Women in the Global Factory -
The Garment Industry in Sri Lanka
Instructional Materials for the Social Studies Classroom
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The Garment Industry in Sri Lanka

Instructional Materials for the Social Studies Classroom

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First Edition
Publication Date: October 2011

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Instructional Materials for the Social Studies and World Geography Classroom

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Standards Alignment

**Grade Level:** High School (9th grade)

**Suggested Curriculum Area:** World Geography, Social Studies

**Amount of time:** 1-4 sessions (forty-five minute sessions)

**Goals:**
This lesson will examine current issues and debates relating to globalization, with specific emphasis on how they affect women's lives in other parts of the world, specifically in Sri Lanka. The lesson explores the conditions of women's work in factories in the Free Trade Zone in Sri Lanka, to demonstrate how the U.S and other countries are linked socially, politically, economically and culturally.

The activities and materials are designed to address the following questions: What are the experiences of women in the global factory? What effects does women's participation in the global workforce have on local ideas of gender identity, notions of family, and understandings of women's place within the nation and the world? How do different individuals understand the role of women in the global workforce? What are the advantages and disadvantages for women who work in global factories? How can primary source documents provide students additional perspectives on a contemporary issue?

**National Geography Standards:**
- Standard 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Standard 11. The patterns and networks of economic interdependence on Earth's surface.
- Standard 18. How to apply geography to interpret the present and plan for the future.

**Texas Essential Knowledge and Skills (TEKS):**
**Content:**
- 9.10 The student understands the distribution, characteristics, and interactions of the economic systems in the world.
  - (D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.
- 9.11 The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems.
  - (B) identify factor affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and
- 9.17 The student understands the distribution, patterns, and characteristics of different cultures.
  - (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations
Skills:

- 9.21 The student applies critical thinking skills to organize and use acquired information from a variety of sources, including electronic technology.
  - (B) analyze and evaluate the validity and utility of multiple sources of geographic information, such as primary and secondary sources, aerial photographs, and maps;
  - (C) create and interpret maps to answer geographic questions, infer relationships, and analyze change

- 9.22 The student communicates in written, oral, and visual forms.
  - (B) generate summaries, generalizations, and thesis statements supported by evidence;
  - (C) use geographic terminology correctly

- 9.23 The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
  - (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions

Objectives:

- Students will be able to show a deeper understanding of the global economy and different impacts of a globalization and the global garment industry on people around the world.
- Students will be able to describe different perspectives on gender roles in Sri Lankan society and interpret different perspectives on women's participation in global workforce through the Sri Lankan garment industry.
- Students will be able to use, analyze to synthesize information from primary source materials (written texts and photographs) to gain an understanding of multiple perspectives of the impact of globalization on women's lives in Sri Lanka.
The development of the textile and garment industry is an important step in the industrialization process of many developing countries. The availability of raw materials and a large unemployed labor force combine to make the textile and apparel industry attractive for developing countries both as a substitute for imports and as a major source of foreign exchange. In Sri Lanka, the sector is important to the national economy in terms of output, employment, and foreign exchange earnings, and support for an export-led development strategy. With the expansion of this industry, however, came an increase in cultural concerns about changes in gender roles in Sri Lankan society.

“Juki girls” is a derogatory nickname given to urban female factory workers who work in the garment industry in Sri Lanka. The term comes from the Japanese industrial sewing machines commonly used in Sri Lankan factories. Anthropologist Caitrin Lynch has written that the term identifies women not only with machines, but with a foreign brand, which implies that the female workers are foreign, or somehow less “Sri Lankan,” than women who do not work in the factories. She believes the term expresses the anxiety that many Sri Lankan’s feel about young women working outside their village homes, away from their families, and in an urban industrial setting.

With the growth of industrialism the search for cheap labor persists as a way of advancing profits. The history of the development of capitalist industries reveals that textiles, garments, food processing and more recently electronics have traditionally utilized female labor. Since the cost of female labor has always been lower that of males, particularly in the third world, industrialists have preferred female labor in order to increase their profits. Cheap manual labor remained one of the primary concerns of multinational enterprises, which governed their decision with regard to the physical location of industries as well. As a result, countries with cheap labor, a high level of unemployment and sufficient natural resources have been selected by multinationals as locations, particularly for labor-intensive industries.

