

#10528 FASHION FRENZY: 100 YEARS OF CLOTHING HISTORY

LEARNING ZONE EXPRESS, 2002
GRADE LEVEL: 8-13+
15 MINUTES

DESCRIPTION

Why do we wear what we wear? What is fashion? What influences it? How do fashion and fads spread? One hundred years of clothing history is reviewed by a teenage narrator, a fashion expert, and vintage photographs and videos.



ACADEMIC STANDARDS

Subject Area: Behavioral Studies

- Standard: Understands that group and cultural influences contribute to human development, identity, and behavior.
 - ♦ Benchmark: Understands that family, gender, ethnicity, nationality, institutional affiliations, socioeconomic status, and other group and cultural influences contribute to the shaping of a person's identity.
 - ♦ Benchmark: Understands that social distinctions are a part of every culture, but they take many different forms (e.g., rigid classes based solely on parentage, gradations based on the acquisition of skill, wealth, and/or education).
 - ♦ Benchmark: Understands that people often take differences (e.g., in speech, dress, behavior, physical features) to be signs of social class.
 - ♦ Benchmark: Understands changes in social and class development in late 19th century America (e.g., Victorianism and its impact on architecture, literature, manners, and morals).

Subject Area: Economics

- Standard: Understands characteristics of different economic systems, institutions, and incentives.
 - ♦ Benchmark: Understands that in every economic system consumers, producers, workers, savers, and investors respond to incentives in order to allocate their scarce resources to obtain the highest possible return, subject to the institutional constraints of their society.

C a p t i o n e d M e d i a P r o g r a m

- Standard: Understands the concept of prices and the interaction of supply and demand in a market economy.
 - ♦ Benchmark: Understands that changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.

Subject Area: Life Work

- Standard: Manages money effectively.
 - ♦ Benchmark: Uses sound buying principles (e.g., comparing costs and benefits, making informed choices) for purchasing goods and services.

INSTRUCTIONAL GOALS

1. To know the difference between a fad and fashion.
2. To make informed purchasing decisions.
3. To understand supply and demand.
4. To understand how social change affects fashion.

VOCABULARY

1. bodice
2. "bubble up"
3. chemise
4. corset
5. fad
6. flapper
7. grunge
8. hand-me-down
9. hip-hop
10. saddle shoes
11. tailored
12. Velcro

BEFORE SHOWING

1. Bring in various pictures taken from magazines, newspapers, and books of all styles of fashion. Compare fashions.
2. Arrange to have a fashion show at your school.

AFTER SHOWING

Discussion Items and Questions

1. What are the three components of fashion?
2. How does a fad differ from fashion?
3. Who are some popular designers of today? Why do you think they are popular?
4. Do television shows and movies help dictate what is fashionable?
5. Name an item of clothing that is considered "classic."
6. What does fashion reflect? Do you think this is true?
7. What changed in the 1920s to make women's clothing less restrictive and conservative?



C a p t i o n e d M e d i a P r o g r a m

8. What caused a change in fashion in the 1940s?
9. What were short pants in the 1950s called?
10. What decade brought the biggest change in clothing since the 1920s?
11. What are the two theories of how fashion is adopted? Do you agree? Could there be other theories?
12. What are three man-made fibers?

Applications and Activities

1. Decide on the type of fashion show the class wants to have (e.g., use a theme, illustrate clothes of a certain era, model today's newest fashions, fashion in the future, etc.) (See BEFORE SHOWING 2.)
2. Ask students to interview retailers at their favorite stores and find out what are the most popular items. What are the most popular colors? Share the findings with the class.
3. Have students bring in old photographs of siblings, parents, grandparents, or great-grandparents. Discuss the different fashions seen in the photographs. Compare them to today's fashions.
4. Sometimes you can find a duplicate or near-duplicate of a high-fashion item for much less money than the cost of the original. Discuss how this knowledge can help you save money and stay fashionable. Discuss how both prices impact the economy.

RELATED RESOURCES

Captioned Media Program

- [*A Century of Women: Image #8051*](#)
- [*Clothing Design and Manufacturing #9564*](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.



- **FASHION AND STYLE**

http://www.zeroland.co.nz/fashion_style.html

Provides a Web directory of fashion-related links, including fashion designers, museums, magazines, and directories. Offers a search for topics by beginning letter.

- **HAUTE COUTURE: BEHIND THE SCENES**

http://www.france.diplomatie.fr/label_france/ENGLISH/DOSSIER/MODE/cou.html

Answers the questions: What is haute couture, and who is behind it today?

- **WHAT IS FASHION?**

<http://www.pbs.org/newshour/infocus/fashion/whatisfashion.html>

Overviews who dictates fashion and how fashion reflects social values and makes distinctions between groups of people.

- **FASHION ERA**

<http://www.fashion-era.com/>

Contains 300 content-rich, illustrated pages of fashion and costume history, clothing, today's fashions, and social history.

