

Global Interdependencies in Everyday Life (Example: Jeans)

Stand: 14.07.2021

Jahrgangsstufen	8
Fach/Fächer	Geographie
Übergreifende Bildungs- und Erziehungsziele	Ökonomische Verbraucherbildung Bildung für Nachhaltige Entwicklung Politische Bildung
Zeitraumen	2 - 4 Stunden
Benötigtes Material	Arbeitsblätter, vgl. unten

Kompetenzerwartungen

Geo 8, LB 4, KE 1,2,3

Die Schülerinnen und Schüler ...

- nutzen ihr topographisches Orientierungswissen, um die behandelten Fragen der Globalisierung (z. B. die einzelnen Standorte einer Produktionskette) räumlich einzuordnen.
- stellen wirtschaftliche Verflechtungen anhand der Produktion von einem Konsumgut dar (z. B. Jeans).
- beschreiben und bewerten deren Produktionskette unter ökonomischen, ökologischen und sozialen Gesichtspunkten.

Aufgabe

1. Vocabulary

In the box you can find some words or phrases you will need in order to understand the following video that explains globalization. Fill in the gaps.

carbon dioxide economically disadvantaged
 manufacture climate change available
 wages environment (2) industrialized
 economy insurance

Germany, Switzerland or Japan are _____ countries.

Here the _____ (>> the system of trade and industry) is at a high level. Companies _____ (>> produce) a lot of different products. The goods produced are _____ in many countries.

In contrast to those countries Nigeria, Eritrea or Syria are poor countries. Such countries are called _____ countries. People are poorly paid, the _____ are low. Most people do not have health or social _____. Another problem is that most companies do not care about the _____ which means that rivers are polluted and the emissions of _____ increase. Of course, this leads to _____. Don't forget there is no second earth, so we have to protect our _____ (>> nature and all the animals).

2. Traveling around the globe.

Read the text "Travel blog of a pair of jeans" and complete the table.

Country	Process - What happened here?
1.	picking cotton, use of ...
2.	
3.	
4.	
5.	
6.	
7.	bargain bin in department store, price 14,95 €

Label all the different countries mentioned in the text on a world map. You can use arrows, post-its and so on.

Alternative: Make a short video (note: there should be a map of the world in the background) which shows and explains the most important steps of the production of jeans.

Travel blog of a pair of jeans

A pair of jeans tells its story:

I would like to introduce myself: I'm a pair of jeans! And I'm really proud because I'm worn by men and women of all ages. In addition, I just cost € 14,95. I see, you are amazed. And you can't imagine what countries I have traveled to ...

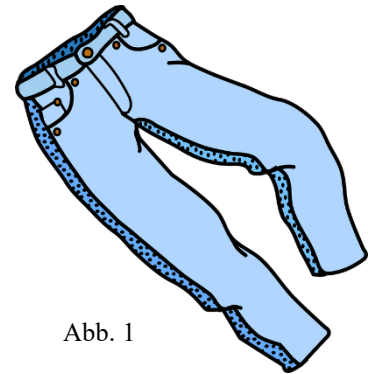


Abb. 1

I was born in the cotton fields of the USA, where workers pick the cotton that will be used to create denim material. There the German immigrant Levi Strauss invented jeans as very solid workwear for gold diggers in the 19th century. But back to the present! On our large cotton plantation the workers used pesticides to increase the yield. That really damages their health. After being picked, I was shipped to Turkey where I was turned into **yarn**¹. Then I traveled to Taiwan. I woke up in a dark and noisy weaving mill. Now that I was a **fabric**² I was allowed to go to Tunisia, where I had to take a bath in **acid**³. They told me that it would help me to absorb the color, which came from Poland, by the way. Of course, the workers breathe in the polluted air which might cause cancer or other diseases. But they don't protest although their wages are really low. Oh, I love telling you about Bangladesh. I owe my trendy cut to the quick soft hands of the women working in large halls without emergency exits there. Yeah, I was so glad that the **zippers**⁴ and the **buttons**⁵ arrived on time from Italy. You know I really love my looks but bad things happened in China when I was about to get the fashionable "used -look". Children, yes children work in Xintang, the jeans capital of the world. The workers' lungs are damaged after just a few years. In addition, fabric printing and **dyeing**⁶ involves heavy metals such as cadmium, **lead**⁷ and **mercury**⁸ – not stuff that you want to be getting near your bare skin! But these people touch them every day. Can you imagine what is happening to their skin? Later on I continued my journey to Germany.

