

For Webpage

Thea

1. Art history presentation

- https://docs.google.com/presentation/d/11d1759R-wqAvCPfSXFcxUrJYhhEswxIJUAT93_dR3G8/edit?usp=sharing

2. Illustrator How-To

- https://docs.google.com/document/d/1HLyTSpemsWo-hB7b5iA_e75HPpHgPRjcTcoQmnn9WZI/edit?usp=sharing

Erin

3. Rubric

Angela

4. Anticipatory set/Worksheet

- https://docs.google.com/document/d/1PXIe_MJv-c4-5b_QOojv36wd3xeK1dl6SIH7JGnh1vs/edit?usp=sharing

5. Lesson Plan

- https://docs.google.com/document/d/1RZOtzLdjLaONoo_7v4LpkT2DQAmGb_4ATHX3nYMKVY/edit?usp=sharing

Thea

6. Presentation Slides

https://docs.google.com/presentation/d/1cZu4_4gLWWZVGsk9we0DbvyFOLBTNAsIASaiBG3h92A/edit

Angela

Anticipatory Set

The Problem With Fast Fashion | Teen Vogue

True/False

1. The number of new garments produced yearly is 50 Billion.

False - 150 Billion

2. According to the Council for textile recycling, 2.5 Billion pounds of fabric waste was removed from the waste stream. True

3. Fast-fashion contributes to 5 % of the global carbon footprint which contributes to the effects of climate change.
False - 10 %

4. Fashion is the second biggest polluter of clean water on the planet.

True

5. Toxic chemicals used to dye and treat clothing have been linked to miscarriages, birth defects, and cancer.

True

Resources:

https://www.fireflypath.com/news/2020/1/30/wishcom-is-ripping-us-off-along-with-a-lot-of-other-fast-fashion-sites-?fbclid=IwAR1kNezZbFAEmHblmbExmZS_aPdXGbz6rfWCD2xPa-k08PFCR5KgpH-puE4

https://www.youtube.com/watch?v=OaGp5_Sfbss#action=share

https://www.youtube.com/watch?time_continue=1&v=mPM9lhackHw&feature=emb_logo

Maricela's Resources

<https://www.youtube.com/watch?v=7qeehDLYa8g>

Clip from movie Made in La

PBS

Targeting Forever 21

<https://www.youtube.com/watch?v=LtQ1qMuuL60>

Trailer Made in LA/ you can rent or buy movie

<https://www.youtube.com/watch?v=juvhOO2RdgA>

Walmart Documentary Michael Moore

The Cost of a Low Price

Full Movie

<https://www.youtube.com/watch?v=RXmnBbUjsPs>

Thrift store challenge! Buy things on a budget.

<https://www.youtube.com/watch?v=MMCVV2tZWY8>

Is fashion destroying our environment?

<https://www.youtube.com/watch?v=YOA0D0i5-fA>

Is Fashion destroying the Planet?

Ethical Fashion Documentary

<https://www.youtube.com/watch?v=YfoENTF8Lh0>

Full Circle: The Second Life of old Clothes Abroad

<https://www.youtube.com/watch?v=YfoENTF8Lh0>

BBC: The Price of Fast Fashion

<https://www.youtube.com/watch?v=YfoENTF8Lh0>

Not sure I'm doing this right.

If you have any suggestions please let me know I did this on the rubicstar website she showed in class.

Multimedia Project : Fast Fashion

Teacher Name: **Mrs. Castillo**

Student Name: _____

CATEGORY	4	3	2	1
Illustrator	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Project	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Project	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.

Date Created: **Feb 05, 2020 03:08 pm (CST)**

1. Create an art history presentation

- https://docs.google.com/presentation/d/11d1759R-wqAvCPfSXFcxUrJYhhEswxIJUAT93_dR3G8/edit?usp=sharing

2. Create a step by step instruction sheet and/or FAQ

- https://docs.google.com/document/d/1HLyTSpemsWo-hB7b5iA_e75HPpHgPRjcTcoQmnn9WZl/edit?usp=sharing

3. create a grading sheet (rubric, self-eval, quiz, etc)

- Do Together

4. design an "anticipatory set" activity

- done

5. write a lesson plan

- Do Together

6. make a worksheet that helps students transition into the activity

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8. presentation organizer (makes a PPT/presentation that brings all portions together for final presentation)

Name:	Theophania Kim, Maricela Romero, Angela Carlisle, Erin Castillo and Tatum Langdon
Lesson Title:	Fast Fashion, Environmentally Harmful to Society and
Grade Level:	10-12 grade

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections Harmful constantly buying, teach students to buy used clothing/Give away used clothing.	Interdisciplinary Connections Economics, Science/Environmental, Damaging to Society.
Art Vocabulary: Illustrator Tools: <ul style="list-style-type: none"> • Select tool • Direct Select tool • Pen tool • Curvature tool Mass media Fast Fashion	Elements/Principles of Art Texture Shape Color
Media and Materials needed:	

Small clips from YouTube/The Internet, access to computer (Illustrator).	
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Content Standards

PRESENTING

Anchor Standard 6: Present a PowerPoint that explains what Fast Fashion is to students. Provide small clip that explains why Fast Fashion is not good for the environment. Explain to students ways they can support fashion in a way that does not support mass-media market retailers.

RESPONDING

Anchor Standard 9: Have a gallery walk, have students share their ideas about Fast Fashion.

CONNECTING

Anchor Standard 10: Provide knowledge to students by using top models that promote this fashion by wearing it. Explain to students the motive these companies have in making money without being cautious and or caring the harmful effects it creates to society, environment or people. Provide a list of companies that mass produce cheap clothing.

Learning Objectives

- 1. To know the harmful effects of FastFashion has on society, environment and people**
- 2. To find ways to reuse fashion and donate old fashion.**

<p>Anticipatory Set: Students will watch a video and take notes on a worksheet while watching See attached worksheet Have students get into pairs/groups. Have students share information about FastFashion, preferably something they did not know before to their partner/group.</p>
<p>Big Idea: Mass-producing fashion hurts society's environment and people.</p>
<p>Essential Question: Is Fast Fashion something that needs to be regulated or changed or is FastFashion something we should continue to support as consumers? How can you find ways to be more environmentally friendly and not support Fast Fashion?</p>
<p>Objective/Purpose: Students will be able to identify the harmful effects of Fast Fashion have on society, environment and people.</p>
<p>Model: I will complete a T shirt/paper template on Illustrator that will be printed onto a recycled article of clothing.</p>
<p>Check for Understanding: Group work, teacher will grade the handout Teacher will check Illustrator Project to see if students are using the proper tools</p>

Step by Step Instruction of Lesson

Instructional Strategies	Activities
Day 1 Present PowerPoint on history and anticipatory set	Day 1 Students will do a worksheet along side watching a video on Fast Fashion.
Day 2 Teacher will explain Illustrator to students	Day 2 Students will begin their projects.
Day 3-Day6 Teacher will access students if the prompt was understood and adjust accordingly.	Day 3 Students will design a T-shirt on illustrator that will promote using old fashion not buying new fashion.
Day 7 Teacher can guide the discussion.	Reflection/discussion- students will have a gallery walk and have a discussion about other students work.

<p>Critique/Discussion: (What method of review and evaluation will be used to complete the lesson?): -Teacher will walk around in class and monitor group participation. -Teacher will grade posters created by students. -Teacher will grade final project based on completion of assignment, understanding of assignment and demonstration of creativity.</p>
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Assessment/Scoring Rubric

Criteria	1	2	3	4

Adaptations: (describe 2-3 ways you will adapt your instruction or student activities for students with disabilities or for English Language learners).