed ILO provisions, give it a zero for that category.

3. Be prepared to present and discuss your findings with the class.

ILO provision	VESTEX	MEC	The GAP	HBC	Nike
Guarantees freedom of association and the right to bargain collectively (form unions)					
Prohibits forced or bonded labour					
No child labour					
Guarantees of non-discrimination					
Health and safety guarantees					
Hours of work and overtime compensation					
Guarantees of security of employment					
Guarantees of a fair living wage					
Clear language about monitoring and compliance					



Mr. Somebody
Chief Executive Officer
Some Clothing Company
555 Something Street
Toronto, ON
M5A 5A5
Fax: (416) 555-5555

Dear Mr. Somebody,

As a high school student who wears your clothing, I want to be sure that workers who make your clothes are not paid poverty wages, forced to work unacceptably long hours, experience discrimination, physical and verbal abuse or sexual harassment, or are fired for organizing to improve conditions. In order to make sure that the people making your company's clothing are not working under sweatshop conditions, I am calling on you to publicly disclose the names and addresses of all manufacturing facilities where your products are made.

I would like to be confident that my clothes are made under humane working conditions, but I cannot be until your company discloses where your clothing is made and agrees to accept independent monitoring of factory conditions.

Other companies, such as Nike, Jansport, Gear For Sports and Russell Athletics have taken a lead by agreeing to publicly disclose where their products are made. I believe that your company can, and must, also take this important step toward assuring your customers that your products are made under humane working conditions. Once that information is publicly available, it can then be verified whether the people who sew our school clothing are indeed treated with dignity and respect.

I am not asking that you cut off suppliers, but rather that you work with them to ensure respect for local laws and accepted international labour standards.

In the coming months, I will also be urging my school board to pass an ethical purchasing policy requiring that their uniform and clothing suppliers disclose the names and addresses of the manufacturing facilities where the apparel products are made and accept independent monitoring of factory conditions.

This effort is supported by a broad based coalition of faith groups, non-governmental organizations, unions and students.

I look forward to hearing from you about the steps your company is prepared to take to help eliminate sweatshop abuses.

Sincerely,

cc: To School Board Director and the Maquila Solidarity Network



Apparel companies don't want their customers to know who's producing their goods. And with good reason. Many major brand-names are using **sweatshop** labour. The Ethical Trading Action Group is campaigning to make full disclosure of factory locations a federal requirement. That way you can find out whether your clothes are made under fair labour conditions. It's a small step for government. But it's a big step towards worker rights worldwide.

You can make it happen:

www.maquilasolidarity.org/nosweat
or call 416-532-8584

Activity: Creating a flyer or brochure



Purpose

In this activity you will create a flyer or brochure for fellow students, which succinctly outlines the issue of Guatemala's maquilas and which provides a rationale for a specific action.

Audience

The audience for this activity is other students in your school, in particular, other students of your own age.

Criteria

In your flyer you should deal with the following ideas:

- Succinctly outline for your audience the issue of the maquilas
- Identify your position on the issue
- Provide a specific argument (or arguments) to defend your position
- Suggest a practical action people can take that will help improve the situation

The flyer should also engage your audience through:

- Use of interesting and appropriate graphics and symbols
- Careful placement of elements on the page
- Proper formatting of text and other elements

Use the sample provided as a guide only.

Design Tips:

Effective flyers use elements like bulleted lists, eye-catching graphics, an intriguing title, and colour. All these elements should work together to create an effective message. Remember to keep the text brief and large—flyers are not essays.

Notes/Teacher Instructions:

Your flyer will be evaluated using the Assessment Rubric provided by your teacher.

Your flyer will be due: _____

Activity: Writing a letter to a Corporate Executive

Mr. Somebody
Chief Executive Officer
Some Clothing Company
555 Something Street
Toronto, ON
M5A 5A5
Fax: (416) 555-5555

Dear Mr. Somebody,

As a high school student who wears your clothing, I want to be sure that workers who make your clothes are not paid poverty wages, forced to work unacceptably long hours, experience discrimination, physical and verbal abuse or sexual harassment, or are fired for organizing to improve conditions. In order to make sure that the people making your company's clothing are not working under sweatshop conditions, I am calling on you to publicly disclose the names and addresses of all manufacturing facilities where your products are made.

I would like to be confident that my clothes are made under humane working conditions, but I cannot be until your company discloses where your clothing is made and agrees to accept independent monitoring of factory conditions.

Other companies, such as Nike, Jansport, Gear For Sports and Russell Athletics have taken a lead by agreeing to publicly disclose where their products are made. I believe that your company can, and must, also take this important step toward assuring your customers that your products are made under humane working conditions. Once that information is publicly available, it can then be verified whether the people who sew our school clothing are indeed treated with dignity and respect.

I am not asking that you cut off suppliers, but rather that you work with them to ensure respect for local laws and accepted international labour standards.

In the coming months, I will also be urging my school board to pass an ethical purchasing policy requiring that their uniform and clothing suppliers disclose the names and addresses of the manufacturing facilities where the apparel products are made and accept independent monitoring of factory conditions.

This effort is supported by a broad based coalition of faith groups, non-governmental organizations, unions and students.

I look forward to hearing from you about the steps your company is prepared to take to help eliminate sweatshop abuses.

Sincerely,

Purpose

In this activity you will write a letter to an apparel company executive (or alternatively a government minister, your member of parliament, or a school board official), advocating fair trade policies for Guatemala's maquila workers.

