Teacher Suggestions
International Clothing Imports
Research Project and Graphic Display
World History & Geography 2 - Rev 8/9/01

A. Groups:

The project begins with individual research by students at home. After this research is compiled by the class as a whole, groups are formed to carry forward the project. Each group should probably include students representing a range of academic abilities. Three groups is a good number for the teacher to assist and monitor, but group size is probably optimal with five or six students.

B. Introducing the Project

The introduction to the project should probably include a discussion of cooperative group dynamics noting that cooperative problem-solving is common in the business world and is a skill strongly desired by employers. It is probably useful to show students one or two previous projects as models and have the students analyze their effectiveness, although I sometimes wonder if this might inhibit creativity.

The project begins with field research which is a common activity in both business and social science. Then it moves to analyzing the research data and presenting it graphically. This phase of the project is akin to the sales pitch developed by an advertising agency when trying to gain a client's business. Thus, the entire project is reminiscent of activities that occur in real-world enterprise.

C. Grading

Grading is not based on competition between groups, but on meeting an independent standard of excellence. Through a peer evaluation process, groups can help each other to achieve higher performance.

It is probably a good idea to include individual, as well as group, grading components. I have done this in two ways. Students not on task and contributing to the project during class work time have points deducted from their project grade. Also, I require that each student assume an area of responsibility within the group project (such as map making, preparing the graph, preparing the narrative elements, leadership) for which the student will receive a grade which becomes a component of the individual student's grade on the project.

Although I am still seeking the optimal grading scenario, my current approach goes something like this: Thirty-five points are possible on each group's evaluation form. When I do the judging, my groups normally score within the 60 -85% range. This becomes the base grade for each member of the group. From this grade students may have points deducted for behavior unhelpful to the group, and students have points added based on the quality of the work in their areas of responsibility. I do not have a rubric for this grade which amounts to 10 points or 10%.

D. Self-evaluation, Peer evaluation, Defense, Revision

At the conclusion of the project, each class member judges his or her own group's project and the other groups' projects. Each group then gets together to develop a group consensus evaluation for their own project and the other projects. After these consensus results have been obtained, each group takes a turn presenting their project to the class, explaining how they met the project criteria. The entire class discusses the strong and weak points of each group's project. Then, each group is given an opportunity to make final revisions to the project before it is evaluated by the teacher. Projects are not graded on a curve. Each project and each student's grade is based on how well they meet the standard.

International Clothing Imports
World History & Geography 2

Mission: Your mission is to explore the world in your clothes closet and in your dresser drawers.

Objectives:

  a) To discover how closely interconnected we are with the global economy,
  b) To learn how dependent our American lifestyle is on workers in other countries,
  c) To become familiar with the geographic locations of major clothes exporting nations.

Procedure:

1. Go through the clothing in your closets and drawers, including dresses, shirts, pants, jeans, shoes, boots, jackets, and other clothing accessories. <u>Do not include underwear or socks.</u>

2. Read the tags on the clothing and make a list of where these items were made. Include at least twenty items on your list. (It is okay to use your parents' closet too.)

3. Beside each country name on your list, note how many items came from that country. Write the total for each country.

4. Assemble a stylish fashion statement using several imported clothing items from your list. Plan to wear your research to school.

TEAMS
International Clothing Imports
WHG2

1. Team Name: _____

Members:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

2. Team Name: _____

Members:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

3. Team Name: _____

Members:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

International Clothing Imports - Class Totals

Rank	Country	Count	Total	Rank	Country	Count	Total

International Clothing Imports
Research Project and Graphic Display
World History & Geography 2 - Rev 8/9/01

A. Objective:

Use current field research to create a colorful, informative, and visually interesting graphic wall display which describes the extent of international clothing imports to Mancos, Colorado.
Maximum size of the wall display is to be 2' x 8'.

B. Procedure:

1. Organization

The class will form three production teams. Each team will determine the organization of its team and responsibilities of team members. Teams should be organized to promote optimal efficiency and product quality.

2. Team Identity

Before beginning production tasks, your team must determine its identity. Develop a name for your production team and a mission statement. Both are subject to management review. Your team name should be clearly visible on your display. Team members should be identified on the front of the display.

C. Products:

Each production team will develop the following three products:

1. Graph

Tabulate the results of the class research. Prepare a graph displaying the results. One computer with printer capability is available for each team. You do not have to use the printer to prepare your graph.

2. Map

Clearly identify on a world map the locations of countries where Mancos clothing imports were manufactured. Also identify the relative number of imports per country.

3. Narrative

On your display clearly identify the following:
- Title of the presentation
- Mission statement
- Research method
- Findings
- Conclusion(s)

D. Schedule

Some class time will be provided for work on this project. Projects not completed in class must be completed outside of class. It is to your benefit to organize an efficient production team.

E. Evaluation:

Points will be deducted from a project for for failure to follow directions. Points will be deducted from individual grades for failure to contribute and points will be added for individual performance. Projects will be judged on the following criteria:
- -- clarity of communication (easy to understand)
- -- visibility (easy to see and read)
- -- spelling, grammar, punctuation
- -- neat, clean, well-executed
- -- colorful
- -- creative/interesting
- --quality of conclusion

Judge's Evaluation
International Clothing Imports Graphic Presentation
World History & Geography 2 - Rev 6/30/01

Judge's name:

Please rate each team's wall display on a scale of 1 to 5   (1= poor, 5 = excellent)

Team name _____

	Poor		Average		Excellent
Clarity of communication (easy to understand)	1	2	3	4	5
Visibility (easy to see)	1	2	3	4	5
Spelling, grammar, punctuation	1	2	3	4	5
Neat, clean, complete, well-executed	1	2	3	4	5
Colorful	1	2	3	4	5
Creative/Interesting	1	2	3	4	5
Quality of Conclusion	1	2	3	4	5

Team name _____

	Poor		Average		Excellent
Clarity of communication (easy to understand)	1	2	3	4	5
Visibility (easy to see)	1	2	3	4	5
Spelling, grammar, punctuation	1	2	3	4	5
Neat, clean, complete, well-executed	1	2	3	4	5
Colorful	1	2	3	4	5
Creative/Interesting	1	2	3	4	5
Quality of Conclusion	1	2	3	4	5

Team name _____

	Poor		Average		Excellent
Clarity of communication (easy to understand)	1	2	3	4	5
Visibility (easy to see)	1	2	3	4	5
Spelling, grammar, punctuation	1	2	3	4	5
Neat, clean, complete, well-executed	1	2	3	4	5
Colorful	1	2	3	4	5
Creative/Interesting	1	2	3	4	5
Quality of Conclusion	1	2	3	4	5