

Lesson Plan Title: Culture of Consumerism

Class: Textiles & Apparel
Construction
Grade level: 9-12
Average time: 60 minutes + 20-30 minutes of homework
Developed by: Shaye Skovgaard, Billings Senior H.S.

Established goals: Students will examine our culture of consumerism in regards to fashion. Students will develop an understanding of what influences our clothing choices. They will take a clothing inventory and understand the overall idea that each of us is responsible for our own decisions and purchases.

What relevant goals (content standards, course program objectives, learning outcomes, etc) will this lesson address? Basically, why are you teaching this lesson?

National FCS Standards	Common Core Standards
<ul style="list-style-type: none"> 16.4.4 Analyze current technology trends that facilitate design and production of textile, apparel and fashion products. 	<ul style="list-style-type: none"> <u>CCSS.ELA-LITERACY.RST.11-12.2</u> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented by text by paraphrasing them in simpler but still accurate terms.

Lesson Plan Objectives	Assessment Evidence
Upon completion of this lesson, students will be able to: <i>What will students be able to know and do as a result of this lesson?</i>	<i>How will you have evidence that each objective has been met? What formative and summative strategies will be used?</i>
Examine our culture of consumerism and how it has changed with technological advances.	"Possible Sentences" activity examining our clothing influences.
Discuss what influences society's clothing choices.	"Exit Slip" writing on how our consumerism culture has changed with technological advances.
Define new terms in the fashion world.	"Clothing Inventory" homework has students face the reality of their own clothing purchases.
Explore their own clothing choices and what has influenced them.	

Materials (provided in the lesson plan)	Materials (to be accessed separately)
<ul style="list-style-type: none"> Copies of "Possible Sentences" vocabulary list worksheet and rubric Copies of "Clothing Inventory" homework assignment and rubric 	<ul style="list-style-type: none"> H & M Spring 2015 commercial. Access online here: http://www.ispot.tv/ad/7iwJ/h-and-m-spring-fashion-featuring-daria-werbowy Copies of "The Neurological Pleasures of Fast Fashion," article from The Atlantic. Access online here: http://www.theatlantic.com/entertainment/archive/2015/03/

- [the-neurological-pleasures-of-modern-shopping/388577/](http://www.theatlantic.com/entertainment/archive/2015/03/the-neurological-pleasures-of-modern-shopping/388577/)
- Notecards for "Exit Slip."

Lesson Facilitation	Special Considerations
<p>Anticipatory Set Approximate time: 3-5 minutes Materials needed: H & M Spring 2015 commercial, found online: http://www.ispot.tv/ad/7iwJ/h-and-m-spring-fashion-featuring-daria-werbowy.</p>	
<p>At the start of class have students take out their notebooks. Tell them to jot down any adjectives that come to mind while they watch the H & M commercial. Let them know they will not be graded on their responses. Show the commercial, allow time for students to write. Discuss student lists as a class. How are our clothing choices influenced? Put student responses on the board. Brainstorm as a class. Explain to students that this Unit's objective is to understand what influences our clothing decisions.</p>	<p>A list of adjectives could be provided to help diverse learners.</p>
<p>Facilitation Approximate time: 45-50 minutes Materials needed: "Possible Sentences" vocabulary list. "Neurological Pleasures of Fast Fashion" article, found online: http://www.theatlantic.com/entertainment/archive/2015/03/the-neurological-pleasures-of-modern-shopping/388577/</p>	
<p>Pair (or group) students together. Handout the "Possible Sentences" vocabulary list. Explain that today they will be learning some new vocabulary terms relevant in today's fashion world. They will be doing this by examining the article, "Neurological Pleasures of Fast Fashion." Be sure to first share with students the definition of "neurological": the brain and nervous system. Next, ask students to write five sentences using the vocabulary words provided. Explain that the sentences should be something similar to what might appear in the text of the article they are about to read. Allow time for students to collaborate and write. Next, have students read through the article together. After time has been allowed to read, have them come back to their original "possible sentences." Ask students to review these sentences; any sentences that are not accurate should be revised after reading. Collect student "possible sentences" lists. Assign students the "Clothing Inventory" homework. Walk students through the assignment, answering any questions they may have. This should be turned in the next day at the beginning of class.</p>	<p>Pair or group students together accordingly to help diverse learners.</p> <p>The "Possible Sentences" vocabulary list could be used with students writing the sentences on their own paper. Use the rubric provided to score the sentences.</p>
<p>Formative Assessment Approximate time: 5-10 minutes Materials needed: Notecards, "Haul Video" found in the "Neurological Pleasures of Fast Fashion" article, found online: http://www.theatlantic.com/entertainment/archive/2015/03/the-neurological-pleasures-of-modern-shopping/388577/</p>	
<p>In conclusion, show students a segment of the "Haul Video" featured in the online article, "The Neurological Pleasures of Fast Fashion." Handout a notecard to each student. Ask students to write down their responses to the video in answering the question: "Do you think our culture has changed how we view fashion and make clothing decisions? Please explain your answer." Collect these notecards as an exit slip for the lesson.</p>	<p>The video is seven minutes long, it is teacher discretion on how much of the video to show. Any length will help students answer the</p>

