

# Fast Fashion: The True Cost

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**Grade Level** 7  
**Duration** 2 class periods

**National Standards**

**GEOGRAPHY**  
**Element 5:**  
**Environment and Society**  
 14. How human actions modify the physical environment  
 16. The changes that occur in the meaning, use, distribution, and importance of resources  
**Element 6: The Uses of Geography**  
 18. How to apply geography to interpret the present and plan for the future

**AZ Standards**

**ELA**  
**Reading**  
**Key Ideas and Details**  
 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**Speaking and Listening**  
**Comprehension and Collaboration**  
 7.SL.1-Engage effectively in a range of collaborative discussions with diverse partners on grade topics, texts and issues, building on other ideas and expressing their own clearly.

**MATHEMATICS**  
**Ratio And Proportion**  
 7.RP.A.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error

**Arizona Social Science Standards**

**Geography**  
**The use of geographic representations and tools helps individuals understand their world.**  
 7.G1.1 Use maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. ▪ Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology  
 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places  
**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**  
 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.  
 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

<b>SIOP Elements</b>		
<b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used	<b>Scaffolding</b> Modeling Guided practice Independent practice Comprehensible input	<b>Grouping Option</b> Whole class Small groups Partners Independent
<b>Integrating Processes</b> Reading Writing Speaking Listening	<b>Application</b> <b>Hands on</b> <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> Individual Group Written Oral

**Arizona English Language Proficiency Standards**  
 Grade 6-8  
 Basic  
 Listening and Reading

## Fast Fashion: The True Cost

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

### Speaking and Writing

Standard 4 By the end of each language proficiency level, an English learner can construct grade appropriate oral and written claims and support them with reasoning and evidence.

B-1: construct a claim about a topic or text.

B-2: supply a reason that supports the opinion and is based on some textual evidence.

B-3 use grade appropriate words and phrases.

B-4: provide a concluding statement to an opinion.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-2: use general academic and content specific words, phrases, and phrases to express ideas.

## Overview

Fast fashion is the term applied to the world's population purchasing of apparel that is trendy and soon to be replaced. This over consumption of resources generates waste for our landfills. Is this a problem that should be considered?

## Purpose

In this lesson, students will apply their reading, writing and speaking skills to solve the problem of overconsumption of resources, specifically items of apparel. They learn about the problem of "fast fashion" and will identify solution using team consensus. This lesson contains adaptations for diverse learners (ELLs).

## Key Vocabulary

**fast fashion** - inexpensive clothing produced rapidly by mass-market retailers in response to the latest trends.

**resource** - any useful material found in the environment.

**apparel** – clothing

**trend** – something that is currently popular or fashionable

**percent** - a relative value indicating hundredth parts of any quantity, example: 1% (1 out of 100)

**percent increase** - measure of percent change or the extent to which something gains value

**percent decrease** - measure of percent change or the extent to which something loses value

## Materials

- Computer, internet, and projection device
- Fast Fashion PowerPoint
- Notebook paper
- Why H & M Costs More Than You Think Youtube video (3.11 min)  
<https://youtu.be/UOW5jpXnktY>
- World map  
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Vocabulary Cards
- How polluting is the fashion industry?  
<https://www.ekoenergy.org/how-polluting-is-the-fashion-industry/>
- Graphic Organizer—Spider Map and Possible Answers
- Team Consensus Map
- Exit Ticket 1 and Exit Ticket 1 Rubric
- Exit Ticket 2 and Exit Ticket 2 Rubric

## Objectives

The student will be able to:

- Describe the impact of fast fashion on the environment.
- Locate and label places on a world map.
- Pose solutions to the problems of fast fashion.
- Use the percent equation to determine percent increase and decrease change.