The garment industry in Sri Lanka expanded rapidly after the liberalization of the economy in 1977. Since 1986 the production in the textile and garment sector more then doubled. During the 1990s the garment industry grew 18.5 percent per year. This expansion of the industry led to the replacement of tea by garments as the nations largest foreign exchange earner. The textile and garment sector accounts for about 30 percent of the country’s total export earnings and the industry continues to be the largest source of foreign exchange. The textile industry is also the largest employer in Sri Lanka.

In the garment sector, particularly in the export processing zones (or EPZ, also called free trade zones in other contexts) more than 90% of the workforce is female. Though women constitute the majority of workers in export processing zones, employers typically allow them to stay only until they are married. As a result, only 10% of the workforce in the EPZs is married, making most of the workers are young, whose entering age is between 18 and 25, and employed in a factory for the first time in their life. The women hope to have well paid lasting employment in the free-trade zone, but as a rule their hopes are not fulfilled. In addition, from the start, the work-
force of the garment industry consisted primarily of women from villages, without families in the areas of employment, which means the women need housing in order to work. Many of the women are housed in private accommodations close to the free trade zone: cooking and washing facilities are insufficient and in desolate conditions, and often forty women have to share one toilet, kitchen, and well.

Almost all the workers are boarded in close proximity to the factories due to the unreliability of the public transportation. As a result the area within a 5 mile radius of most of factories is covered in boarding houses. Most boarding house are built solely for the purpose of renting out to the garment factory workforce, and are often no better the sheds, consisting of a 10X9 foot room that houses ten or more female workers. Often the rooms have inadequate ventilation and sunlight.

Even though the minimum salary is Rs. 1000 per month, the take-home salary of many workers is about 150 less. The problem is more acute with probationary employees whose take home pay is 700. From this salary, between 100-125 is paid to the boarding houses and about 500 is spent on daily expenses and food. What is left is for many workers, especially in the probationary period, insufficient to even clothe themselves decently. In fact many workers bring rice and coconut from their parental homes to supplement their food supplies. Extreme poverty, malnutrition is quite evident and what they wear at boarding houses is no better than rags.

With economic liberalization and growing numbers of women entering the workforce, especially work in factories, there has been a corresponding increase in worry about changing gender roles and societal concern about a potentially crumbling rural and urban divide, where the villages are seen as a place of cultural traditions and values and the cities as a place of new ways of thinking about gender, a loosening of morals and the decline of traditional values. The public visibility of factory girls indicates to many Sri Lankans that these women, who have crossed the rural/urban divide by leaving their villages for employment, symbolize the end of Sri Lankan traditions. These concerns have lead to factory girls being cast as key symbol of the problems of modernization since the 1977 introduction of economic liberalization.

Since shortly after the EPZ was established there has been considerable moral fear about “good girls” going bad, and are seen in media reports of the following issues in association with EPZs and urban women factory workers: including concerns about prostitution, premarital sex, rape, abortion, and sexual harassment.

Additional Readings:

1. Introductory Activity: What’s in my closet?
   - Students may begin the activity as part of their homework the night before you begin the lesson.
   - Students share what they learned in class.
   - Session 1 OR homework/warm-up

2. View film followed by class discussion.
   - Recommended films:
     * Triangle Returns: Young Women Continue to Die in Locked Sweatshops (9 min, 2011)
       The Triangle Shirtwaist factory fire resulted in the death of 146 female workers, who were locked inside the factory by their managers, on March 25, 1911. The women worked 6 days a week, often 14 hours shifts, and earned the meager wage of 14 cents an hour. (The equivalent of $3.18 an hour in 2011, adjusted for inflation.) After the death of workers in a Bangladesh sweatshop, the Institute for Global Labor and Human Rights said now was the time to hold corporations accountable to respect labor laws and pass the Decent Working Conditions and Fair Competition Act.
     Order for $20.00 from: http://www.globallabourrights.org/

     * Human Cost Behind Bargain Shopping-An NBC-Dateline Hidden Camera Investigation Bangladesh (32 min, 2005)
       Dateline investigates what’s behind the bargains American shoppers count on. With our hidden cameras we’ll find out who sews those pants, and under what conditions. We’ll see how problematic it can be for American companies to monitor the working conditions in foreign factories they don’t control, where factory owners are under pressure to keep costs down, while still treating workers fairly. We also invite two of the shoppers we met at Wal-Mart, Vilma Matera and her sister-in-law Peggy Rocciola, to take a look at the results of our investigation.
     Order for $20.00 from: http://www.globallabourrights.org/

