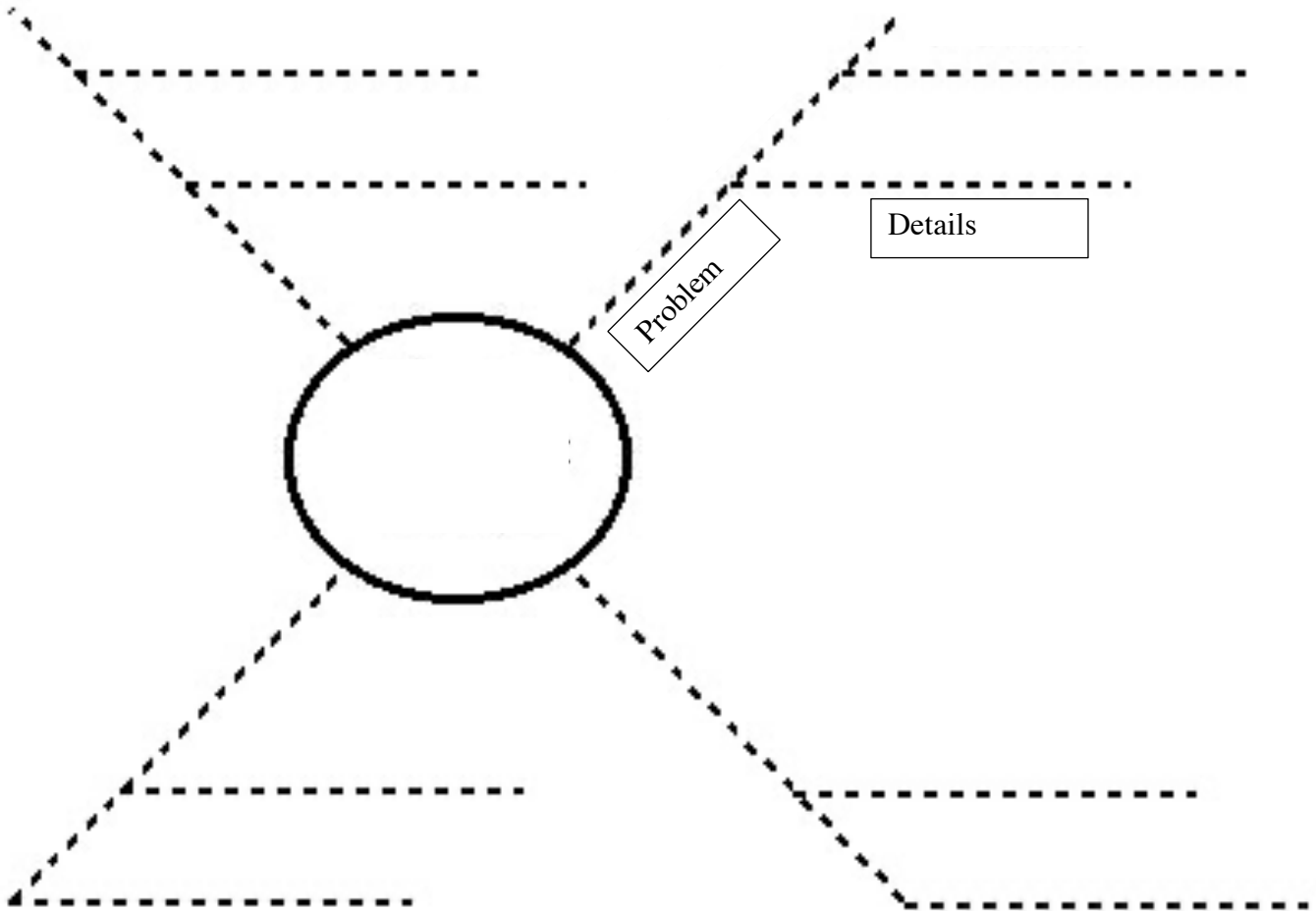


**Graphic Organizer**

Name \_\_\_\_\_

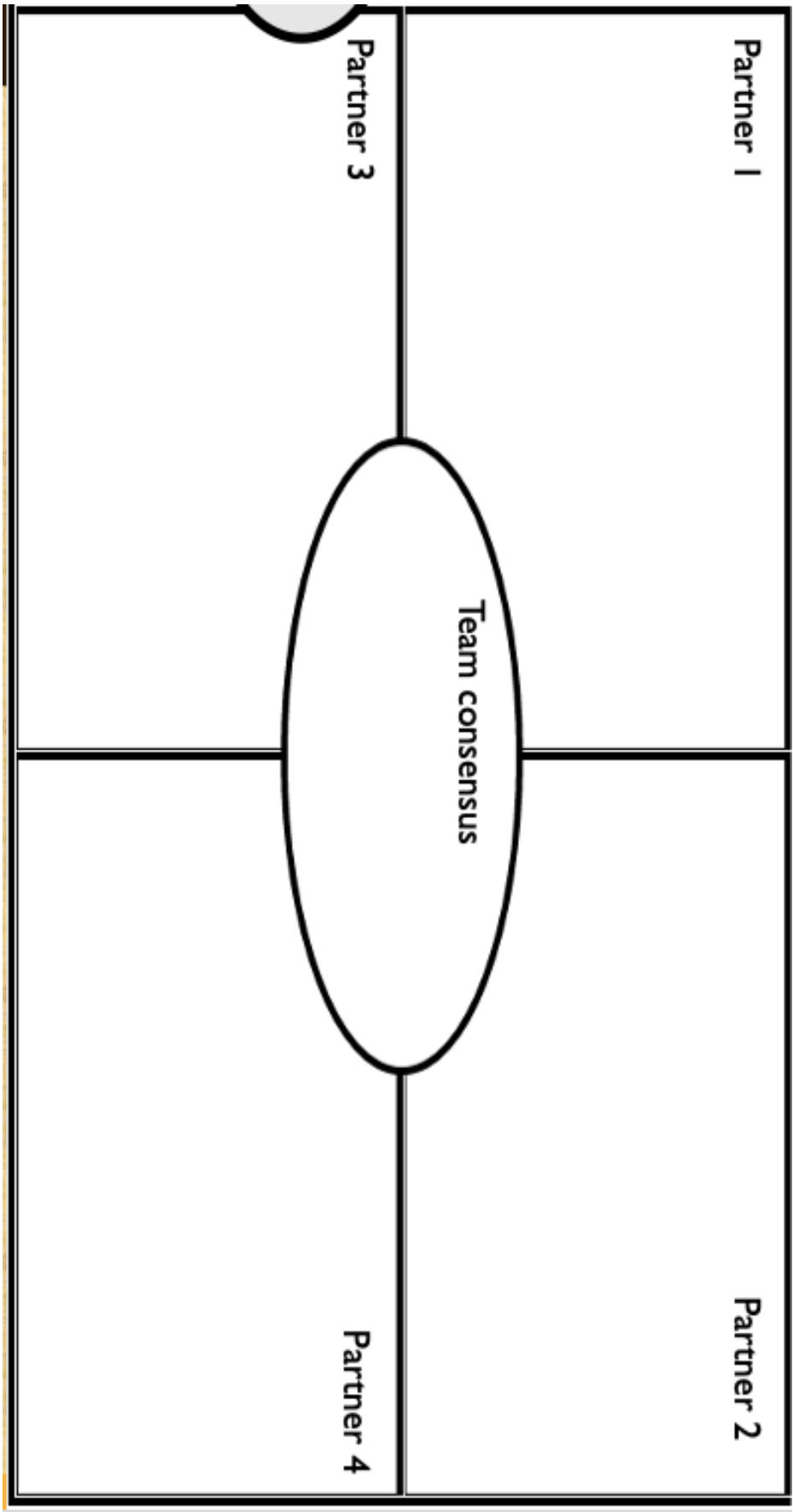
Directions: Complete the following graphic organizer. Write The Problems with Fast Fashion in the center oval and write 4 major problems and several details for each problem on the lines provided.

# Spider Map



Team names \_\_\_\_\_

**Team Consensus Map:** Work with your team to write down their ideas and then come up with a consensus statement. (Something you can agree on.)



## Spider Map Possible Answers with links to more information (possible research groups)

The average person in **2014 owned 60% more clothing items** (<https://www.mckinsey.com/business-functions/sustainability/our-insights/style-thats-sustainable-a-new-fast-fashion-formula>) compared to the average consumer in 2000 whilst wearing those clothes for only half as long. Americans **bought five times the amount of clothes** (<https://www.theatlantic.com/business/archive/2014/07/where-does-discarded-clothing-go/374613/>) in 2014 as they did in 1980.

