

Common “Threads” of the Immigrant (Contributions to the Fashion World)

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Abstract

Every year I share stories with my students of how my grandparents came (immigrated) to the United States. My father’s parents came from Poland, my mother’s from Italy. They all came at different times for different reasons. The stories of coming to America filled my childhood. Our neighbor Anne Pethos was a refugee who escaped from Hungary carrying her belongings over her head through chest high waters, leaving behind her family. My grandfather John Steven Biesak (Biezeczk), eight years old leaving Poland, meeting relatives in Massachusetts, working in a sweat shop. My grandmother (Angelina Negrini), coming from Italy with her parents, being raised with 8 siblings while the other 9 were “given” to townspeople and relatives to be raised. Both families’ names were changed by officials, more “Americanized” upon arrival to the United States.

These are the stories I was raised with. This is what I know about immigration. My mother could understand Italian and interpreted English for her grandmother. Her grandmother never learned English but her children all became American citizens. In fact my mother recalls the day her mother got her citizenship and how it was the proudest day of her life. This, however, may not be the immigration story of today.

Introduction

Rising immigration levels, coupled with a declining rate of natural increase (births minus deaths), means that immigration accounts for a larger share of U.S. population growth now than in any decade since 1900-09.ⁱ Net immigration contributed about one-sixth (16.4 percent) of the state’s total population increase during this time. Adding in the estimated births to immigrant mothers suggests that immigration accounted for nearly one-third (32 percent) of the state’s overall population increase since 2000.ⁱⁱ

North Carolina is a relatively new immigration destination. The 2000 Census found that 62.4 percent of North Carolina’s foreign-born population had arrived in the state since 1990 — a much higher share than the national average (43.7 percent). Only 7.2 percent of the state’s population is foreign born, about half the national average. Yet, as revealed above, the state’s foreign-born population is growing faster than that of all but a handful of states. The Census Bureau estimates North Carolina’s resident population was 9,222,414 in July 2008, having increased by an average 41,335 per year since 2000. That is a growth rate of about 1.8 percent per year.

I teach at a public magnet program for the arts. Dance, music, visual arts, apparel, costume design and theatre arts are the majors our students choose from. My school has an audition process and is open to all Middle and High School students in our district. Approximately 1,000 students attend and are admitted after they audition and are accepted through a lottery system. There are 13 shuttle stops for students needing transportation. Charlotte Mecklenburg Schools has more than 133,600 students in kindergarten through 12th grade in 178 schools. Our school population is: 43.7% economically disadvantaged, 71.4 % limited English proficiency, 46.4% Black, 41% White, 5.3% Hispanic, 5% Multi-cultural, 2.2% Asian and .4% American Indian. (Charlotte Mecklenburg Schools)ⁱⁱⁱ The school system in which I teach lists 1 out of every 10 (15,229) students as enrolled in the English as a Second Language program.

Our classrooms are becoming more diverse with students from across the globe and yet it surprises me how few students know about their family's journey to America. The opportunity to share those stories are important pieces of history. My goal has been to understand our current American immigration picture and with that understanding, develop an appreciation of the cultural contributions immigrants bring to this country. Because the contributions are many, this curriculum unit will focus on fashion and apparel contributions, though this unit can also be used as a starting point for foods, traditions, crafts, arts or any other cultural influences. Please visualize fibers coming together to create a thread. Once the threads are woven together they are able to create a strong lasting fabric, a textile. Each immigrant story and contribution is as unique as a hand woven textile, the texture, color, design and patterns all rich in personal background and experience. It is *our* country. I want my students to understand that.

Apparel Development and Costume design are my areas of specialty. I have learned and grown into my role over eleven years through countless (literally) costumes and theatre productions, four "Fashion Tours of New York City", eleven school runway shows and a recent show at The Bechtler Museum of Modern Art, Charlotte, North Carolina (2010). To culminate this unit inspired by my immigration seminar, I will first create a synopsis of what I have learned so that I can present and share in the classroom. After student research and classroom discussion, the product I want my students to create will focus on the cultural contributions that are incorporated into society through fashion and styles brought to the United States as a result of immigration. Ultimately my students will be able to recognize and identify the fashion and apparel industry contributions brought to the United States through immigration.