Audience

The audience for this activity is an executive of an apparel company (or alternatively a government minister, your member of parliament, or a school board official).

Criteria

In your letter you should deal with the following ideas:

- Succinctly outline for your audience who you are and why you are concerned about the issue of the maquilas
- Clearly identify your position on the issue
- Provide specific arguments defending your position
- Suggest a practical action that your addressee can take that will help improve the situation

Your letter should also appeal to your addressee through:

- Logical reasoning and compelling arguments
- Ideas expressed using clear and engaging language
- Use of appropriate and formal tone
- Proper formatting of text

Use the sample letter provided as a suggested guide only.

Writing Tips:

A well-crafted letter has tremendous impact. It should be written much like an essay—with an overall plan, including a “beginning”, “a middle” and “an end”. And be sure to use the same 3-stage process of writing: plan it, write it and then revise it.

Notes/Teacher Instructions:

Your letter will be evaluated using the Assessment Rubric provided by your teacher.

Your letter will be due: _____

Activity: Designing your sweatshop fashion show



A Sweatshop Fashion Show is an easy, fun and creative educational tool to inform ourselves and students in our schools about the sweatshop abuses hidden behind the labels of the major brands.

Models walk the runway, wearing the latest fashions of well-known US and Canadian brands.

Visit websites of campaigning organizations for information on wages, working conditions, and to identify specific cases of labour rights violations.

Visit stores and check magazine and newspaper ads for information on prices and the images and messages associated with the brands.

Many fashion shows have attracted media attention, thereby reaching a much larger audience. Targeted corporations are taking notice.

Announcers describe the brand-name products worn by the models, and then reveal the wages and working conditions of the women who made the products.

Students collect brand-name clothes made in countries around the world. They visit stores and websites to compile information on prices, wages and working conditions. They learn about workers' issues and demands, and the actions we can take to support them. They design a script, choose music, and rehearse. They publicize the event and prepare campaign materials.

Many fashion shows have attracted media attention, thereby reaching a much larger audience. Targeted corporations are taking notice.

Key steps to prepare your fashion show:

1. Researching Companies and Brands

Research the companies and brands you want to target. Search for up-to-date information and attention-grabbing facts about companies and their practices. This information will be useful in developing your script, as well as your group's knowledge of the issues.

Visit company websites and check out annual reports for information on world-wide sales, profits, CEO salaries, and expenditures on advertising and promotion.

2. Designing the Production

To be effective and entertaining, a fashion show needs to be choreographed like a stage show. How you structure and pace the production can add to or detract from its effectiveness.

Announcers: One graphic way to contrast labour practices and brand image, which we've found effective, is to use two announcers. The first announcer describes the clothes being modeled. The second describes the working conditions.

Models, Brands and Music: Decide how many models are needed, the order they and their clothing brands will appear, and how and when you will use music. To keep the show a reasonable length, we usually use no more than eight models. If more students want to be models, consider having them model in pairs.

Finale: For an effective finale, you might invite all the models back on stage while the announcers reiterate key messages and offer suggestions on how audience members can get involved in local Stop Sweatshops campaigns.

4. Preparing the Script

The script is made up of a series of scenes. It should be informative, but also attention-grabbing and funny. The more personal the stories, the more people will identify with

them. A sample fashion show script is available online at: <http://www.maquilasolidarity.org/tools/campaign/sfscript.htm>

5. Choosing a Venue

Don't worry about finding a venue with a formal stage or runway. A "catwalk" can be improvised at almost any site.

If possible, organize the seating to allow sufficient room for the models to perform and interact with the audience. If you're using a stage, consider having the catwalk run up a centre aisle to the stage, so the models can perform as they enter, model and exit.

6. Promoting the Show

If you're inviting other students or the public to your fashion show, try to make the flyers and posters as entertaining as you hope the show will be. A mock fashion show deserves a mock poster. Use and manipulate the images and logo's associated with the major brands.

"Star" models can also be a draw. Consider recruiting your school principal or a popular teacher to perform as announcers or models.

8. Collecting Costumes

Rule #1: You don't need to buy new clothes for your fashion show. Borrow, borrow, borrow. If you have to buy something, check first at the local second-hand stores.

Rule #2: If possible, try to find the brand-name clothing made in the countries that you highlight in your script.

Rule #3: Improvise.

9. Choosing the Music

Try to pick music that lends itself to your message, and/or music that will attract your audience. Your choice of music can add energy, humour and irony to the show.

Consider using up-beat popular music before and during the show.

10. Testing the Sound System

If you are holding the show in a noisy area or a big space like the school cafeteria, be sure to have a good sound system and an experienced person to run it. You want everyone to hear your message.

Be careful that the music doesn't drown out the announcers' presentations.

Plan ahead where you want the music to fade



in and fade out.

11. Rehearsing for the Show

It is essential to have at least one rehearsal before the show and to appoint one or two "stage managers" to make sure everything goes smoothly, and to "trouble-shoot" when small problems arise.

If at all possible, rehearse with the sound system and music. This will allow you to anticipate possible technical problems.

Make sure all models know the order of the presentation and have had a chance to read over the script, and particularly their scenes. Most importantly, each model needs to know their cues for entering and exiting the runway.

Take a few moments during the rehearsal for models to experiment with different modeling styles, poses and actions.

Script Tips

Keep each scene brief and to the point.

