

## Lesson Plan Title: True Cost of Clothing

Class: Textiles & Apparel  
Construction  
Grade level: 9-12  
Average time: 2, 60 minute  
class periods + 5-10, 60 minute  
class periods for summative  
assessment project  
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**Established goals:** Students will examine our culture of consumerism in regards to fashion. They will explore the textiles, apparel and fashion industries in depth. Students will use the knowledge gained to show their creativity and sewing skills in a sustainability project. Students will learn how to become conscious fashion consumers in a world more and more impacted by our clothing decisions. They will see that the choices of today will affect the future of tomorrow.

*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"> <li>16.4.4 Analyze current technology trends that facilitate design and production of textile, apparel and fashion products.</li> <li>16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.</li> <li>16.7.1 Analyze legislation, regulations, and public policy affecting the textiles, apparel and fashion industries.</li> </ul>	<ul style="list-style-type: none"> <li><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li><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.</li> </ul>

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.	"Exit Slip" writing on the first segment of "The True Cost" documentary.
Discuss what influences society's clothing choices.	"Exit Slip" writing on the "Fashion Brands in Developing Countries" article.
Begin to explore the real story of their clothes.	FCCLA Recycle & Redesign STAR Event.
Create an opinion on how they will choose	

clothing based on research and debate.	
Design and create a recycled & redesigned apparel project.	

Materials (provided in the lesson plan)	Materials (to be accessed separately)
•	<ul style="list-style-type: none"> <li>• Triangle Shirtwaist Factory article, accessed here: <a href="http://www.csun.edu/~ghy7463/mw2.html">http://www.csun.edu/~ghy7463/mw2.html</a></li> <li>• "The True Cost" Documentary. This can be purchased on DVD available online or streamed through Amazon Prime or other online viewing options. Accessed here: truecostmovie.com</li> <li>• Notecards for exit slips</li> <li>• Online article, "The Fashion Brands Empowering Women in Developing Countries," accessed here: <a href="http://www.theguardian.com/sustainable-business/sustainable-fashion-blog/fashion-brands-empowering-women-developing-countries">http://www.theguardian.com/sustainable-business/sustainable-fashion-blog/fashion-brands-empowering-women-developing-countries</a></li> <li>• FCCLA Recycle &amp; Redesign STAR Event, fcclainc.org/pdf/Updated%2014-15%20Recycle%20and%20Redesign%20Event.pdf</li> </ul>

**Day 1:**

Lesson Facilitation	Special Considerations
<p><b>Anticipatory Set</b> Approximate time: 10 minutes Materials needed: Triangle Shirtwaist Factory article, accessed here: <a href="http://www.csun.edu/~ghy7463/mw2.html">http://www.csun.edu/~ghy7463/mw2.html</a></p>	
<p>Pair students in groups or partners, allow them time to read the Triangle Shirtwaist article. Come back together as a class, discuss: Do you think this kind of tragedy exists in today's manufacturing world? Have you ever considered where your clothing comes from? Explain that today students will get to take a closer look into the fashion and manufacturing industries by watching a documentary called "The True Cost."</p>	<p>Partner groups accordingly to help diverse learners.</p>
<p><b>Facilitation</b> Approximate time: 45-50 minutes • Materials needed: "The True Cost" Documentary, can be accessed at: truecostmovie.com</p>	
<p>Show students the first 45 minutes of "The True Cost" Documentary. Leaving time to wrap up, stop the video.</p>	
<p><b>Formative Assessment</b></p>	

Approximate time: 5 minutes Materials needed: Notecards	
In conclusion handout notecards to each student. Have students write an exit slip response to what they have just watched. Were you surprised? What concerned you or interested you the most? Inform them they will finish the documentary tomorrow. Collect these notecards as an exit slip for the lesson.	

**Day 2:**

Lesson Facilitation	Special Considerations
<b>Anticipatory Set</b> Approximate time: 5 minutes Materials needed: Student Exit slips from previous day.	
Hand back and have students review their own exit slips from the previous day. Have them share their responses with a neighbor. Where they surprised or shocked by what they saw? Did the documentary make them start to think differently about fashion? Explain that today they will be finishing the documentary.	
<b>Facilitation</b> Approximate time: 40 minutes Materials needed: "The True Cost" Documentary, can be accessed at: <a href="http://truecostmovie.com">truecostmovie.com</a>	
Show students the last 40 minutes of "The True Cost" Documentary. Stop the video when finished, leaving time to wrap up.	
<b>Formative Assessment</b> Approximate time: 10-15 minutes Materials needed: Online article, "The Fashion Brands Empowering Women in Developing Countries," accessed here: <a href="http://www.theguardian.com/sustainable-business/sustainable-fashion-blog/fashion-brands-empowering-women-developing-countries">http://www.theguardian.com/sustainable-business/sustainable-fashion-blog/fashion-brands-empowering-women-developing-countries</a> , Notecards	
Pair or group students together to read the article, "The Fashion Brands Empowering Women in Developing Countries." When finished, handout a notecard to each student. Have students write an exit slip response comparing and contrasting "The True Cost" documentary and the article read. Collect the exit slip responses at the end of class.	Partner groups accordingly to help diverse learners.

**Day 3-7(or 12):**

Summative Assessment	Special Considerations
Approximate time: 5-10, 60 minute class periods. Materials needed: Recycle & Redesign STAR event project information and rubric, access here: <a href="http://fcclainc.org/pdf/Updated%2014-15%20Recycle%20and%20Redesign%20Event.pdf">fcclainc.org/pdf/Updated%2014-15%20Recycle%20and%20Redesign%20Event.pdf</a>	
After watching "The True Cost" documentary discuss with students their reflection responses to the video. Discuss the following as a class: How will we choose? Is it important to understand where our clothes come from? What can we do to help with this issue? Next, assign the FCCLA STAR event Recycle & Redesign project. Go over the project and rubric with students. Allow students a	Instead of the STAR event, students could have a classroom debate on outsourcing in the fashion industry. Another option is to

week or two weeks of class time to complete the project (dependent upon teacher discretion).  
Use the FCCLA Recycle & Redesign rubric to grade student projects.

have students create a "story of clothes" following a piece of clothing by researching the brand and where it was made.

### Resources

- Triangle Shirtwaist Factory article, accessed here: <http://www.csun.edu/~ghy7463/mw2.html>
- "The True Cost" documentary, [truecostmovie.com](http://truecostmovie.com)
- Online article, "The Fashion Brands Empowering Women in Developing Countries," accessed here: <http://www.theguardian.com/sustainable-business/sustainable-fashion-blog/fashion-brands-empowering-women-developing-countries>
- FCCLA Recycle & Redesign STAR Event, [fcclainc.org/pdf/Updated%2014-15%20Recycle%20and%20Redesign%20Event.pdf](http://fcclainc.org/pdf/Updated%2014-15%20Recycle%20and%20Redesign%20Event.pdf)
- Nicole Wanago, FCS Educator Montana State University