Initially, I thought I would get the facts about immigration, do my research and write this unit, but that didn't happen. I wanted to be able to clearly explain (after I understood) this whole immigration unit. After all, our two biggest social issues are; health care and education. We all "know" that undocumented immigrants drain our health care system and over crowd our classrooms and resources in public schools. Right? If someone is in this country without proper documentation, they shouldn't be here, right? We are paying for "them". Simple. It's not simple. There is nothing simple about immigration; socially, morally, historically, geographically, ethically, economically, educationally or medically.

Immigration is a topic that has many students expressing their feelings based on what they hear at home, opinions on the news and articles published in papers and the popular press. I struggled with what to put in this paper. My study of this topic challenged me and my seminar

peers to “emerge with a deeper more complex understanding of our own histories and of the processes and policy contexts that shape the everyday lives of our immigrant students and neighbors.”^{iv} Charlotte has many immigrant students, though my school does not have a high population of immigrant students currently, it is a topic I now better understand and I will share that information and exploration with my students.

We will start this exploration by looking at the big picture. We will be able to apply that knowledge to understanding our changing society and what can be learned about the contributions immigrants make to everyday things like food, clothing, and communication.

We all came from somewhere and coming to terms with then and now and how we all fit together will bring about a better understanding of where we can go and how we can make a healthier future for everyone. With knowledge and frank discussion we will explore the changing face of America through the world of clothing styles and trends.

As I gathered information and scoured primary sources I started my unit again, then again, then again. Immigration is not a cut and dry issue. I met real people. People who are “not supposed” to be here because they didn’t fit into a quota system, or were brought here without a choice. They are Americans in practice but not in name and they live with a fear each day that they may be sent back (deported) to their native country. The reality outlined in Time magazine’s August 2012 issue, “We are Americans” is that many young people are raised in the United States without proper documentation, educated, Americanized, and love this country. They want to be able to serve in the military, gain access to higher public education, be legitimate contributors to society, pay taxes, have health care and drivers’ licenses. So many of the things we take for granted as citizens are so many of the things these young people raised in America may never be able to obtain.

Read the book, “Enriques Journey” by Sonia Nazario. Be prepared to not sleep well. Watch the documentary Lost Boys of Sudan, and continue to believe these people should “go home”. I couldn’t, I have been changed. I do worry about the economic implications. I am not convinced that giving citizenship to anyone who comes here is the answer. I do however, believe that reform is necessary. Reform will strengthen our economy and build family units and facilitate stronger more diverse social structures. I want my students to emphatically think about the people behind the topic. I want the contributions recognized. I want all of the threads to come together, woven securely together to impact our society in a positive way.

Rationale:

Pros and cons are plentiful on every immigrant issue from quotas (numbers of people allowed in) to geographical locations where people settle. Today, political and social discussions in the United States often focus around the number of people entering the country without documentation. We can compare percentages of immigration numbers over the course of our country’s history, but as the general population grows so do those percentage numbers (see chart below). It is the children of these people who we concentrate on as teachers. The children are

their parents' interpreters (as my mother was for her Grandmother 75 years ago). Undocumented people live each day with the knowledge that they could be sent back to their country of origin at any given time. During George Bush's 8 years in office, the United States deported 1.7 million undocumented people. In Barrack Obama's first 4 years over 1.2 million people were deported. (Time magazine). The general consensus, which I have come to agree with, is to allow those people the opportunity to earn their citizenship in this country through social and economic contribution. Those not contributing will be deported. Immigration Reform is a complex issue with many fine points still to be proposed.

This is a country literally built by immigrants. There has always been controversy. Too many Germans, too many Chinese, too many Irish, Polish and the list goes on. Immigration is not undermining the American experience; is an integral part of it."^v As stated in Daniel Griswold's article; Immigrants have enriched American culture and enhanced our influence in the world (Daniel is the director of the Center for Trade Policy Studies at the Cato Institute), contrary to beliefs, immigrants don't take jobs from Americans, but fill the need at jobs that Americans either cannot or will not do.