Try not to repeat information -- use different clothing brands to highlight different problems in different parts of the world.

Don't forget to include stories of sweatshop practices in Canada.

Activity: Preparing for an Informal Debate

The rules and procedures for an informal debate are more relaxed and flexible than those for formal debates. The number of speakers on each side or for each position can vary, as can the number of positions or points of view. Often each speaker only represents one argument, and the speeches are relatively short.

In this debate, speakers representing each of the “stakeholder groups” represented in the Common Threads video will take turns presenting arguments about their role in the issue of Guatemala’s maquilas. After all the arguments have been presented, each team will be given a few minutes to question the other. Each team’s questions should address the central arguments and claims the other team presented. After questioning, each team may be asked to make a closing statement.

Team members: _____

Group you are representing (circle one):

Unions	Workers	Human Rights Groups
Factory Owners	Apparel Retailers	Guatemalan Government
Independent Monitoring Agency	Canadian Government	Canadian Consumers

Topic: What is your group doing to solve the problem of sweatshops, and why is this the right solution?

1. Brainstorm as many points and arguments for and against your position as you can

Pro	Con

2. Review each potential argument. Highlight the ones that are likely to be most effective.
3. Assign each team member to research and present one point or argument. Find evidence and examples supporting your argument.
4. Meet to review the evidence. Work together to revise the arguments.
5. Decide what speaking order will be most effective speaking order.
6. Decide how you will work together to organize and present your position.
7. Select one person to make the closing statement for your team.

Your group’s role in the debate will be evaluated using the Assessment Rubric provided by your teacher.

Activity: Preparing a brief presentation

1. For this activity you will be researching and preparing a brief presentation on a topic relating to the issue of maquilas.

Group members: _____

2. Your group will be assigned one of the following readings (circle one):
 - “What is a Maquila”/“What is a Sweatshop?”
 - “What is Globalization“
 - “Guatemala: A brief history.”
 - “The labour behind the labels: How our clothes are made.”
 - “What are Human Rights?”
 - “Working conditions in the maquilas of Guatemala”
 - “Unions in Guatemala: A history of fear”
 - “Coverco: Model of an independent monitoring agency”
 - “Guatemalan maquila workers win major victory”
3. Groups are to carefully read the article and discuss the content together.
4. Groups are then to prepare a brief presentation on their reading, highlighting the most important ideas.
5. Groups will then present their findings to the class.

Format:

- Introduce your group members
- Identify your topic
- Briefly outline the main ideas about your topic
- Present the supporting evidence for each of your main ideas
- Recap your main points in turn
- Ask for questions
- Thank your audience

Your presentation will be evaluated using the Assessment Rubric provided by your teacher.

Activity: Preparing a Multimedia Presentation

In this activity, you will be working in a group of four to five students to prepare a multimedia presentation on the issue of sweatshops. Your audience may be your class, other students in your school, teachers in your school, or school board officials.

Use the outline below to plan your multimedia presentation:

1. Choose an aspect of the problem that is interesting and meaningful to everyone in your group.

2. Discuss your understanding of the problem with other members of your group. Reach a consensus about what you feel are the core causes of problem of sweatshops

3. Discuss possible solutions to the problem. Which do you feel are the most important? What actions can you as students take to help solve the problem?

4. Brainstorm ways that you can incorporate vidual effects into your presentation, including sound effects, movement, sets and background visuals (e.g. slides, video).

5. Develop a plan for your presentation. You may choose to create a video rather than present “live”, for example.

6. Assign tasks to each group member. You may choose to have everyone involved in reading or presenting, or you may have some responsible for technical support

7. Practice your presentation.

8. Decide how to get feedback from your audience. Will you invite comments or lead a short discussion? What reaction or ACTION do you want to elicit from your audience?

Your multimedia presentation will be evaluated using the Assessment Rubric provided by your teacher.

Activity: Role Play

Role-playing can be an effective way to explore the thoughts, feelings and motivations of other people, and to explore different ways of solving a problem. In this role play, you will be taking on the persona of one of the following stakeholders in the issue of maquilas:

Factory Owner	Government Inspector	Maquila Worker
Union Representative	Canadian Ambassador	Independent Monitoring Agency
Human Rights Worker	Apparel Company Executive	United Nations Investigator

Setting the scene:

A United Nations Human Rights investigator has come to Guatemala to conduct an investigation of alleged human rights abuses in the maquila sector. As part of the investigation, he organizes a hearing with all the major “stakeholders” in the maquilas in order to find out the truth and come up with a solution to the problem.

Developing your persona

The key to effective role-playing is preparing your character. Because you will be working without “a script” you need to know the character well enough to react to new situations as they arise.

In order to prepare your “character”, review all available materials—your teacher can provide you with print resources from the Common Threads Teacher Resource. You may wish to review the Common Threads video or the script. It would help to do some further research on the internet.

Try completing these sentences in the role of your character:

For me, a maquila is ... _____

The most important thing to me in life is ... _____

I am want to resolve this problem because ... _____

For me, the workers in the maquilas are ... _____

The thing that frustrates me most about the situation is ... _____

My solution to the problem would be to ... _____

You will also have to figure out how your person will sound and act—What kind of tone and expression will they use? What kind of body language? How will they react physically to the other characters?

Playing the scene

Once the role-play has started, your main challenge is staying in role and reacting to the situation and other characters in a believable way

You will also need to figure out how to bring the role play to a close. You may choose to set a time limit, or make one character responsible for providing an ending.