Hello my dear costumers, here I am. 8000 liters of water and 50000 air miles were needed for my production. And now I find myself in a bargain bin in a department store among hundreds of other jeans. You can buy me for just 14,95 Euros.

¹ yarn = Garn

² fabric = Stoff

³ acid = Säure

⁴ zipper = Reißverschluss

⁵ button = Knopf

⁶ to dye = färben

⁷ lead = Blei

⁸ mercury = Quecksilber

3. What do you think about the production of jeans?

Complete the following sentences.

From an economic point of view I would say the production of jeans gets 1-2-3-4, because...

- | |
|------------------|
| 1 = perfect |
| 2 = good |
| 3 = questionable |
| 4 = bad |

Referring to the protection of the environment I think the production of jeans is....

From a social point of view I think the production of jeans is...

Show your opinion in the graph below. Discuss similarities and differences with your classmates.

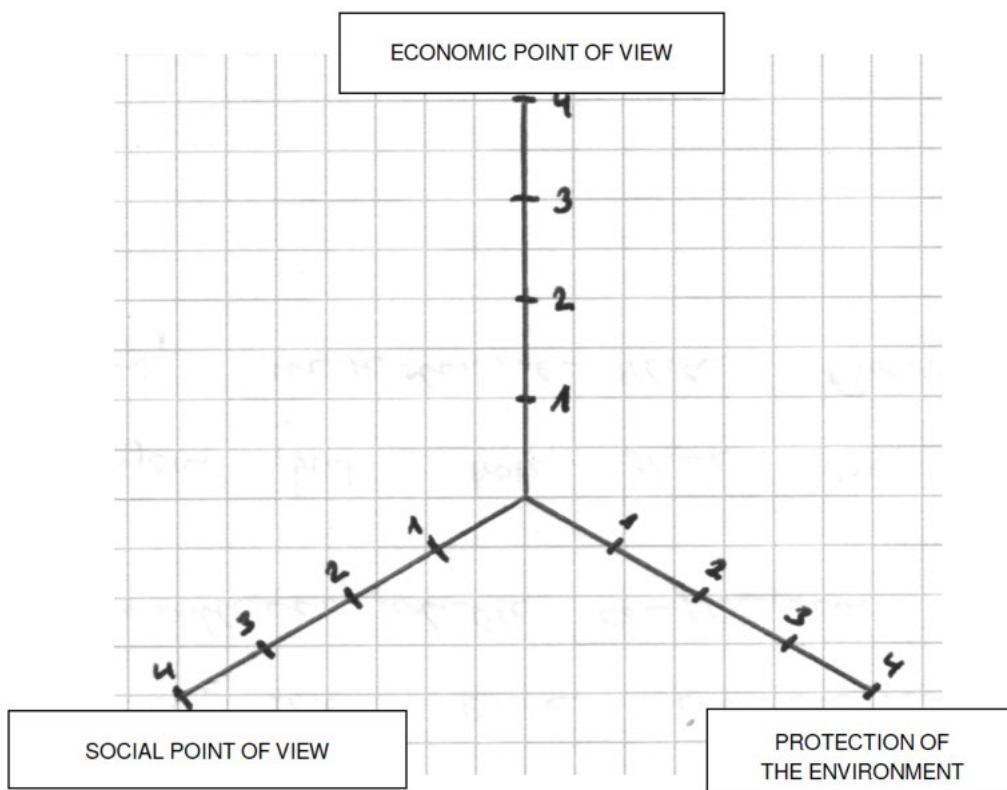


Abb. 2

4. Basic Knowledge of Globalization

Watch the video twice and develop a memo image.

(1/2- or 1- page DIN A4).

