**You are on the track of an economic mystery to discover,   
“Why has the percent of clothing made in America changed so much over the past 50 years?”**

Name/Role Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Initial Hypothesis** (after Step 1) Discuss as a group, and create a hypothesis to answer the question, *“Why has the percent of clothing made in America changed so much over the past 50 years?”* Remember this is based on prior knowledge. You will be uncovering clues to decide if your initial hypothesis is correct.

\_\_\_\_\_This can be any answer that addresses the question.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hypothesis Checkpoint. Make any corrections or additions to your Initial Hypothesis now based on clues so far.

\_\_Students should refine to add the idea of wages being so much less in other countries. Students may pick up on the overall less cost to make overseas and then ship the item.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final New and Improved Hypothesis** (after Step 4) Read over all of your data and conclusions before you write.   
Student’s responses should link to the research. Possible answers, companies have found that they can make clothes much cheaper in other countries and then sell then in America. Americans choose to buy based on price. Name brand stores are selling mostly non-American made items. American farmers can sell their cotton overseas, much of it doesn’t stay in America.

Is your hypothesis based on the mystery clues you uncovered? \_\_\_\_\_\_Should be yes\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Are there other clues you still need? \_\_\_\_May or may not include answers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**You are on the track of an economic mystery to discover,   
“Why has the percent of clothing made in America changed over the past 50 years?”**

You will hypothesize and then uncover clues to prove your thoughts. Will you be correct right away?   
Or will you have to adjust your hypothesis the more clues you uncover?

**Step 1:**

Complete this table using the data cards.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Average spent on Apparel | Average spent on Apparel in today’s $ | Percent of budget | Percent of apparel made in U.S.A. |
| 1960 | $558 | $4,388 | 10.4% | 95% |
| 1970 | $647 | $3,603 | 7.8% | 75% |
| 1980 | $1,319 | $2,955 | 6% | 70% |
| 1990 | $1,741 | $2,583 | 5.1% | 50% |
| 2000 | $1,749 | $2,263 | 4.2% | 29% |
| Today | $1,740 | $1,740 | 3.5% | 2% |

Answer these questions from the table.  
1a) What trend do you notice in the average amount spent on apparel from 1960 to today? \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_The average has gone down about $3,300\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1b) What trend do you notice in the percent of budget spent on apparel from 1960 to today? \_\_\_\_\_\_\_The average spent has gone down almost 7% \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1c) What is the trend in the percent of apparel made in the U.S.A.? \_\_\_The percent made in America has dropped 93% from 95% to only 2%\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1d) What conclusion can you draw from this data? People still need clothes, but they are spending lesson apparel than in 1960 and less of their budget is going for apparel. For some reason very little apparel is made in America today.

**Stop – Turn to your Hypothesis Sheet**Discuss as a group, and create a hypothesis to answer the question, “Why has the percent of clothing made in the U.S.A. changed so much over the past 50 years?”

**Step 2:** History of the T-shirt (provided by teacher)  
Answer this question.   
Are t-shirts popular in America? \_\_\_\_Yes they are. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 3: T-shirt data**Record the country that each t-shirt was made in. Record the fabric that the t-shirt is made of. You can use a tally chart to record your data.

Data will vary depending on the t-shirts provided.

Students should show country and tallies, and materials and tallies.

Compile your totals to share with the class. We will create a pie chart of the data.

**Step 4:** Watch each video and answer the questions below after you complete the video. You may watch the video more than once and pause it the second time as you go along, if needed.

**4a) COTTON video**  
Where is this cotton farm located? \_\_\_MIssissippi\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
What country exports more cotton than any other country? \_\_\_\_\_America \_\_\_\_\_\_\_\_\_\_\_\_\_

The amount of cotton harvested per acre in 1950 was 324 pounds. The pounds of cotton harvested per acre in 2013 was 880. What conclusions can you make about the cotton harvest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_Will vary – technology has increased the amount of cotton that can be produced per acre. The genetically enhanced cotton grows better.