Your role-play will be evaluated using the Assessment Rubric provided by your teacher.

Activity: Writing a Research Report

Purpose:

In this activity you are to conduct further research into the issue of maquilas in Guatemala, and produce a written report summarizing the results of your research. Your report should highlight the problems in the maquilas in the context of Guatemalan history. Your report should also evaluate possible solutions and provide suggestions for further action.

Criteria:

Use the following checklist to help plan and conduct your research. Assess your work in progress using the following scale:

0 = not at all; 1 = limited; 2 = some; 3 = fully; 4 = thoroughly and insightfully

Have a trusted peer assess your work using the final column.

Criteria		
Knowledge/Understanding:	Self-Assessment	Peer Assessment
• I made detailed, accurate records of key information	0 1 2 3 4	0 1 2 3 4
• I showed understanding of information gathered by synthesizing, paraphrasing, organizing logically	0 1 2 3 4	0 1 2 3 4
• I documented sources accurately and completely	0 1 2 3 4	0 1 2 3 4
Thinking/Inquiry:		
• I evaluated sources for bias, credibility and timeliness	0 1 2 3 4	0 1 2 3 4
• I drew conclusions based on research findings	0 1 2 3 4	0 1 2 3 4
• I provided relevant, specific examples to support conclusions	0 1 2 3 4	0 1 2 3 4
Communication:		
• I formulated a clear, logical thesis or controlling idea	0 1 2 3 4	0 1 2 3 4
• I selected information appropriate for audience or purpose	0 1 2 3 4	0 1 2 3 4
Application:		
I used a variety of print and electronic sources	0 1 2 3 4	0 1 2 3 4

Your research report will be evaluated using the Assessment Rubric provided by your teacher.

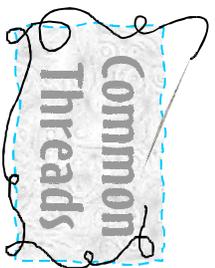
Activity: Creating a Timeline

Use this sheet and information from the article "Guatemala: A brief history" to create a timeline highlighting some important events in Guatemala's history.

Event	Year
Guatemala is invaded by Spanish conquistadors, who have a devastating effect on the indigenous Mayan society	
	Within a century after the first arrival of the Europeans
Guatemalan society enjoyed what is now referred to as the "Ten Years of Spring" with two popularly elected and reformist Presidents who permitted free expression, legalized unions and diverse political parties, and initiated basic socio-economic reforms.	
	By the late 1970's
A small group of Mayan leaders peacefully occupy the Spanish Embassy. They and the entire Embassy staff (except for the Spanish ambassador) are killed when it is burned to the ground by the authorities.	
	Throughout the 1980s
	1996



Assessment Rubrics



Name: _____ Date: _____

Rubric: Mapping Activity

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> Completeness of information on map 	<input type="checkbox"/> Map is incomplete: few required items have been labeled	<input type="checkbox"/> Map is somewhat complete: some required items have been clearly labeled	<input type="checkbox"/> Map is generally complete: almost all required items have been clearly labeled	<input type="checkbox"/> Map is complete: all required items have been clearly labeled
Thinking/Inquiry <ul style="list-style-type: none"> Accuracy in the placement of map items 	<input type="checkbox"/> Map demonstrates limited accuracy; few items have been accurately labeled	<input type="checkbox"/> Map demonstrates some accuracy; some items have been accurately labeled	<input type="checkbox"/> Map demonstrates considerable accuracy; most items have been accurately labeled	<input type="checkbox"/> Map demonstrates exceptional accuracy; all items have been accurately labeled
Communication <ul style="list-style-type: none"> Use of colour to help distinguish countries and geographic features 	<input type="checkbox"/> Colour is used with limited effectiveness or is not used to distinguish between countries and geographic features	<input type="checkbox"/> Colour is used with some effectiveness to distinguish between countries and geographic features	<input type="checkbox"/> Colour is used with considerable effectiveness to distinguish between countries and geographic features	<input type="checkbox"/> Colour is used with a high degree of effectiveness to distinguish between countries and geographic features
Application <ul style="list-style-type: none"> Map conventions and neatness 	<input type="checkbox"/> Applies map labeling conventions with limited effectiveness; maps have been labeled with limited care	<input type="checkbox"/> Applies map labeling conventions with some effectiveness; maps have been labeled with some care	<input type="checkbox"/> Applies map labeling conventions with considerable effectiveness; maps have been labeled with considerable care	<input type="checkbox"/> Applies map labeling conventions with a high degree of effectiveness; maps have been labeled with great care