Most documented immigrants must be in the country for 5 years before they are able to use social services such as welfare, food stamps etc. if needed. This is in accordance with 1996 Welfare Reform Act.^{vi} 2012 economic factors aside, education and technical skills are the keys for gainful employment. In the United States, the federal government guarantees the rights of all to a free and appropriate education until the age of 21 or through 12th grade. After that public education is not readily available to those who are undocumented. Foreign student tuition fees are restrictive or unattainable for students raised in the US and many cannot afford private colleges. Federal student loans are not available although there are private scholarships that are available in some communities. Many immigrant families value education highly and often, that education is a reason for coming to this country. As such, the possible passing of the Dream Act is eagerly anticipated. I encourage further reading about this important piece of proposal legislation and suggest the following site as a good source for information;
<http://www.immigrationpolicy.org/issues/DREAM-Act>.^{vii}

Think of the social implications of an uneducated or under-educated society and project the continuing cost on the economy and society. Nearly 65,000 students—per graduating class—are legally prohibited from going to college, joining the military or holding down a self-supporting job. These are bright, committed students who wish to excel in their lives and, in many cases, give something back to their communities.^{viii}

This country is a country of immigrants. The hard won freedoms of this country make it desirable. We really wouldn't want that to change. However, the issues of immigration are multi-layered and complex and this has been the case throughout American history.

To summarize our historical legislative position on immigration the following information from the website History Matters synthesizes what has occurred: "At the turn of the 20th century, unprecedented levels of immigration from Southern and Eastern Europe to the United States aroused public support for restrictive immigration laws. After World War I, which temporarily

slowed immigration levels, anti-immigration sentiment rose again. Congress passed the Quota Act of 1921, limiting entrants from each nation to 3 percent of that nationality's presence in the U.S. population as recorded by the 1910 census. As a result, immigration from Southern and Eastern Europe dropped to less than one-quarter of pre-World War I levels. Even more restrictive was the Immigration Act of 1924 (Johnson-Reed Act) that shaped American immigration policy until the 1960s. During congressional debate over the 1924 Act, Senator Ellison DuRant Smith of South Carolina drew on the racist theories of Madison Grant to argue that immigration restriction was the only way to preserve existing American resources. Although blatant racists like Smith were in the minority in the Senate, almost all senators supported restriction, and the Johnson-Reed bill passed with only six dissenting votes.^{xix}

The following quote illustrates that restricting or deterring immigration is a common theme across US History and can flow from discriminatory sentiment; "In response to growing public opinion against the flow of immigrants from Southern and Eastern Europe in the years following World War I, Congress passed first the Quota Act of 1921 then the even more restrictive Immigration Act of 1924 (the Johnson-Reed Act). Initially, the 1924 law imposed a total quota on immigration of 165,000—less than 20 percent of the pre-World War I average. It based ceilings on the number of immigrants from any particular nation on the percentage of each nationality recorded in the 1890 census—a blatant effort to limit immigration from Southern and Eastern Europe, which mostly occurred after that date. In the first decade of the 20th century, an average of 200,000 Italians had entered the United States each year. With the 1924 Act, the annual quota for Italians was set at less than 4,000.

Immigrants come from all over the world for a better life in the United States. In 1850 there were 2.2 million foreign born people in the US- which accounted for 10% of the population. In 2010 13% of the population was foreign born representing 40 million people. It is also estimated that about 10 million people are undocumented. ^x During the first six months of 2011, the federal government deported 46,000 immigrant parents of children born in the United States, according to documents ARC (Applied Research Center) acquired from county, state and federal agencies, including Immigration and Custom Enforcement, through the Freedom of Information Act. In the United States today there are at least 5,000 children in foster care because their parents were deported or have been arrested due to irregular immigration status.^{xi} Such circumstances have clear consequences for our communities. "Immigration enforcement greatly increases the chances that families will never see each other again," said Rinku Sen, president of ARC, herself an immigrant from India. "Detaining and deporting parents shatters families and endangers the children left behind. It's unacceptable, un- American and a clear sign that we need to revisit our immigration policies," she said.^{xii}

While it would be impossible for this curriculum unit to address the many challenges and complexities of immigration, it does aim to introduce students to the issues involved and help them understand generally one of the many dimensions that immigrants contribute to US society, culture and fashion.