How many t-shirts can be made from the cotton produced at this one farm? \_\_9 million\_\_\_\_

**4b) MACHINE video**  
Where does the cotton from the United States go? \_\_\_\_Most of it is exported to other countries\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A century ago, how was cotton harvested? \_\_\_By slave labor \_\_\_\_\_

Today, how is cotton harvested? (general answer) \_\_\_\_By machinery\_\_\_\_\_\_\_\_\_\_   
What do you notice about the names of the machines used in the production of cotton? \_\_\_They have Japanese and German names. They were probably made in those countries.\_\_\_\_\_\_\_\_\_\_

**4c) PEOPLE video**There are two countries featured in this video where the NPR t-shirts were made.

Listen for the names of the woman worker and her country. List them below.  
 \_Jasmine\_\_\_\_from\_\_\_\_Bangladesh\_\_\_\_\_\_\_ \_\_\_\_Doris\_\_\_\_\_\_\_ from \_\_\_\_\_Colombia\_\_\_

What did you hear about the economy in Bangladesh? \_\_\_It is a very poor economy\_\_\_\_\_\_\_\_\_\_\_\_ What did you hear about the house Jasmine lives in? Jasmine lives in a cramped apartment with her brother and sister-in-law. They have one stove. All of her belongings fit on one shelf.

Her work day? She starts at 7:30 a.m., six days per week.

How old was she when she started to work in the clothing factory? \_\_\_16 years old\_\_\_\_\_\_\_

Describe life in Jasmine’s village: The village is very poor. Many struggle to feed the family. Girls need a dowry to be married to someone. Jasmine sends money home to her parents to help them survive.

What did you hear about the economy in Colombia? \_\_\_Colombia has a more advance economy than Bangladesh. \_\_\_\_\_\_\_\_\_\_\_\_

What is life like for Doris? \_\_\_Life is pretty good for Doris. She has nice clothes and her nails were done.

Who does Doris live with and where? \_Doris lives in an apartment with her mother in the city. It was simple but furnished nicely.

Does working improve her life? Yes, because of her factory work Doris is able to dream of one day opening her own bakery. Right now she works in her off-times to make extra money selling baked goods.

How has the choice to export American cotton overseas and make apparel affected the lives of women like Jasmine in Bangladesh, and Doris in Colombia? Providing food for whole families in Bangladesh. Providing money to live well in Colombia.

Consider this question brought out in the videos. Are we providing opportunities or taking advantage of desperate economies? This is an opinion, but should be supported by video facts. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4d) BOXES video**What is the main way shown to ship product overseas? \_\_\_Container Ships\_\_\_\_\_\_\_\_\_\_\_  
In what decade did shipping this way become popular? \_\_\_\_\_the 1960’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How long does it take for the product to get from Colombia to Miami, FL? \_\_\_one week\_\_\_

Consider these facts from the Video  
Thousand mile journey cost: $0.07 per shirt   
Raw Materials: $0.60 per shirt  
Printing Cost: $0.90  
Final Leg of Journey: $2.70 from warehouse in Miami to American consumer

Think about choices. Who is making the choices of where to produce apparel? Who is making the choices of what to buy? Answers – the companies who are making the product. The consumer or people who buy it.

**Hypothesis Check Point**. Based on your research so far, do you want to make any additions or changes to your hypothesis? Make them on your Hypothesis Sheet now.

**Step 5: Data Sort and Analysis**Sort the data into categories. Find connections between the data slips, chart and graphs

Students will come up with categories. Possibilities include imports, exports, labor costs, wages, cotton or stores. Check their observations and conclusions for connections.  
  
**Return to your hypothesis sheet**. Write your new and improved hypothesis. Make sure you use your mystery clues to support your hypothesis.

Google Link: <https://docs.google.com/document/d/1DeKfaqGPO1ci0oe8fdWeFWoQ6uP1Y6ehWMTOeNEuvsQ/edit?usp=sharing>