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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Fashion Marketing |
| **Lesson/Unit Title** | Culture and Diversity in Fashion |
| **TEKS Student Expectations** | **130.383. (c) Knowledge and Skills**  (3) The student knows the impact and value of diversity  (A) The student is expected to explain elements of culture and the need for understanding cultural diversity  (B) The student is expected to identify how diversity affects fashion  (12) The student knows the nature and scope of fashion  (G) The student is expected to describe how international marketing has affected the fashion industry |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | * Know key elements to design centers and their culture * Know the impact and value of diversity * Can explain elements of culture and the need for understanding cultural diversity * Identify how diversity affects fashion * Explain the implications of business conduct using fashion industry examples * Describe how international and global marketing has affected the fashion industry |
| **Rationale** | Upon completion of this lesson, the student will be able to describe design centers, how international marketing has affected the fashion industry as well as the impact and value of cultural diversity. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 3 days to teach. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Design Center** – a district in a city where fashion design and production firms are clustered together * **Culture**- a system of shared beliefs, values, customs, and behaviors attributed to members of a specific society. * **Diversity**- the state of mind of being diverse; differences; unlikeness * **Fashion weeks** – periods during each year when fashion designers present new designs or collections * **Haute Couture** – French term for high fashion; expensive, trend-setting, custom-made apparel * **Couturiers** – professional fashion designers involved in designing, making, and selling high-fashion * **Buying Center** – central district in a city where fashion businesses sell products to retail buyers * **Market Weeks** – the major times scheduled by fashion producers to show fashions to buyers * **Mart** – a building that houses thousands of showrooms for specific merchandise categories * **Alta Moda** – Italian term for “high fashion” * **Imports** - Goods that come into a country from foreign sources or goods that a country buys from other countries * **Global Sourcing** - the identifying and negotiating of supply chains in numerous world locations. * **RTW** – Ready to Wear |
| **Materials/Specialized Equipment Needed** | * Computer and Projector for Presentations * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask the students “What color are wedding gowns?” Most of them will answer “white or off white”. Ask them how they would feel if they went to a wedding and the bride wore red. Discuss with class.  **SHOW:** Show the students a picture of a traditional Japanese wedding gown in bright red and white.  **ASK:** Ask the students to observe the picture to determine the culture of this particular piece of clothing.  **SAY:** This is an image of a Japanese wedding gown. Many cultures have different traditions and ways they view fashion. The combination of red and white in the Japanese culture is a symbol for auspicious or happy occasions. The Japanese gave each shade of red its own elegant name in the old days. Most Japanese feel that the sun is red. The Japanese national flag has a red circle on a white background. This is an example of cultural diversity.  **ASK:** Ask the students to think about culture and diversity for a minute and what it means to them.  **SAY:** Culture is the system of shared beliefs, values, customer, and behaviors attributed to members of a specific society. The global nature of fashion today requires cultural diversity and adaptability. Some ethnic styles go in and out of fashion, while some become classic or a “staple” in the fashion world. Three cultures have influenced style - Eastern, Western, and Urban. Eastern is the impact of Asian fashion. Western is the impact of styles such as boots and denim. Urban is the impact of the hip-hop culture. These are examples of change and cultural diversity.  **ASK:** Ask the students to consider doing business in other countries. Would it be the same as America? How would business be different?  **SAY:** Business conduct is very important. If you are doing business with another country, it is beneficial to know their customs and traditions. In Japan, it is necessary to make small talk before closing a large deal. Presenting business cards is also necessary, and they are to be presented with both hands. The giving of gifts also demonstrates good business conduct in Japan.  **SAY:** Overall, we must remember that we can embrace other cultures by celebrating the diversity that makes us all different. |
| **Direct Instruction \*** | I. Culture and Diversity  A. Cultural Styles  B. Culture and Fashion  C. Business Conduct  II. Design and Buying Centers  A. What is a Design Center? Design Centers  1. Paris  2. Milan  3. New York City  4. London  5. Tokyo  6. Los Angeles  7. Dallas  III. International Fashion  A. Global Impact of Fashion  1. Global Sourcing and Production  (Day 1)  After introduction, ask students to write down examples of “staple”  and “fad” ethnic clothing items, describing which of the three cultures influenced the style.  Then have students fill out the vocabulary terms handout.  (Day 2)  Go over vocabulary. Explain the International and U.S. design centers and their global impact on fashion.  In groups, have students start The Design Center Group Project.  (Day 3) Finish Design Center Group  Project  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Present the lesson on Japanese wedding gown (see above).  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will be asked to write down examples of “staple” and “fad” ethnic clothing items, describing which of the three cultures influenced the style.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | *Ask students to answer the following questions aloud:*   * What is cultural diversity? * How does diversity affect fashion? * What are the three cultural styles? * What is a design center and where are such centers located? * How does fashion make a global impact? |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Teacher will observe students during group project. Teacher will move about the classroom setting providing feedback and making sure that students are participating within their groups.  **Formal Assessment**  Students will be evaluated on their Design Center Group Project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * Teacher will review the terms in the outline, and handouts to become familiar with lesson. * Teacher will have assignments and vocabulary words ready to distribute to students. * Teacher will have websites and pictures ready on projector for visual learning and comparison. * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill * Diversity & creativity websites |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** | * Culture and Diversity in Fashion Vocabulary * Design Center Group Project Rubric * Design Center Group Project |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Discuss with students why certain cities have become leaders in the fashion world and others have not. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA, FCCLA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)