Name: _____ Date: _____

Rubric: Discussion

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> Information, ideas 	<input type="checkbox"/> Contributes a limited amount of accurate and relevant information <input type="checkbox"/> Shows limited insight into issues and ideas	<input type="checkbox"/> Contributes some accurate and relevant information and ideas <input type="checkbox"/> Shows some insight into issues and ideas	<input type="checkbox"/> Contributes considerable accurate and relevant information and ideas <input type="checkbox"/> Shows considerable insight into issues and ideas	<input type="checkbox"/> Contributes extensive, precise and relevant information and ideas <input type="checkbox"/> Shows a high degree of insight into issues and ideas
Thinking/Inquiry <ul style="list-style-type: none"> Use of evidence Critical listening 	<input type="checkbox"/> Provides limited relevant evidence to support ideas and arguments <input type="checkbox"/> Shows limited openness to changing and adding to the ideas and opinions of others	<input type="checkbox"/> Provides some well-chosen evidence to support ideas and arguments <input type="checkbox"/> Shows some openness to changing and adding to the ideas and opinions of others	<input type="checkbox"/> Provides considerable well-chosen evidence to support ideas and arguments <input type="checkbox"/> Shows considerable openness to changing and adding to the ideas and opinions of others	<input type="checkbox"/> Provides highly effective, well-chosen evidence to support ideas and arguments <input type="checkbox"/> Shows a high degree of openness to changing and adding to the ideas and opinions of others
Communication <ul style="list-style-type: none"> Rules for classroom discourse 	<input type="checkbox"/> Follows rules of courteous classroom discourse in few instances	<input type="checkbox"/> Follows rules of courteous classroom discourse some instances	<input type="checkbox"/> Follows rules of courteous classroom discourse in most instances	<input type="checkbox"/> Follows rules of courteous classroom discourse in all or almost all instances
Application <ul style="list-style-type: none"> Speech 	<input type="checkbox"/> Speaks limited clarity and effectiveness	<input type="checkbox"/> Speaks some clarity and effectiveness	<input type="checkbox"/> Speaks with considerable clarity and effectiveness	<input type="checkbox"/> Speaks with a high degree of clarity and effectiveness

Name: _____ Date: _____

Rubric: Presentation

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none"> Information, ideas, concepts 	<input type="checkbox"/> Shows limited understanding of the topic	<input type="checkbox"/> Shows some understanding of the topic	<input type="checkbox"/> Shows considerable understanding of the topic	<input type="checkbox"/> Shows thorough understanding of the topic
Thinking/Inquiry <ul style="list-style-type: none"> Analysis 	<input type="checkbox"/> Uses limited logical analysis and explanation	<input type="checkbox"/> Uses some logical analysis and explanation	<input type="checkbox"/> Uses considerable logical analysis and explanation	<input type="checkbox"/> Uses highly effective logical analysis and explanation
Communication <ul style="list-style-type: none"> Sense of audience and purpose Rhetorical devices Organization 	<input type="checkbox"/> Choice of material shows limited understanding of audience and purpose <input type="checkbox"/> Shows limited effective use of rhetorical devices <input type="checkbox"/> Structure shows limited organization	<input type="checkbox"/> Choice of material shows some understanding of audience and purpose <input type="checkbox"/> Shows some effective use of rhetorical devices <input type="checkbox"/> Structure is somewhat organized	<input type="checkbox"/> Choice of material shows considerable understanding of audience and purpose <input type="checkbox"/> Shows considerable effective use of rhetorical devices <input type="checkbox"/> Structure show considerable organization	<input type="checkbox"/> Choice of material shows thorough understanding of audience and purpose <input type="checkbox"/> Shows highly effective and creative use of rhetorical devices <input type="checkbox"/> Structure is highly organized
Application <ul style="list-style-type: none"> Voice Visual aids Language conventions 	<input type="checkbox"/> Voice has limited clarity <input type="checkbox"/> Limited use of visual aids and technology <input type="checkbox"/> Uses grammar and sentence structure with limited accuracy and effectiveness	<input type="checkbox"/> Voice has some clarity <input type="checkbox"/> Use of visual aids and technology is somewhat effective <input type="checkbox"/> Uses grammar and sentence structure with a some accuracy and effectiveness	<input type="checkbox"/> Voice has considerable clarity <input type="checkbox"/> Use of visual aids and technology is effective <input type="checkbox"/> Uses grammar and sentence structure with considerable accuracy and effectiveness	<input type="checkbox"/> Voice has a high degree of effectiveness <input type="checkbox"/> Use of visual aids and technology is effective and creative <input type="checkbox"/> Uses grammar and sentence structure with a high degree of accuracy and effectiveness

Name: _____ Date: _____

Rubric: Role Play

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> Points of view and attitudes Relationships among stakeholders 	<input type="checkbox"/> Points of view and attitudes expressed have limited believability <input type="checkbox"/> Actions and reactions show limited understanding of the relationships among stakeholders	<input type="checkbox"/> Points of view expressed are somewhat believable <input type="checkbox"/> Actions and reactions show some understanding of the relationships among stakeholders	<input type="checkbox"/> Points of view expressed are believable <input type="checkbox"/> Actions and reactions show considerable understanding of the relationships among stakeholders	<input type="checkbox"/> Points of view expressed are believable and show insight and understanding <input type="checkbox"/> Actions and reactions show thorough and insightful understanding of the relationships among stakeholders
Thinking/Inquiry <ul style="list-style-type: none"> Creativity Problem solving 	<input type="checkbox"/> Role shows limited creativity <input type="checkbox"/> Solves problems to a extent; may not be believable	<input type="checkbox"/> Role shows a some creativity <input type="checkbox"/> Solves problems to some extent	<input type="checkbox"/> Role shows considerable creativity <input type="checkbox"/> Solves problems in a believable way	<input type="checkbox"/> Role shows a high degree of creativity <input type="checkbox"/> Solves problems in a believable and engaging way
Communication <ul style="list-style-type: none"> Follows conventions of role play, dramatization or improvisation 	<input type="checkbox"/> Interacts with others to focus on a problem or issue with limited clarity <input type="checkbox"/> Creates a beginning, middle and end with limited coherence and logic	<input type="checkbox"/> Interacts with others to focus on a problem or issue with some clarity <input type="checkbox"/> Creates a somewhat effective and logical beginning, middle and end	<input type="checkbox"/> Interacts with others to focus on a problem or issue with considerable clarity <input type="checkbox"/> Creates a considerably effective and logical beginning, middle and end	<input type="checkbox"/> Interacts with others to focus on a problem or issue with a high degree of clarity <input type="checkbox"/> Creates a highly effective and logical beginning, middle and end
Application <ul style="list-style-type: none"> Voice, body language 	<input type="checkbox"/> Voice and body language make a limited contribution to characterization	<input type="checkbox"/> Voice and body language make some contribution to characterization	<input type="checkbox"/> Voice and body language make a considerable contribution to characterization	<input type="checkbox"/> Voice and body language make a highly effective contribution to characterization

