

## ¿Llevas ropa 'limpia'?

### Objectives

- To understand and interpret print resources in Spanish about economic and social issues.
- To reinforce and further knowledge about issues that influence the global economy.
- To use the language both within and beyond the school setting to communicate solutions to global problems.

**Essential questions:** ¿Cómo afecta lo que compramos las condiciones laborales de los trabajadores alrededor del mundo? ¿Cómo trabajan algunas personas para que podamos llevar la ropa que queremos? ¿Qué podemos hacer para mejorar las condiciones de trabajo de las personas que fabrican nuestra ropa?

### Starter

Begin the lesson by asking students **¿Es tu ropa limpia o sucia?** Most students will answer the question with an obvious **limpia**, so explain the literary term metaphor and then ask **¿Cómo puede ser sucia la ropa que llevamos?** and **¿Por qué es una metáfora la expresión ropa limpia?** as you project images from the internet of people working in factories. Write down answers on the board and then move on to the questions in **ANTES DE LEER** on page 10 and have a few students answer each question orally.

### Comprehension

In pairs have students read page 10 and answer the following questions.

- 1 **¿Cómo son las condiciones de trabajo de algunas de las personas que fabrican ropa?**
- 2 **¿Qué tienen que hacer los trabajadores en esos lugares?**
- 3 **¿Cuánto les pagan las empresas a los trabajadores?**
- 4 **¿Por cuánto se vende la ropa que fabrican los trabajadores?**

Next, have different groups provide answers before following the instructions for interpreting the graphic information on the top of page 11. Have students in small groups work on the guides suggested by **El Sol** to better the work conditions and then present their work to the class.

### Activity

Students should complete the true-false section and explain their rationale for each answer based on the text. Ex. **La frase número uno es falsa porque dice en el primer párrafo que el accidente causó la muerte de mil personas.** For presentational speaking have students use the questions in the **HABLA** section to help them create one-minute presentations about what can be done to improve the social injustices in the garment industry.

### Extension

Have students watch the video listed in the **ESCRIBE** section and write a summary of the video for homework.