Companies have outsourced their labour to economically developing countries where it is much cheaper and labour laws are often far more lax. Repeated scandals over **labour conditions** (<https://labourbehindthelabel.org/resources/reports/>) including a total disregard for **basic safety measures** (<https://www.somo.nl/fatal-fashion-2/>), **low wages** (<https://labourbehindthelabel.org/report-tailored-wages/>) and violence in the workplace alongside the industry's seeming **addiction for child labour** (<https://www.dol.gov/agencies/ilab/reports/child-labor/list-of-goods>) has created much conversation but little change.

Fast fashion also encourages the production of lower quality clothing. This has led to **10.46 million tonnes of clothing** ([https://www.epa.gov/sites/default/files/2016-11/documents/2014\\_smmfactsheet\\_508.pdf](https://www.epa.gov/sites/default/files/2016-11/documents/2014_smmfactsheet_508.pdf)) ended up in US landfills in 2014. Only **15 – 20% of the clothing** (<https://www.theatlantic.com/business/archive/2014/07/where-does-discarded-clothing-go/374613/>) that is given to charity shops each year ever makes it to the charity shop shelves.

**Cotton is found in 40% of all clothing** (<https://www.sustainyourstyle.org/en/whats-wrong-with-the-fashion-industry>) whilst synthetic fibers, such as polyester and nylon, in **72% of garments**. (<https://www.sustainyourstyle.org/en/whats-wrong-with-the-fashion-industry>) Both have been criticised for their environmental impacts. Though only **2.4% of the world's agricultural land is planted with cotton**, it consumes almost 10% of all agricultural chemicals and 25% of pesticides. (<https://www.ecowatch.com/fast-fashion-is-the-second-dirtiest-industry-in-the-world-next-to-big--1882083445.html>)

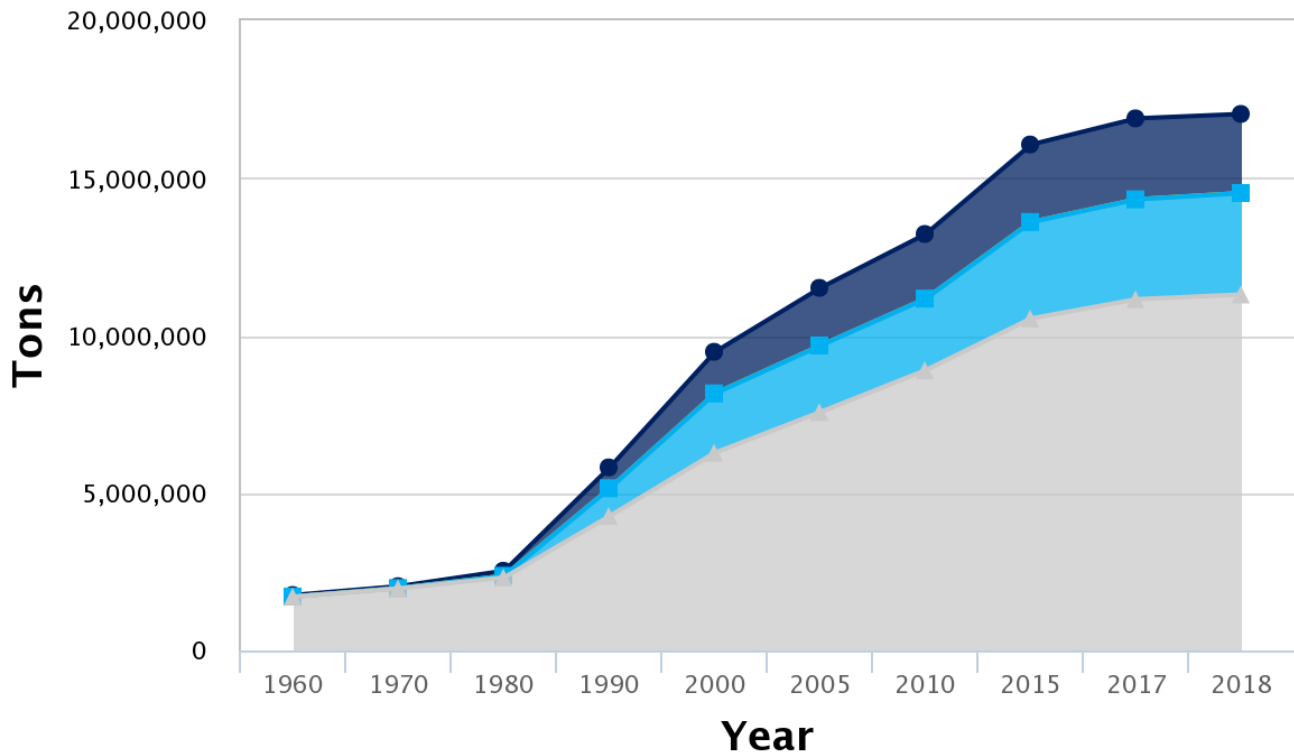
Production of nylon produces nitrous oxide which is a greenhouse gas **300 times more potent than carbon dioxide**. Both polyester and nylon also break down in washing machines leading to the build up of microplastics in our water systems. (<https://www.epa.gov/ghgemissions/overview-greenhouse-gases>)