Fashion

The global fashion industry is conservatively estimated to be worth over US\$1.3 Trillion (around 2% of the value of the world economy). To put that in context, the global pharmaceutical industry (supplying all the medicines in the world) is just over half that in size (at US \$880 billion). Fashion is therefore, “...one of the crowning achievements of western civilization or it is incontrovertible evidence of consumers culture’s witless obsession with the trivial and the unreal. It is either creative to the point of being an ‘art’, enabling individuals and cultures to express their inner feelings and personalities, or it is exploitative to the point of criminality, forcing people to work and spend more than is healthy for them or society...”^{xiii}

French designer Gaultier did a beautiful show that was inspired by the African diasporas.^{xiv} He drew inspiration from the African immigrants that he saw in Paris, but also picked up ideas from the women he saw walking around in Harlem... the Black Church, Caribbean and more. All these things got churned around in his head and came out in a really beautiful, noble way.

“It bothers me sometimes when people talk about who owns a culture and whether it's OK for a designer to use something. I don't think anyone owns culture, it's out there... it's up for grabs! The question is whether you are being respectful of it.”^{xv} Culture does not exist apart from humanity... it is something we create. It may take the form of art, music, fashion, architecture, or literature- but fundamentally it plays the role of being a medium for conversation- for statements, questions and answers. In the discourse of humanity, fashion is a conversation about who we are (and who we are not).^{xvi}

An important part of immigrant culture is the fashion and style of dressing that they bring from their countries of origin.^{xvii} Designers in America have taken the intercultural barriers of the world and blurred them; the influence of ethnic fashion on the industry is immeasurable. Ethnic styles, colors, accessories, and trends have flooded the fashion runways of America and you probably haven’t even realized it.^{xviii} Animal prints and batik from Africa, bold vibrant colors from India, Harajuku style from Japan. Alexander McQueen had a recent collection featuring beautiful silk head scarves inspired by Muslim women. Styles, such as the kimono style from China have had an important overall impact on fashion.

Fashion brings the world together but can also create barriers. It is the language through which a society expresses who they are, values, habits, communication and most importantly culture. Style and design identifies so much about a person. Mood, wealth, cultural background, age, religion, likes and dislikes can all be analyzed in what one wears. It is the strongest visual representation we have. Textiles, styles and design elements evident in the historical background of a garment can often be traced to another part of the world.

Since the 1980s, there has been a trend to dress casually in the United States.^{xix} Unlike European-Americans, when compared to 1980-81, in 2003, minorities spent more on clothing. This increase may be attributable to their interest in expressing their identity and the need or desire to enhance their social status. Fashion is not at all an isolated industry but is connected to the rest of our life. Fashion reaches beyond clothing and into the way we choose to live our lives. Lifestyle is how we communicate, how we travel, how we decorate our homes, how we eat and how we dress. Lifestyle and trends are strongly influenced by social-cultural changes, such as modernization, technological innovation and also by artistic movements. In order to

understand a fashion trend, we need to be aware of what will surround us in terms of our social-cultural way of living.^{xx}

There are basic influences of fashion; economic factors can range from individual wealth to the overall wealth of the country of origin and its resources (cost of labor and textiles), political factors might reveal oppressive governing and a woman's status in society or show progressive views revealed in the way one dresses. Religious factors covent the beliefs of that religion, and cultural factors of fashion are what this paper aims to enlighten students about. Cultural factors of clothing range from style, color and fabrics to socio-economic conditions. Geographical factors, more specifically north, south, east and west of a given location will also contribute to differences in fashion due to weather conditions.