## Procedures

### SESSION ONE

## Fast Fashion: The True Cost

- Project slides 1-2: Introduce the lesson by asking students to write on notebook paper the answers to the following questions:
  - How much each month do you spend on clothing?
  - How much of your personal spending money does this entail? (10 percent, etc.)
  - How do your purchases affect others?**(Preparation: Background knowledge)**
- Project slide 3: To help them answer the question C, project the YouTube video Why H & M Costs More Than You Think (3.11 min) <https://youtu.be/UOW5jpXnktY> and have them add more ideas on how fast fashion affects us all. (clothing is cheaply made and won't last, uses materials that can harm the environment, workers around the world are not fairly compensated for their work, landfills are filling up with discarded clothing, etc.) You may want to show the video twice. **(Scaffolding: Comprehensible input; Integrating Processes: Listening and Writing)**
- Discuss student responses and record the responses on chart paper or whiteboard. **(Integrating Processes: Listening and Speaking)**
- Distribute colored pencils and the World map. <https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Project slide 4 and have students locate the countries on the map, color them in, and write in a bubble (like the map) the percentage of clothing exported to the U.S. from these countries. **(Application: Hands on)**
- Project slides 5-8 and have students write the vocabulary word, its definition, and draw an illustration on their notebook paper. Post the Vocabulary Cards on the Word Wall. **(Scaffolding: Comprehensible input)**

### SESSION TWO

*Prior to the lesson: Know where your local landfill is located.*

- Project slide 9 and distribute the Graphic Organizer with the Spider Map. Explain the directions and have students work individually to find 4 major problems with several details for each by reading How polluting is the fashion industry? <https://www.ekoenergy.org/how-polluting-is-the-fashion-industry/> It is suggested that the reading be a whole class activity so students can ask questions if necessary. Project the article but stop before the last 2 paragraphs.
- Project slide 10 and distribute the Team Consensus Map. Assign students into groups of four. Give the instructions that each member of the group will be assigned a partner number and will write their solution to the problem of fast fashion in their box. **(Grouping Option: Small group)**
- Project the last two paragraphs of the article. Read the information aloud. Project slide 11 and discuss the Resources Used for Apparel Production.
- Have each partner in the group pick the solution they like best or come up with an additional solution. **(Grouping Option: Partner)**
- Allow time for groups to discuss their ideas and perhaps look for more information. The team will then determine a consensus solution and write it in the center of the worksheet. **(Integrating Processes: Listening, Speaking, Writing)**
- Project slide 12. See which of these solutions the groups favored.
- Review the vocabulary words: percent, percent increase, and percent decrease either on their notebook paper or the Word Wall. **(Application: Linked to objectives)**
- Project slide 13 and discuss this as a typical landfill. Ask if anyone knows where the local landfill is located. Share the correct answer. **(Preparation: Linking to background)**
- Project slide 14. Explain the formula for finding percent change.
- Project slide 15 and 16 and model how to find the answer. **(Scaffolding: Modeling)**
- Project slide 17 and have students work with a partner to solve the percent increase or decrease. Share slide 18 and model how the answer would be found. **(Scaffolding: Guided Practice)**
- Project slide 17 and have students work with a partner to solve the percent increase or decrease. Share slide 18 and model how the answer would be found.
- Project slide 19 and have students work individually to solve the percent increase or decrease. Share slide 20 and model how the answer would be found.
- Evaluate students using the Exit Tickets 1 and 2 either by projecting slides 21 and 22 and having students write their answers on notebook paper or distribute Exit Tickets 1 and 2 and have students write on the worksheets.
- Optional: Project slide 23 for an extension idea and slide 24 is the answer to Exit Ticket 1.

## Assessment

### Geography

## Fast Fashion: The True Cost

The map work can be graded for accuracy and completeness. Mastery will be considered a score of 90% or higher.

### Geography and ELA

The Spider Map and the Team Consensus graphic organizers can be graded for accuracy and completeness. Mastery will be considered a score of 90% or higher.

Exit Ticket 2 can be graded using the Rubric provided. Mastery will be considered a score of 3 or higher.

### Mathematics

Exit Ticket 1 can be graded using the Rubric provided. Mastery will be considered a score of 3 or higher.

### Mathematics, Geography and ELA

To measure language acquisition, the Vocabulary Test can be given. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Individual)**

## Extensions

Have students read articles about sustainable fashion. Have students share their findings with the class and perhaps the class can make a pledge to lessen their consumption of apparel.

The Spider Map Possible Answers page has links to further explain the issues of fast fashion. There are about 15 links so students could partner on reading and reporting on their assigned article.

## Sources

Sources for graphs, maps, and images are given on the slides or worksheets.

Another great article on the subject but you need to have a subscription to Wall Street Journal  
<https://www.wsj.com/articles/the-high-price-of-fast-fashion-11567096637/>