     * The Hidden Face of Globalization (34 min, 2003)
       In the global economy, corporations demand enforceable laws - intellectual property and copyright laws - backed up by sanctions to protect their products. However, when we ask these same companies, “Can’t we also protect the rights of the 16-year-old who made the product?,” the companies respond: “No. That would be an impediment to free trade!” Young garment workers in Bangladesh share their experiences working for companies like Disney and Wal-Mart.
     Order for $20.00 from: http://www.globallabourrights.org/

   - Note: Teachers may choose to have students to take notes during film about images, information, or impressions that students have while watching to assist in discussion.
   - Session 2
3. **Student Activity: Background Article on Sri Lankan garment industry and Question Grid**
   - Students will read the background article and create a Question Grid for a class discussion.
   - Note: The background article may also be used to create a short lecture as an alternative.
   - Note: This will take place on the same day as the film. Session 2

4. **Student Activity: Reading, Analyzing, and Discussing Primary Source Documents**
   - Students will utilize reading and analysis strategies to work through the documents.
   - Students will participate in a class discussion of the differences between the various types of documents.
   - Questions teachers and students should consider:
     - How do the documents differ in terms of the kind of information they provide?
     - How effective would each be on its own?
     - How do the different mediums work together to create an understanding of the garment industry?
   - Session 3

5. **Student Activity: Comparing Life in the Garment Industry**
   - Students will create a Venn Diagram with a partner comparing what they saw in the film to what they learned about in the background information and the document analysis packet.
   - Students will write a summary sentence after they complete the Venn Diagram.
   - Session 4

6. **Student Activity: Free Write of Learning**
   - Students will write about what they learned to assist in the processing of information through a reaction paragraph or a poem.
   - Session 4

**Materials list**
- Student Activity: What’s in my closet?
- What’s in my closet? Worksheet
- Blank World Map
- World GDP per capita Map
- Film on global garment industry
- Background Article
- Question Grid
- Student Activity: Reading and Analyzing Primary Source Documents
- Primary Source Document Analysis Worksheet - versions (A) and (B)
- Document Packet
- Student Activity: Comparing Life in the Garment Industry
- Comparing Life in the Garment Industry Venn Diagram
- Student Activity: Free Write of Learning
- PowerPoint of lesson plan (offers background information)
Student Activity: What’s in my Closet?

• TIME NEEDED: 30 minutes, dependent on quantity assigned by teacher for homework

• OBJECTIVE: Students will be personally engaged with the topic of the global factory by conducting a survey of their own wardrobes, mapping their survey results, and comparing created maps to a World GDP per capita Map.

• SUPPLIES FOR THIS ACTIVITY:
  ▶ Blank Map or the world (download a free blank world map from the internet; the Arizona Alliance for Geographic Education or National Geographic have quality maps)
  ▶ What’s in my closet? Worksheet
  ▶ World GDP per capita Map
  ▶ writing utensil (pen or pencil)
  ▶ map or colored pencils
  ▶ 15 items of clothing in students’ closet/dresser

• The activity is a way for teachers to get their students to think about the global economy through understanding where the clothes that they wear come from. Through this warm-up, provides an opportunity for students to share prior knowledge and can also be used to review key ideas when viewing the film or doing later activities.

• PROCEDURE:
  ▶ Students go through their clothes and select 15 items, filling in the table on the What’s in my closet? Worksheet.
  ▶ Students map the countries in which their clothing was manufactured to create a thematic map using price range of clothing/countries of manufacture.
  ▶ In partners or small groups, students compare their clothing maps, looking for patterns in distribution (similarities and differences). They also compare their maps to the World GDP per capita Map, looking for similarities in distribution pattern of income. Students answer questions about processes involved with creating the patterns, as well as using the acquired information to predict levels of development in the countries on their maps.
  ▶ NOTE: More than likely, students will not have an African country shaded. Most countries producing clothing tend to be poor. Have students think through why Africa doesn’t follow this model. One of the reasons is that organizations such as Goodwill ship clothing over to Africa.

• Ask students – What did you expect to find in doing this activity? What did you learn? Were there any surprises?

• Tell the students that you will be learning more about how their clothing comes to them and specifically about the lives and experiences of the people that make them in other parts of the world.
What’s in my closet? Worksheet

Directions (Part 1):
1. Select 15 items from your closet/dresser.
2. Use the below table to write down and document the selected items.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Type of Clothing</th>
<th>Brand</th>
<th>Price Range in $ (0-20, 21-40, 41-60, 60+)</th>
<th>Country of Manufacture</th>
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Directions (Part 2):
1. On the world map provided, create a key using the price range column divisions (four colors will be needed) to create a thematic map.
2. Shade in the countries that clothing was manufactured using the key for price ranges.
3. Next to each country shaded, write the number of items from your closet that were manufactured there.