<https://lernplattform.mebis.bayern.de/course/view.php?id=1162786§ion=0>

Schlüssel zur Selbsteinschreibung: BiliGeo8

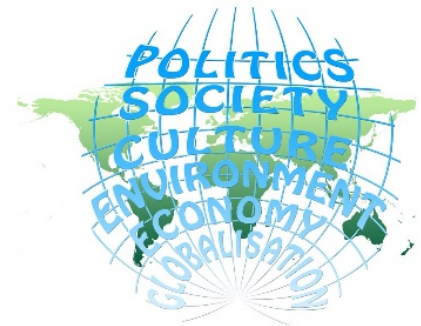


Abb. 3

The following structure might help you:

<p>A short definition of the term globalization</p> <p>-</p>	
<p>advantages of globalization</p>	<p>disadvantages of globalization</p>

Hinweise zum Unterricht

1) Die Schülerinnen und Schüler erläutern und beurteilen die internationale Arbeitsteilung am Beispiel der Jeans.

2) Der Erklärfilm von *explainity*® kann im Plenum vorgeführt werden. Denkbar wäre aber auch die individuelle Analyse als Live-Stream (Smartphone, PC...) in Zweiertteams oder Kleingruppen.

Bei leistungsschwächeren Gruppen wäre es sinnvoll den Erklärfilm in Etappen zu zeigen und die wichtigsten Inhalte in eigenen Worten zusammen zu fassen bevor die Schülerinnen und Schüler ein Merkbild erstellen.

3) Am Ende der Unterrichtseinheit wäre eine Diskussion über das eigene Konsumverhalten denkbar.

Quellen- und Literaturangaben

Abbildung 1: Jeans

Titel: „Blickpunkt: Ich gifte Sie an! Ein T-Shirt plaudert aus dem Nähkästchen“

Quelle: <https://pixabay.com/de/kleidung-schlauch-hosen-1294974/>

Lizenziert nach: CC0 Public Domain

Abbildung 2 / Grafik: ISB

Abbildung 3: Globalization

Quelle: <https://pixabay.com/de/globalisierung-politik-gesellschaft-452692/>

Lizenziert nach: CC0 Public Domain

Zugriffsdatum: 14.07.2016

Videolink: Globalization

Titel: Globalization explained (*explainity*® Erklärvideo)

Autor: *explainity* GmbH, veröffentlicht im Rahmen des nicht-kommerziellen *explainity* education project

Link: <https://lernplattform.mebis.bayern.de/course/view.php?id=1162786§ion=0>

Schlüssel zur Selbsteinschreibung: BiliGeo8

Lizenziert nach: YouTube-Lizenz, mit freundlicher Genehmigung durch *explainity*®

Zugriffsdatum: 10.10.2020

Text: „Für 14,95 um die Welt - Weltreise einer Jeans“: Eigenproduktion, übersetzt am ISB

Lösungsmuster

1. Vocabulary

In the box you can find some words or phrases you will need in order to understand the following video that explains globalization. Fill in the gaps.

carbon dioxide	economically disadvantaged
manufacture	climate change
wages	environment (2)
economy	insurance

Germany, Switzerland or Japan are _____ **industrialized** _____ countries. Here the _____ **economy** _____ (>> the system of trade and industry) is at a high level.

Companies _____ **manufacture** _____ (>> produce) a lot of different products.

The goods produced are _____ **available** _____ in many countries.

In contrast to those countries Nigeria, Eritrea or Syria are poor countries. Such countries are called _____ **economically disadvantaged** _____ countries. People are poorly paid,

the _____ **wages** _____ are low. Most people do not have health or social

_____ **insurance** _____. Another problem is that most companies do not care about

the _____ **environment** _____ which means that rivers are polluted and the

emissions of _____ **carbon dioxide** _____ increase. Of course, this leads to

_____ **climate change** _____. Don't forget there is no second earth, so we have

to protect our _____ **environment** _____ (>> nature and all the animals).

2. Traveling around the globe.

Read the text "Travel blog of a pair of jeans" and complete the table.

Country	Process - What happened here?
1. USA	picking cotton, use of ... pesticides
2. Turkey	cotton turned into yarn
3. Taiwan	weaving mill → yarn turned into fabric
4. Tunisia	bath in acid
5. Bangladesh	get trendy cut
6. China	get "used – look"
7. Germany	bargain bin in department store, price 14,95 €

Label all the different countries mentioned in the text on a world map. You can use arrows, post-its and so on.

Alternative: Make a short video (note: there should be a map of the world in the background), which shows and explains the most important steps of the production of jeans.

3. What do you think about the production of jeans?

Complete the following sentences.