Name: _____ Date: _____

Rubric: Debate

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none"> Information, ideas (quality of research) 	<input type="checkbox"/> Provides limited relevant and accurate information	<input type="checkbox"/> Provides some relevant and accurate information	<input type="checkbox"/> Provides considerable relevant and accurate information	<input type="checkbox"/> Provides thorough, relevant and accurate information
Thinking/Inquiry <ul style="list-style-type: none"> Interpretation of resolution Use of evidence Rebuttal Responding to Questions 	<input type="checkbox"/> Provides limited interpretation of the of the resolution/question <input type="checkbox"/> Substantiates arguments with limited reasoning and evidence <input type="checkbox"/> In rebuttal, summarizes and refutes opponent's contentions with limited confidence and clarity <input type="checkbox"/> When questioned, defends key arguments with limited confidence and effectiveness	<input type="checkbox"/> Provides some sound and reasonable definitions and interpretation of the of the resolution/question <input type="checkbox"/> Substantiates arguments with some reasoning and evidence <input type="checkbox"/> In rebuttal, summarizes and refutes opponent's contentions with some confidence and clarity <input type="checkbox"/> When questioned, defends key arguments with some confidence and effectiveness	<input type="checkbox"/> Provides sound and reasonable definitions and interpretation of the of the resolution/question <input type="checkbox"/> Substantiates arguments with considerable reasoning and evidence <input type="checkbox"/> In rebuttal, summarizes and refutes opponent's contentions with considerable confidence and clarity <input type="checkbox"/> When questioned, defends key arguments with considerable confidence and effectiveness	<input type="checkbox"/> Provides highly effective definitions and interpretation of the of the resolution/question <input type="checkbox"/> Substantiates arguments with highly effective reasoning and evidence <input type="checkbox"/> In rebuttal, summarizes and refutes opponent's contentions, attacking any faulty logic effectively, with confidence and clarity <input type="checkbox"/> When questioned, defends key arguments confidently and effectively
Communication <ul style="list-style-type: none"> Rhetorical devices 	<input type="checkbox"/> Uses rhetorical devices limited with effectiveness	<input type="checkbox"/> Uses rhetorical devices with some effectiveness	<input type="checkbox"/> Uses rhetorical devices with considerable effectiveness	<input type="checkbox"/> Uses rhetorical devices with confidence and impact
Application <ul style="list-style-type: none"> Organization 	<input type="checkbox"/> Organizes ideas and supporting material with limited logic	<input type="checkbox"/> Organizes ideas and supporting material with some logic; shows some sense of team membership	<input type="checkbox"/> Organizes ideas and supporting material with considerable logic; shows a sense of team membership	<input type="checkbox"/> Organizes ideas and supporting material effectively, showing a strong sense of team membership

Name: _____ Date: _____

Rubric: Letter to a Company Executive

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> Information 	<input type="checkbox"/> Provides limited accurate information about the issue	<input type="checkbox"/> Provides some specific and accurate information about the issue	<input type="checkbox"/> Provides considerable specific and accurate information about the issue	<input type="checkbox"/> Provides thorough, specific and accurate information about the issue
Thinking/Inquiry <ul style="list-style-type: none"> Development of argument Use of evidence 	<input type="checkbox"/> Develops arguments with limited logic and coherence <input type="checkbox"/> Incorporates limited relevant evidence	<input type="checkbox"/> Develops arguments with some degree of logic and coherence <input type="checkbox"/> Incorporates some well-chosen and relevant evidence	<input type="checkbox"/> Develops arguments with a high degree of logic, coherence and creativity <input type="checkbox"/> Incorporates highly effective, well-chosen and relevant evidence	<input type="checkbox"/> Develops arguments with a high degree of logic, coherence and creativity <input type="checkbox"/> Incorporates highly effective, well-chosen and relevant evidence
Communication <ul style="list-style-type: none"> Command of letter form Tone 	<input type="checkbox"/> Shows limited command of the letter form including limited appeal, limited clarity of position, limited unity and focus <input type="checkbox"/> Employs tone with limited appropriateness for context and audience	<input type="checkbox"/> Shows some command of the letter form including some clarity of position, some unity and focus <input type="checkbox"/> Employs a somewhat appropriate tone for context and audience	<input type="checkbox"/> Shows considerable command of the letter form including clarity of position, unity and focus <input type="checkbox"/> Employs an appropriate tone for context and audience	<input type="checkbox"/> Shows strong command of the letter form including confident position, strong unity and focus <input type="checkbox"/> Employs an effective tone for context and audience
Application <ul style="list-style-type: none"> Language conventions 	<input type="checkbox"/> Applies grammar usage, spelling and punctuation with a limited degree of accuracy and effectiveness	<input type="checkbox"/> Applies grammar usage, spelling and punctuation with some degree of accuracy and effectiveness	<input type="checkbox"/> Applies grammar usage, spelling and punctuation with a considerable degree of accuracy and effectiveness	<input type="checkbox"/> Applies grammar usage, spelling and punctuation with a high degree of accuracy and effectiveness