Directions (Part 3); Partner Comparison Activity:
1. With your partner(s), compare your clothing maps. What commonalities exist between your maps? Do you notice any patterns with the production of clothing?
2. Compare your maps to the World GDP per capita Map. Are there any similarities or differences between the location of garment industry countries and income levels? If so, what are the patterns or trends?
3. What processes or factors do you think created the patterns (trends) in your map comparisons?
4. Based off of this information, what predictions can we make about the countries’ general level of development?
Student Activity: Film Viewing/Discussion and Background Article/Question Grid

• TIME NEEDED: 60 minutes

• OBJECTIVE: Students will be able to describe how the garment industry operates in various countries and how the countries and employees are impacted by the garment industry.

• SUPPLIES FOR THIS ACTIVITY:
  ▶ film about garment industry
  ▶ Background Article
  ▶ Background Article Question Grid Worksheet
  ▶ writing utensil (pen or pencil)

• PURPOSE: The activity is a way for teachers to get their students to think about the global economy through understanding where the clothes that they wear come from. Through the film, article reading, and class discussion, students will be able to describe and think critically about the role that the garment industry plays in selected countries. Students will become increasingly familiar with how the garment industry impacts the economy and life of the country of Sri Lanka.

• PROCEDURE:
  ▶ Students watch documentary on the garment industry. It is suggested that students take notes about images, information, and impressions they notice in the film.
  ▶ Students have a short class discussion about the documentary and the garment industry using the Think-Pair-Share method for processing.
  ▶ Think: Students write down what they saw in the video (video notes work).
  ▶ Pair: Students move into partner groups to discuss/share their lists.
  ▶ Share: Class, as a whole, discusses their lists and what was interesting or important in the video.
  ▶ Students will actively read the background article by circling, underlining, or highlighting important pieces of information.
  ▶ Students will create a Question Grid using the background article. Note: If this is a new activity for your students, it is recommended that they work with a partner.
  ▶ Students will have a class discussion about the article, using their questions from the Question Grid. Teachers should guide students to begin making connections and comparisons between the garment industry in Sri Lanka and in the country(ies) in the film.

• NOTE: Teachers may create a short background lecture with PowerPoint instead of having students read the background article and create a Question Grid. Also, it would be helpful for teachers to view the PowerPoint on gender
# Background Article Question Grid Worksheet

**Directions:**
1. Read the background article about the Sri Lankan garment industry actively, underlining, circling, or highlighting important pieces of information.
2. Create 5 Right There questions. These are questions in which you can point to the answer in the article.
3. Create 4 Think and Search questions. These are questions in which you use the article to draw conclusions or to make inferences.
4. Create 3 Author and You questions. These are questions that you have for the author about the topic.
5. Create 2 Big Idea questions. These are questions in which you take what you’ve learned, and you create global questions.

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<thead>
<tr>
<th>Right There Questions</th>
<th>Think and Search Questions</th>
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<th>Author and You Questions</th>
<th>Big Idea Questions</th>
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Student Activity: Reading Primary Source Documents

- TIME NEEDED: 45 minutes

- OBJECTIVE: Students will be able to analyze primary source documents related the role of women workers in the garment industry in Sri Lanka to evaluate the strengths and the limitations of different kinds primary source materials and to evaluate the different perspectives provided by different sources. Students will be able to use primary source documents for identifying geographic issues and inferring geographic relationships.

- SUPPLIES FOR THIS ACTIVITY:
  - Copies of document packets for students
  - Copies of the Primary Source Document Analysis Worksheet
  - Writing utensils (pen or pencil)

- PROCEDURE:
  - Students will read and analyze the documents in the document packet.
  - Students will record their analysis of the document on the Primary Source Document Analysis Worksheet.
  - Students will participate in a class discussion about the documents, facilitated by the teacher.

- ALTERNATIVE ACTIVITY SUGGESTIONS/NOTES:
  - Worksheet A is a worksheet better aligned with the needs of an on-level course.
  - Worksheet B is a worksheet better aligned with the needs of an advanced course.
  - This activity may also be done as a group rotations activity.
### Primary Source Document Analysis Worksheet (A)

**Directions:**
1. As you read the documents, fill in the below chart for each document.
2. Documents 1-4 are on the front, and Documents 5-10 are on the back of this worksheet.
3. A class discussion will be held once the chart is filled in completely.