From an economic point of view I would say the production of jeans gets 1-2-3-4, because... **- freie Schüleräußerung -**

1 = perfect
2 = good
3 = questionable
4 = bad

Referring to the protection of the environment I think the production of jeans is....

- freie Schüleräußerung -

From a social point of view I think the production of jeans is...

- freie Schüleräußerung -

Show your opinion in the graph below. Discuss similarities and differences with your classmates.

- freie Schüleräußerung -

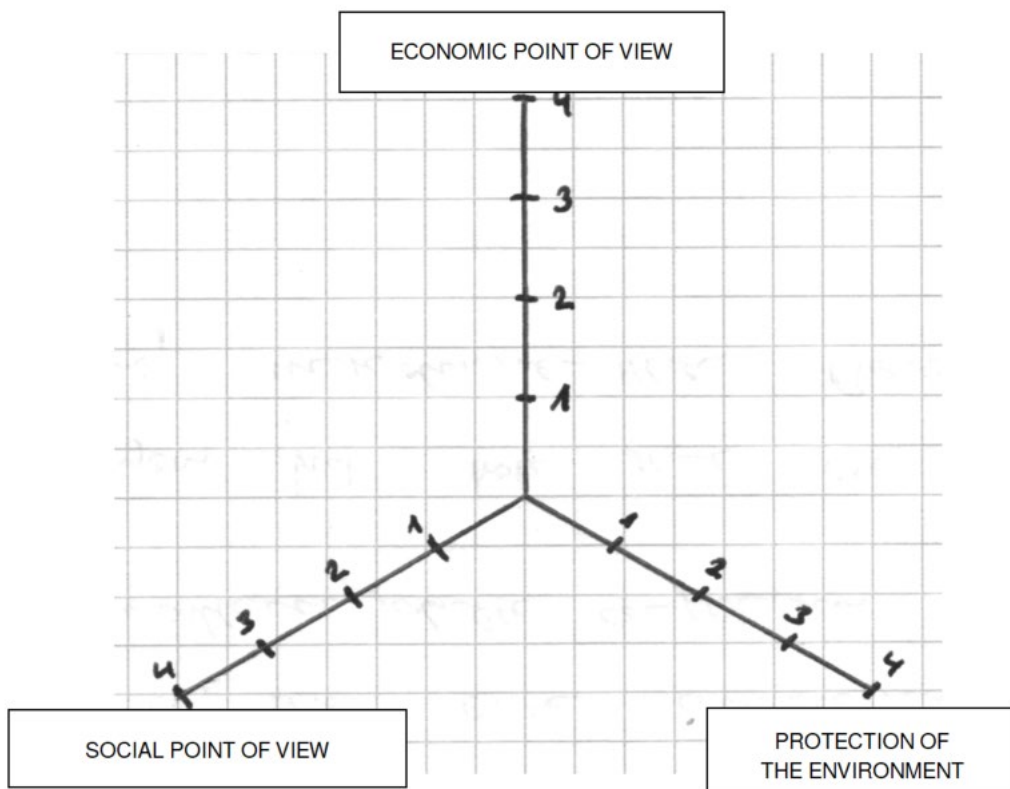


Abb. 2

4. Basic Knowledge of Globalization

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(1/2- or 1- page DIN A4).

<https://www.youtube.com/watch?v=JJ0nFD19eT8>

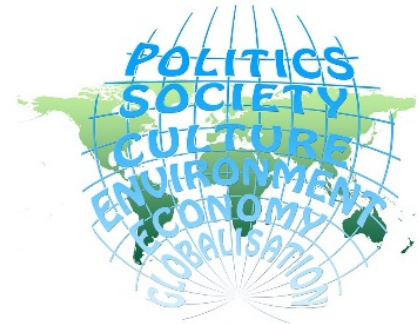


Abb. 3

The following structure might help you:

<p>A short definition of the term globalization</p> <p>- world-wide coming together of countries and nations</p>	
advantages of globalization	disadvantages of globalization
people and countries can exchange goods and information quickly and in a less complicated way	people in industrialized countries lose jobs
→ more affordable products are available for more people	people in developing countries work for very little money → remain poor
→ job opportunities for locals in economically disadvantaged countries	people in developing countries do not have sufficient insurance cover
	ecological problems → climate change
	environmental standards are ignored