Name: _____ Date: _____

Rubric: Flyer or Brochure

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> Information, ideas 	<input type="checkbox"/> Presents limited information and ideas	<input type="checkbox"/> Presents some appropriate and relevant information and ideas	<input type="checkbox"/> Presents considerable appropriate and relevant information and ideas	<input type="checkbox"/> Presents well-thought-out and insightful information and ideas
Thinking/Inquiry <ul style="list-style-type: none"> Creative thinking/risk-taking Critical thinking/audience analysis 	<input type="checkbox"/> Takes limited risks to include unexpected or unconventional features <input type="checkbox"/> Incorporates images that have limited appeal for the intended audience	<input type="checkbox"/> Takes some risks to include unexpected or unconventional features <input type="checkbox"/> Incorporates images that have some appeal for the intended audience	<input type="checkbox"/> Takes considerable risks to include unexpected or unconventional features <input type="checkbox"/> Incorporates images that have considerable appeal for the intended audience	<input type="checkbox"/> Shows a high degree of risk taking to include unexpected or unconventional features <input type="checkbox"/> Incorporates images that have strong appeal for the intended audience
Communication <ul style="list-style-type: none"> Focus and purpose Visual elements 	<input type="checkbox"/> Has limited clarity of focus and purpose <input type="checkbox"/> Choice and arrangement of images and text show limited command of visual elements	<input type="checkbox"/> Has some clarity of focus and purpose <input type="checkbox"/> Choice and arrangement of images and text show some command of visual elements	<input type="checkbox"/> Has a clear and unified focus and purpose <input type="checkbox"/> Choice and arrangement of images and text show considerable command of visual elements	<input type="checkbox"/> Has a strong, clear and unified focus and purpose <input type="checkbox"/> Choice and arrangement of images and text show extensive command of visual elements
Application <ul style="list-style-type: none"> presentation 	<input type="checkbox"/> Uses materials and techniques with limited skill and consistency	<input type="checkbox"/> Uses materials and techniques with some skill and consistency	<input type="checkbox"/> Uses materials and techniques with considerable skill and consistency	<input type="checkbox"/> Uses materials and techniques with a high degree of skill and consistency

Name: _____ Date: _____

Rubric: Research Report

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> • Researched information 	<input type="checkbox"/> Few accurate and relevant facts, statistics and authorities	<input type="checkbox"/> Many well-chosen, accurate and relevant facts, statistics and authorities	<input type="checkbox"/> Considerable accurate and relevant facts, statistics and authorities	<input type="checkbox"/> Many well-chosen, accurate and relevant facts, statistics and authorities
Thinking/Inquiry <ul style="list-style-type: none"> • Central question • Synthesis, analysis and explanation • Sources • Conclusions 	<input type="checkbox"/> Report shows limited focus around a central question <input type="checkbox"/> Offers limited synthesis, analysis and explanation <input type="checkbox"/> Sources are limited; few are carefully documented <input type="checkbox"/> Conclusions show limited logic and insight	<input type="checkbox"/> Report is somewhat focused around a well-defined central question <input type="checkbox"/> Offers some synthesis, analysis and explanation <input type="checkbox"/> Some sources are appropriate and well documented <input type="checkbox"/> Conclusions show some logic and insight	<input type="checkbox"/> Report is focused around a central question <input type="checkbox"/> Offers considerable synthesis, analysis and explanation <input type="checkbox"/> Most sources are appropriate and well documented <input type="checkbox"/> Conclusions show considerable logic and insight	<input type="checkbox"/> Report is effectively focused around a well-defined central question <input type="checkbox"/> Offers thorough and insightful synthesis, analysis and explanation <input type="checkbox"/> All or almost all sources are appropriate and well documented <input type="checkbox"/> Conclusions show a high degree of insight
Communication <ul style="list-style-type: none"> • Organization • Specialized language • Use of visuals 	<input type="checkbox"/> Organization is limited in clarity and effectiveness <input type="checkbox"/> Uses little relevant, specialized language <input type="checkbox"/> Uses few visuals effectively	<input type="checkbox"/> Organization is somewhat clear and effective <input type="checkbox"/> Uses a some relevant, specialized language <input type="checkbox"/> Uses some visuals effectively	<input type="checkbox"/> Organization is clear and effective <input type="checkbox"/> Uses considerable relevant, specialized language <input type="checkbox"/> Uses many visuals effectively	<input type="checkbox"/> Organization is clear and highly effective <input type="checkbox"/> Uses a high degree of relevant, specialized language <input type="checkbox"/> Uses all or most visuals effectively
Application <ul style="list-style-type: none"> • Language conventions 	<input type="checkbox"/> Usage, word choice and sentence structure show limited accuracy and effectiveness	<input type="checkbox"/> Usage, word choice and sentence structure show some accuracy and effectiveness	<input type="checkbox"/> Usage, word choice and sentence structure show considerable accuracy and effectiveness	<input type="checkbox"/> Usage, word choice and sentence structure show a high degree of accuracy and effectiveness