<table>
<thead>
<tr>
<th>Documents</th>
<th>What kind of document is this?</th>
<th>When and by whom was the document written or created?</th>
<th>What is the document about?</th>
<th>Why was the document created (think purpose)?</th>
<th>Is there any bias or point of view in the document? If so, explain.</th>
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### Primary Source Document Analysis Worksheet (B)

**Directions:**

4. As you read the documents, fill in the below chart for each document’s SOAPST analysis.

5. Documents 1-4 are on the front, and Documents 5-10 are on the back of this worksheet.

6. A class discussion will be held once the chart is filled in completely.

<table>
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<tr>
<th>Documents</th>
<th>Subject</th>
<th>Occasion</th>
<th>Audience</th>
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Document Packet:


Female politicians are not alone. Air hostesses and those working in government offices and banks still have no choice. The editor of women’s magazine Satyn, Naomini Ratnayake Weerasinghe, says men are to blame. “Women find wearing a suit is practical and better, but Sri Lankan men seem to be very traditional and prefer women in saris,” she says. “I’ve experienced when you wear a sari to a meeting, men will take you seriously, and when you wear a suit, they might see you as trying to be too westernized,” she says.

However, in the rural areas, fashions are changing fast. This is due to the huge number of young women employed in the garment industry. Nirupama Rajapakse says that young women in her constituency are influenced by the western clothes that they spend all day putting together. “The girls now are becoming more stylish because most are employed in the garment sector ... they are more trendy than me,” she says.

(http://news.bbc.co.uk/2/hi/south_asia/563504.stm)

Document 2: Excerpts from article “Battered jeans earn big bucks for Sri Lanka,” AFP News Article, 12 August 2007

Overseas buyers such as Levis, Gap and Pierre Cardin are now regular buyers of premium jeans from Sri Lanka where they can be made for as little as 12 dollars a pair, and often sell for over 100 dollars. Brandix, Sri Lanka’s biggest exporter with annual sales in excess of 320 million dollars, and MAS Holdings, are also expanding overseas. In an attempt to get an advantage over the competition, Sri Lanka is trying to position itself as an ethical manufacturer in the hope of getting greater access to the US and European markets at lower duty rates. “We have high labor standards. We don’t employ child labor, we provide rural employment and we empower women.” said Suresh Mirchandani, chief executive of Favorite Garments.


Little sister
You came to the city from the village,
Why did you change?
You cut your hair short
Started wearing trousers and short dresses —
You were the most innocent girl in the village
What happened to you after coming to the city?
We can’t correct the city
But we can keep in mind to
Protect the village [customs].


**Document 4: Excerpts from a Poem by Mainke, a Garment Factory Worker, 1990s**

Life
The other day I fell sick.
But I was not allowed to leave the factory
I know that one day I will have to work
- even through sickness.
I will surely fall dead, at Star Garments.

I work throughout the month
I am paid Rs. 800 for the month
An attendance bonus of Rs. 72 is paid
We are paid with no further allowances.

We are not given any leave.
Leave is allowed only in emergencies.
That leave is also granted after much argument.
We who are poor are made to suffer so much.

My mother who fed me with her own milk.
My father who worked so hard to bring us up.
My teacher who gave me the knowledge.
To them I pay my respects.


**Document 5: Excerpt from Interview with Garment Factory Worker, published 2008**

I just loved everything about Katunayake. I loved working in the factory. I liked all my new friends. Just walking to work and back one learns a lot. Those days everything looked rosy to me. I felt adventurous as if I was finally living life and not just looking at it. I have to tell you about the other residents in my boardinghouse. They never left me alone. Included me in everything they did. I liked to spend time with them at the boardinghouse. Those days I just counted my fingers to the day I got my salary. The first Thing I did was to go shopping and buy things that all the other girls here seemed to own, you know, dresses, shoes, colorful hair braids, perfumes, and, of course, gold rings. I just love to collect gold rings. I have two more at home...But after about one year of this buying frenzy, I started helping my parents more. I bought school supplies
for both my brothers every year. I gave money so that my father could add two more rooms to our house. They really appreciated this help. Now that I have been working here for six years, I have all my jewelry and I also bought some furniture for my dowry.