	question for their exit slip.
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Summative Assessment	Special Considerations
Approximate time: 20-30 minutes to be done at home, not during class time. Materials needed: "Clothing Inventory" worksheet	
Assign students the "Clothing Inventory" worksheet. Explain that students are to go home and look through their closets and take inventory of what they see. This is a way for students to examine their own clothing decisions further. This is due at the beginning of class the following day.	

Resources
<ul style="list-style-type: none"> • H & M Spring 2015 commercial. Access online here, http://www.ispot.tv/ad/7iwJ/h-and-m-spring-fashion-featuring-daria-werbowy • "The Neurological Pleasures of Fast Fashion," article from <i>The Atlantic</i>. Access online here, http://www.theatlantic.com/entertainment/archive/2015/03/the-neurological-pleasures-of-modern-shopping/388577/ • "The True Cost" documentary, truecostmovie.com • Possible Sentences activity: <i>All About Adolescent Literacy</i>, www.adlit.org

Possible Sentences

Today you and your group will be reading an article called, “**The Neurological Pleasures of Fast Fashion.**” Neurological is the study of the brain and nervous system.

Please use the following vocabulary list to write five sentences that might appear in the text you are about to read given what you know about the subject and the title. Use as many words as possible in your sentences.

Vocabulary List:

Social media	Compulsive	purchase	Haul videos
Secondhand stores	goods	online	Slow fashion
Consumers/consumption	Fast fashion	entertainment	decluttering

1. _____

2. _____

3. _____

4. _____

5. _____

After you have read, come back and review your possible sentences. Sentences that are not accurate should be revised.

Possible Sentences Rubric

	Total Points Earned
20	Total Points Possible
	Percentage

Names _____

Date _____

Class _____

	Exemplary	Satisfactory	Unsatisfactory	Score
Sentences	Group created five sentences that used as many vocabulary words as possible. 10	Group only created 2-3 sentences that used as many vocabulary words as possible. 1-9	Group did not create any sentences. 0	
Revision	Group revised all sentences that were not accurate to reflect what they read in the article. 10	Group only revised some sentences that were not accurate and did not completely reflect what was read in the article. 1-9	Group did not revise any sentences that were not accurate. 0	
			Total Points Earned	
			Percentage	

Clothing Inventory

	Total Points Earned
20	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Directions: Tonight go home and explore your own closet/dressers. Mark down inventory on what you see. Answer the reflection questions that follow.

Type or Article of Clothing	Number
Shoes (pairs)	
Coats/Jackets	
Shirts/tops	
Sweatshirts/hoodies	
Pants/bottoms	
Dresses/skirts	
Accessories/scarves/hats	
"Trendy" items	
Total:	
Number of items worn regularly	
Number of items worn occasionally	
Number of items never worn	

Reflection:

When you really looked into your closet were you surprised? Do you think media, ads and social media have played a part in the decisions you see in your closet? Estimate how much money you (or your family) think you have invested in your wardrobe. Do you think you could be considered a conscious consumer (you wear most all the clothes you have)?

Clothing Inventory Rubric

	Total Points Earned
20	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

	Exemplary	Satisfactory	Unsatisfactory	Score
Closet Inventory	Inventory was fully completed 10	Inventory was partially completed 1-9	Inventory was not completed. 0	
Reflection	Reflection questions were responded to thoroughly and thoughtfully. 10	Reflection questions were only partially responded to and were not completely thought through. 1-9	Reflection questions were not completed. 0	
			Total Points Earned	
			Percentage	