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**Lesson:** Students will discover that various parts of the guitar are manufactured in many countries outside the United States. After determining the extent to which guitar parts are made outside of the United States, students will explore different facets of manufacturing and its global impact on the economy, the environment and society.

**Objectives:**

* Students will research, analyze, and differentiate between various products made in America vs. products made in foreign countries.
* Students will compare safety and environmental restrictions within the United States vs. foreign markets
* Students will make inferences regarding economic differences between purchasing American manufactured items vs. purchasing foreign made products.

**Activity:** The teacher will ask every student to take off one shoe in class and put it on top of their desk. The teacher will have each student inspect his or her shoe and discover where it was made. The teacher will then create a discussion with students on why (most likely none) of their shoes were made in America.

Let’s look at a guitar. How many pieces on a guitar can you find that are American made?

Searching for Made in America products can sometimes be a daunting experience. The good news is that from footwear to flat-screen TVs, there are companies still making it in America today. And while you may expect to pay a premium for American-made quality, you'd be surprised at how easily those on tight budgets can find good purchases at competitive prices.

**Enrichment Activity:** Students can use the Internet to look for various parts of the guitar found in the *Guitar Cost and Anatomy* lesson that was completed previously. Students can reference this list and search for guitar parts made right here in the United States.

Standards:

1. Demonstrate an understanding of the societal impact of manufacturing.

01.03 Describe the impact of governmental and political systems on manufacturing.

01.05 Explain how manufacturing made the United States a world leader.

 01.06 Describe the relationship between manufacturing and the environment

**Activity one:**

Students can be divided into groups or work independently, depending on teacher preference. Computers can be used for researching the topics below or individual papers can be passed out to students to complete the activity. Direct links to coordinating web addresses can also be provided to students.

* Students will research the phrase “Bhopal India Disaster”

 **Here is the link:** [**http://www1.american.edu/ted/bhopal.htm**](http://www1.american.edu/ted/bhopal.htm)

* Students will research the any of the word or phrases: placement of “suicide nets” around buildings in “China’s Foxconn IPhone compound”.

**Here is the link: <http://www.dailymail.co.uk/news/article-2103798/Revealed-Inside-Apples-Chinese-sweatshop-factory-workers-paid-just-1-12-hour.html>**

* Students will research the keywords “building collapse: Bangladesh - American clothing”

**Here is the link :**

[**http://www.nytimes.com/2013/04/25/world/asia/bangladesh-building-collapse.html?pagewanted=all&\_r=0**](http://www.nytimes.com/2013/04/25/world/asia/bangladesh-building-collapse.html?pagewanted=all&_r=0)

 **Option one:** Students will research individually or in groups one of these issues that affect American and overseas manufacturing of goods and services, specifically guitars. Students will be asked to write a minimum of one paragraph responding to one of the scenarios.

**Option two:** Students in groups and will be assigned one of the above issues. Each group will be required to present the issue to class along with reasons why purchasing and manufacturing guitars in America might alleviate some of the above issues. Students will need to show clear SUPPORT and EVIDENCE of their claims as to why buying American is either better or worse.