Fashion has emotional factors for people. Wearing clothes from ones cultural background evokes a sense of pride unlike any other symbol. Community programs can be the perfect vehicle to enable integration of multiculturalism especially through greater tolerance of cultural uniqueness in dress. Eating is our most common method of cultural integration. Restaurants that specialize in ethnic cuisine not only introduce local society to ethnic foods, but brings together people of that culture. If we look at this as a potential starting place, a place to share information, our next step is to find ways to build programs that “incorporate ways to effectively communicate and better understand other cultures.”^{xxi} Fashion is the universal vehicle to share cultural significance.

It is a language everyone understands. As this unit is being written (12-2012) an encyclopedia of ethnic clothing in the United States is being compiled. The forthcoming encyclopedia will be published by AltMira Press, a division of Rowman & Littlefield Publishers, in 2014.^{xxii} It would be exciting to have students work to be a part of that.

Included in this fashion ethnic encyclopedia are examples of styles:

Cape, Clogs, Tam, Huaraches, Tunic, Poncho, Sari, Bolero, Espadrilles, Kimono, Mao Jacket and Hat, Lederhosen, Pashmina, Bikini, Hawaiian Shirt, Beret, Muumuu, Sarong, Peasant Blouse, Fez, Harem Pants, Jodhpur, Roman Sandals, Obi, Icelandic Sweater/Knits, Matador Jacket, Loden Wear, Serape, Aran Sweater, Shtreimel (Hassidic fur hat), Kufi (African cap), Keffiyeh (Palestinian scarf), Crown (Rasta hat), Buxie Shoes (Chinese flats), Moccasins, Mukluks, Babushka, Toga, Chinese Silk Pajamas, Turban, Sombrero, Guayabera (Cuban men's shirt), Barong Tagalog (Filipino shirt/dress), Kilt, Gypsy Skirt, Alpaca Sweater, Kente Wear. (Cape, Clogs, Tam, Huaraches, Tunic, Poncho, Sari, Bolero, Espadrilles, Kimono, Mao Jacket and Hat, Lederhosen, Pashmina, Bikini, Hawaiian Shirt, Beret, Muumuu, Sarong, Peasant Blouse, Fez, Harem Pants, Jodhpur, Roman Sandals, Obi, Icelandic Sweater/Knits, Matador Jacket, Loden Wear, Serape, Aran Sweater, Shtreimel (Hassidic fur hat), Kufi (African cap), Keffiyeh (Palestinian scarf), Crown (Rasta hat), Buxie Shoes (Chinese flats), Moccasins, Mukluks, Babushka, Toga, Chinese Silk Pajamas, Turban, Sombrero, Guayabera (Cuban men's shirt), Barong Tagalog (Filipino shirt/dress), Kilt, Gypsy Skirt, Alpaca Sweater, Kente Wear) General format of information will include:

1. Description

2. History pre-U.S
3. How item came into this country
4. How worn, by whom, and cultural meaning in U.S.
5. Influence/impact
6. Further Reading
7. Item Illustration

Another aspect of immigrant contributions to fashion can be explored by understanding assimilation through clothing. The Ellis Island Museum houses a collection of immigrant costume (clothing) pieces left behind or later donated. This example is a good starting point to address cultural assimilation, the process of adapting to a new culture.

Psychologist Jean “Piaget believed that there are two basic ways that we can adapt to new experiences and information. Assimilation is the easiest method because it does not require a great deal of adjustment. Through this process, we add new information to our existing knowledge base, sometimes reinterpreting these new experiences so that they will fit in with previously existing information.” Though assimilation can be a very difficult process also.

The way we dress is a neutralizer or can make a statement, make someone stand out or blend in. People who choose to continue to wear traditional clothing from their country may bring attention to themselves in their new surroundings. Fashion allows people a tremendous amount of self expression. Do those who immigrate to the US continue to wear clothing traditionally associated with their country of origin, or change to western wear? For many it is a liberating experience to be able to express themselves through clothing, especially for women. Does what someone wears identify them as an immigrant? Is there a social stigma? How does the way one dresses effect assimilation?