Document 6: Interview with boarding house owner that houses FTZ workers, published 2008

My girls are very good. I won’t take each and every girl who comes here asking to stay. I will only take girls who are accompanied by their parents. Girls who come with that elder brother and this elder brother...I won’t accept them. There are boardinghouses that are appropriate for such women. I only take girls who come right from the village; uncorrupted, innocent ones. Then I look after them like my own daughters. Ask anyone around here, my girls come home at decent hours. They would even fight with factory managers saying that they can’t work overtime because boardinghouse auntie will throw them out if they are late. No unrelated men can visit them here. They live here with me for years, and I have arranged marriages and settled some of them, too.


Document 7:

Sri Lankan garment factory workers stitch denim jeans for a top international label at a factory in Avissawella, some 56 kms from Colombo, in June 2008. Sri Lanka’s three-billion USD garment industry accounts for more than half its seven billion USD in export earnings.

(http://guttersnipegang.blogspot.com/2008/04/demons-of-dungarees.html)
Document 8:

<table>
<thead>
<tr>
<th>Country</th>
<th>Percent Labor in Industry</th>
<th>Female Life Expectancy</th>
<th>Fertility Rate (per woman)</th>
<th>Female Literacy</th>
<th>Population Below Poverty Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sri Lanka</td>
<td>26.3%</td>
<td>77 years</td>
<td>1.96</td>
<td>89.1%</td>
<td>23%</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>30%</td>
<td>63 years</td>
<td>2.65</td>
<td>41%</td>
<td>36.3%</td>
</tr>
<tr>
<td>United States</td>
<td>20.3%</td>
<td>80 years</td>
<td>2.06</td>
<td>99%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook, 2010

Document 9: Photograph of garment factory worker in boarding house, 2008

Document 10:

Student Activity: Comparing Life in the Garment Industry

- **TIME NEEDED:** 15 minutes

- **OBJECTIVE:** Students will be able to compare ways in which the garment industry impacts countries and lives of workers in different parts of the world. They will be able to compare and summarize their findings with regard to information learned in the documentary film and in their case study of Sri Lanka’s garment industry.

- **SUPPLIES FOR THIS ACTIVITY:**
  - Venn Diagram
  - Writing utensils (pen or pencil)

- **PROCEDURE:**
  - Students work individually to compare similarities and differences between the documentary film and Sri Lanka’s garment industry.
  - Students move into partner groups to discuss, compare, and add to information on their Venn Diagrams.
  - As a class, discuss what students discovered in their comparison, allowing them the opportunity to further add to the Venn Diagram.
  - Students then write a summary sentence at the bottom of the Venn Diagram, allowing students the opportunity to finish processing what they learned through the comparison.
Comparing Life in the Garment Industry: Venn Diagram

Directions:
1. Write down the similarities and differences between the film and the case study on Sri Lanka.
2. With a partner, compare your findings, and fill in additional information as needed.
3. Write a summary statement.

Documentary Film

Sri Lanka

Summary Statement:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Student Activity: Free Write of Learning

- TIME NEEDED: 10 minutes

- OBJECTIVE: Students will be able to write a response to the case study on the garment industry through personal reflection.

- SUPPLIES FOR THIS ACTIVITY:
  - Notebook paper
  - Writing utensils (pen or pencil)

- PROCEDURE:
  - Students write a poem or personal reflection about:
    1) how the industry impacts the lives of the women that work in it; or
    2) how they feel about their clothing after the case study (i.e., would they be willing to pay more in order for garment industry workers to earn a living wage).
  - ALTERNATIVE WRITING OPTIONS: Give students a broad general statement for them to respond with either agree/disagree, and then support their position with specific evidence and facts. Another option would be to have students write a thesis practice or essay.
Lesson Planning Menu

Below are options for utilizing the activities in the unit. Options are listed as both days for those on a regular schedule and minutes for those on 90 minute block scheduling.

1 day plan (60 minutes): What’s in My Closet? (only do parts 1 & 3; students can group up to find clothes if done in class, or assign as homework prior to class), Video/Background article (show clip from video and do article with question grid), Free Write

1.5 days (90 minutes): What’s in My Closet? (all portions, but assign parts 1 & 2 as homework prior to class), Video/Background article (all of activity), Free Write

2 days (120 minutes): What’s in My Closet? (all assign parts 1 & 2 as homework prior to class), Video/Background article (clip from video and do question grid), Document Analysis; Free Write

3 days (180 minutes, 2 blocks): What’s in My Closet? (assign parts 1 & 2 as home prior to class), Video/Background article activity, Document Analysis, Venn Diagram, Free Write

Note: These are suggestions. Please utilize and adjust the activities to fit the needs of your students and curriculum.