Name: _____ Date: _____

Rubric: Multimedia Presentation

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> Information, ideas 	<input type="checkbox"/> Presents limited relevant information and ideas	<input type="checkbox"/> Presents some relevant information and ideas	<input type="checkbox"/> Presents considerable relevant information and ideas	<input type="checkbox"/> Presents thorough and insightful information and ideas
Thinking/Inquiry <ul style="list-style-type: none"> Creative thinking/risk taking Sensory appeal 	<input type="checkbox"/> Takes few risks to incorporate unusual or unexpected features <input type="checkbox"/> Shows limited skill in appealing to several senses	<input type="checkbox"/> Takes some risks to incorporate unusual or unexpected features <input type="checkbox"/> Shows some skill in appealing to several senses	<input type="checkbox"/> Shows considerable risk taking to incorporate unusual or unexpected features <input type="checkbox"/> Shows considerable skill in appealing to several senses	<input type="checkbox"/> Shows a high degree of risk taking to incorporate unusual or unexpected features <input type="checkbox"/> Shows a high degree of skill in appealing to several senses
Communication <ul style="list-style-type: none"> Focus and unity Sense of audience and purpose Interplay of media 	<input type="checkbox"/> Has a limited focus <input type="checkbox"/> Choice of material and media show a limited sense of audience and purpose <input type="checkbox"/> Interplay of media has limited effectiveness	<input type="checkbox"/> Has some focus and unity <input type="checkbox"/> Choice of material and media show some sense of audience and purpose <input type="checkbox"/> Interplay of media is somewhat effective	<input type="checkbox"/> Has considerable focus and unity <input type="checkbox"/> Choice of material and media shows a considerable sense of audience and purpose <input type="checkbox"/> Interplay of media is effective	<input type="checkbox"/> Has a strong, clear, unified focus <input type="checkbox"/> Choice of material and media show a strong sense of audience and purpose <input type="checkbox"/> Interplay of media is highly effective
Application <ul style="list-style-type: none"> Use of media and technology Presentation 	<input type="checkbox"/> Shows limited command of the media and technology used <input type="checkbox"/> Few parts of the presentation is smooth and fluent	<input type="checkbox"/> Shows a some command of the media and technology used <input type="checkbox"/> Some parts of the presentation is smooth and fluent	<input type="checkbox"/> Shows a considerable command of the media and technology used <input type="checkbox"/> Most of the presentation is smooth and fluent	<input type="checkbox"/> Shows a strong command of the media and technology used <input type="checkbox"/> All or almost all of the presentation is smooth and fluent

Name: _____ Date: _____

Rubric: Fashion Show

Assessor: Self Peer Teacher

	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding <ul style="list-style-type: none"> Information about apparel companies and brands 	<input type="checkbox"/> Presents little factual information about the companies and their brands	<input type="checkbox"/> Presents some factual information about the companies and their brands	<input type="checkbox"/> Presents considerable factual information about the companies and their brands	<input type="checkbox"/> Presents thorough, insightful and critical information about the companies and their brands
Thinking/Inquiry <ul style="list-style-type: none"> Production design Creative thinking/risk taking 	<input type="checkbox"/> Production shows little creativity or effort <input type="checkbox"/> Takes few risks to incorporate unusual or unexpected features or provoke thought	<input type="checkbox"/> Production shows some creativity and effort <input type="checkbox"/> Takes some risks to incorporate unusual or unexpected features and provoke thought	<input type="checkbox"/> Production considerable creativity and effort <input type="checkbox"/> Takes considerable risks to incorporate unusual or unexpected features and to provoke thought	<input type="checkbox"/> Production shows a high degree of creativity or effort <input type="checkbox"/> Shows a high degree of risk-taking to incorporate unusual or unexpected features to provoke thought
Communication <ul style="list-style-type: none"> Sense of audience and purpose Choice of music and media Announcers 	<input type="checkbox"/> Script has limited focus and clarity <input type="checkbox"/> Choice and interplay of music and other media has limited effectiveness <input type="checkbox"/> Announcers lack clarity of expression	<input type="checkbox"/> Script has some focus and clarity <input type="checkbox"/> Choice and interplay of music and other media has some effectiveness <input type="checkbox"/> Announcers lack some clarity of expression	<input type="checkbox"/> Script has considerable focus and clarity <input type="checkbox"/> Choice and interplay of music and other media has considerable effectiveness <input type="checkbox"/> Announcers are clear	<input type="checkbox"/> Script has limited focus and clarity <input type="checkbox"/> Choice and interplay of music and other media has limited effectiveness <input type="checkbox"/> Announcers are clear and engaging and add interest and insight to the presentation
Application <ul style="list-style-type: none"> Use of media and technology Presentation 	<input type="checkbox"/> Shows limited command of the media and technology used <input type="checkbox"/> Few parts of the fashion show are smooth and rehearsed	<input type="checkbox"/> Shows some command of the media and technology used <input type="checkbox"/> Some parts of the fashion show are smooth and rehearsed	<input type="checkbox"/> Shows considerable command of the media and technology used <input type="checkbox"/> Most parts of the fashion show are smooth and rehearsed	<input type="checkbox"/> Shows strong command of the media and technology used <input type="checkbox"/> All or almost all parts of the fashion show are smooth and well-rehearsed