Garment Encyclopedia

Media Type: Microsoft® PowerPoint® Presentation
Duration: 164 slides

Goal: To understand and define common fashion elements and garment terms.

Description: Students will determine the purpose of clothing and examine textiles, fabrics and home sewing patterns. They will also define basic fashion and construction terminology, as well as illustrate various styles and parts of garments.

Objectives:
1. To determine the purpose of clothing.
2. To define basic fashion and construction terminology.
3. To examine textiles, fabrics and home sewing patterns.
4. To illustrate styles and parts of garments.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Social Studies	*Geographical Skills & Applications*	• Cultural trends

Horizontal Alignment

| Core-Subject Area	Foundation Concept	Basic Understanding
Science	*Scientific Thinking & Investigating*	• Critical thinking • Real-world investigations and applications • Analytical skills • Collecting data • Technology-based research • Compare/contrast findings • Classification/organization skills

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	*Logical Skills*	• Reasoning • Patterns • Problem solving • Real-life applications
	Application of Mathematical Technology	• Collecting data • Evaluating conclusions • Compare/contrast findings

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Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	***Application of Writing Skills***	• Editing/proofreading • Composition mechanics • Descriptive, informative, creative and persuasive writing • Organizing logical arguments • Brainstorming • Analyzing audiences • Utilizing reference materials • Enhancing grammatical mechanics • Vocabulary enhancement
	Analysis of Text & Information	• Drawing inferences and generalizations • Reading/content literacy • Critical thinking • Creative thinking • Expression of thoughts and ideas • Communication skills • Developing listening and comprehension skills • Literary interpretation • Creating visual representations
	Technology Applications in Literature	• Internet-based research

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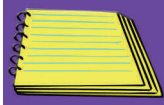
Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the "Printable Resources" section. If student licenses have been purchased, an interactive version of the Student Notes is available in the "Interactive Activities" section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by distributing the *Garment Encyclopedia Vocabulary Handout* for students to use as reference materials. Hand out the *Garment Glossary Activity* for students to work on during the presentation. Show the *Garment Encyclopedia - Purpose of Clothing* segment. Follow the segment with its *Assessment*.

Slides 1-15

Class 2: Remind students to use the *Vocabulary Handout* as reference materials and continue working on the *Garment Glossary Activity* as they view the presentation. Show slides 16 to 29 of the *Garment Encyclopedia - Basic Fashion & Construction Terminology* segment. Hand out the *Fashion Fads Project* and allow the remainder of the class for groups to work.

Slides 16-29

Class 3: Show slides 30 to 36 of the *Garment Encyclopedia - Basic Fashion & Construction Terminology* segment. Follow the segment with its *Assessment*. Allow the remainder of the class for students to work on their *Project*.

Slides 30-36

Class 4: Remind students to use the *Vocabulary Handout* as reference materials and continue working on the *Garment Glossary Activity* as they view the presentation. Show slides 37 to 52 of the *Garment Encyclopedia - Textiles, Fabrics & Home Sewing Patterns* segment. Allow the remainder of the class for students to work on their *Projects*.

Slides 37-52

Class 5: Show slides 53 to 67 of the *Garment Encyclopedia - Textiles, Fabrics & Home Sewing Patterns* segment. Follow the segment with its *Assessment*. Hand out the *Matching Textiles Activity* and allow students time to work.

Slides 53-67

Class 6: Students should share their *Fashion Fads Projects* with the class.

Class 7: Hand out the *Student Handouts* and remind students to use the *Vocabulary Handout* as reference materials. Students should continue working on the *Garment Glossary Activity* as they view the presentation. Show slides 68 to 100 of the *Garment Encyclopedia - Styles & Parts of Garments* segment. Distribute the *Style Book Project* and allow the remainder of the class for groups to work.

Slides 68-100

Class 8: Show slides 101 to 121 of the *Garment Encyclopedia - Styles & Parts of Garments* segment. Allow the remainder of the class for students to work on their *Projects*.

Slides 101-121

Class 9: Remind students to use the *Vocabulary Handout* as reference materials and continue working on the *Garment Glossary Activity* as they view the presentation. Show slides 122 to 143 of the *Garment Encyclopedia - Styles & Parts of Garments* segment. Allow the remainder of the class for students to work on their *Projects*.

Slides 122-143

Class 10: Show slides 144 to 164 of the *Garment Encyclopedia - Styles & Parts of Garments* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects*.

Slides 144-164

Class 11: Hand out the *Garment Encyclopedia Final Assessment* and allow time for students to complete it. Students should share their *Style Book Projects* with the class.

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Lesson Links

Council of Fashion Designers of America
- http://cfda.com/

Fiber Source
- http://www.fibersource.com/

Career & Technical Student Organizations

DECA
- Fashion Merchandising Promotion Plan

Family, Career and Community Leaders of America
- Fashion Construction
- Fashion Design

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.
- iCEV50431, Robin Buerger, Wardrobe/Costume Manager, Fireside Theatre
- iCEV51134, Katy Birk, Women's Buyer, Malouf's

Lab Activities

Garment Glossary
Directions:
For this *Activity*, students will compile a glossary of unfamiliar terms covered in each segment to use as reference throughout the presentation. As they complete each segment, students should create a glossary of unfamiliar terms to use for later reference by writing down the unfamiliar terms according to the chart provided on pages two and three of the *Activity* sheet. Students should highlight keywords for each term's definition which will help they remember the terms.

Matching Textiles
Directions:
For this *Activity*, students will match each of the following fiber terms with their correct definition or characteristic listed on the *Activity* sheet. Terms may be used more than once.

Projects

Fashion Fads
Directions:
Divide the class into groups of three or four. Students should then select a decade to research and obtain approval prior to beginning the next steps. This will eliminate any two groups from researching the same decade. Students will compile a list with at least five different fashion fads of the decade and a brief description of each. Groups will create a Microsoft® PowerPoint® presentation detailing the following for each fad: name of fad, how was the fad created and who created it, how long was the fad, who was the target of the fad, at least five photos or drawing of the fashion fad, do they think the fad will return and any other information you deem necessary. Remind students to include a citation slide listing all sources used. Groups will share their findings with the class and should be prepared to answer questions.

Style Book
Directions:
For this *Project*, students will work with a partner to research clothing styles which were not covered in the presentation and create a illustrated booklet to share with the class. Using the Internet, library or any other materials available, groups should research clothing styles which were not covered in the lesson. Students will choose at least seven different styles of various clothing to research (one from each subsection of the segment) and create a booklet illustrating the clothing styles they researched. The following information about each clothing style must be included: illustration of clothing style, brief description of the style, the age range they believe would wear this style and why and if it is a popular style or not. Groups should include a works sited page for any information used. Students should share their illustrated booklet with the class and be prepared for a class discussion.

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