An **estimated 80% of the energy used** in the fashion industry is used in textile manufacturing. (<https://www.globalefficiencyintel.com/new-blog/2017/infographic-textile-apparel-energy-water-pollutions>)

Many textile factories also **dump untreated chemicals into rivers** (<https://www.chinawaterrisk.org/resources/analysis-reviews/the-environmental-cost-of-clothes/>) and are responsible for some of the most polluted rivers in the world. . **High rates of cancer and other diseases** (<https://fashionista.com/2017/11/riverblue-documentary-fashion-pollution>) have been found in communities living next to highly polluted rivers, particularly near textile factory water outlets.

Find the percent change in this graph showing the increase of textiles (clothing or fabrics) in landfills.

### Textiles Waste Management: 1960-2018



<https://www.epa.gov/facts-and-figures-about-materials-waste-and-recycling/textiles-material-specific-data>

Recycled = used again in some way

Composted = allowed to naturally decay into the Earth

Combustion with Energy Recovery = converting the materials into usable heat or electricity by burning them

Landfilled = placed in a landfill (thrown away)

Exit Ticket 2:

Name \_\_\_\_\_

Explain why fast fashion is a problem not only in your local area but in the world.

- Use information that you have gained through this lesson to write your response.
- You can include your own personal habits.
- Offer solutions to the problem of fast fashion.

## Exit Ticket 1 Rubric and Answer Key

**Answer: 400% increase from 1960-2015**

4 A correct solution and an appropriate strategy are shown or explained and the solution is shown with correct label or description if necessary.

3 A complete, appropriate strategy is shown or explained but:

- an incorrect solution is given due to a simple computational or other error or
- no solution is given.

A correct solution is given with no solution strategy or explanation shown.

A correct solution and appropriate strategy is shown or explained, but not labeled correctly when necessary.

2 Some parts of an appropriate strategy are shown or explained, but some key elements are missing.

Some parts of an appropriate strategy are shown or explained, along with some inappropriate parts.

Appropriate strategy shown or explained, but implemented incorrectly.

1 Some work or explanation beyond re-copying data, but work would not lead to a correct solution.

One or more incorrect approaches attempted or explained.

0 No work or solution shown or explained.

Incorrect solution and no work shown or explained.

Some data from the problem copied over, but no evidence of any strategy is shown or explained.

## Exit Ticket 2 Rubric

### Higher- 4

- The student completes all important component of the task and communicates their opinions or ideas clearly.
- The student demonstrates in-depth understanding of the relevant concept or/ locates on the map correctly.
- Where appropriate the student offers interpretations and extensions (generalizations, analogies etc.)

### Reaching - 3

- The student completes most important components of the task and communicates clearly.
- The student demonstrates understanding of major task even though overlooks or misunderstands less important ideas or details or/marks wrongly on few locations when using the map.

### Getting close - 2

- The student completes some important components of task and communicates those clearly.
- The student demonstrates that there are gaps in his/her conceptual understanding.

### Minimal- 1

- Student shows minimal understanding.
- Student unable to answer, may only display recall. Answer lacks communication.
- Answer may be totally incorrect or irrelevant.

### Low - 0

- Blank/ No response