Teaching Strategies

Learning about the history of fashion provides students with an ongoing study of the evolution of fashion from the days of the cave men (people) draping animal skins for warmth to mass produced clothing of today accessible to and from every corner of the world via technological advances of and in the fashion market place. The fact is fashion comes from all over the world. Influences come from all over the world. Our unit goal is for students to discover what styles and trends have been brought to the United States from our immigrant population. We see it in the classroom every day (if we’re lucky) students commenting to other students about the outfit they are wearing or commenting on a particular accessory. “I love that, where did you get it?” The answer usually results in a store name. What I want students to be able to do is identify WHERE and by what people each specific item came from as a contribution to fashion. The beautiful batik fabric from Africa, harem pants from India, hijab or

head scarves worn by Muslim women, a cross the symbol of Christianity, yarmulke a cap covering a Jewish man's head, the kilt a Norse contribution to Scotland and the world, these are only a sampling of influences from around the world. Reasons for contributions may be decorative, religious, social/political or practical/functional/economic.

Lesson Plan

Objective: Students will identify a past or current fashion trend or style and relate its contribution to society through a history of its origin and its people. Students will then identify how that fashion came to the United States and its impact on the world of fashion.

The following questions will be addressed and presented to the class.

1. Description of garment, style or fashion trend
2. History pre-U.S.
3. How item came into this country
4. How worn, by whom, and cultural meaning in U.S.
5. Influence/impact
6. Item Illustration

Knowledge

After the above information is presented, students will explore the facts surrounding the immigration of the cultural group associated with the item. Such facts will be explored at the level of the United States, then North Carolina, then CMS schools, then our particular school. In addition to this research, students will also gather facts by acquiring details and learning the vocabulary associated with immigration in general. They will build a vocabulary list.

Conceptual knowledge will be gathered while students study categories and classifications. Their meta-cognitive knowledge will be developed while they gain a confidence of the subject matter.

Length of Lesson: 3 class periods and homework assigned

Students will begin answering the following questions:

- 1) List four facts you know about immigration:
- 2) List four questions you have about immigration;
- 3) Do you know your family's immigrant journey story to the United States:
- 4) Do you know people living here who have not yet received citizenship in the US?
- 5) Most immigrants are _____.

Students will be instructed to be sensitive to one another and not pass judgment or jump to assumptions. Our goal is to educate based on facts. Students will be given the opportunity to ask questions and research answers.

Ask students to review their responses to #1 and #2 and make any modifications.

Discussion Questions

The discussion questions can be used interchangeably for any readings used and within any section should an instructor choose to focus on just one area. These questions have been designed to give instructors suggestions for formulating their own types of questions. The discussion questions should be used to generate discussion and are not intended for written assignments that should be tailored by the instructor.

- How does culture influence fashion? How does understanding the multicultural attributes of various consumers allow you to be a better businessperson for working in the world of fashion, apparel and clothing? Give examples of retailers or businesses that specifically cater to a unique target market. Are they successful and why?
- Why is it important to have a cultural critical analysis of fashion? Does this allow you to comprehend the processes behind fashion change better? Why?
- What cultural attributes do you find the most important in the examination of fashion change? Why? Are there cultural attributes or characteristics that should have been added to this lesson plan? Why?
- Can you give examples of how culture has influenced fashion? Is there a dominant culture in fashion? Can you give examples of the dominant culture? If not, why?
- From a merchandising and marketing perspective, what do you see as the future of fashion? Where do you see the future of fashion studies in academia? Do you think the course readings truly reflect where fashion is going? Why or why not? How can the “real world” and “academe” work together to create a better learning situation for students interested in studying fashion? ^{xxiii)}

Classroom Activities

1) My Journey;

Students will make a map their own migration since birth (even if it's just from the hospital to their home). I will use mine as an example.

- 1) The migration will be in a journal format.
- 2) The journey will be mapped.
- 3) Social adaptations will be noted.

- 4) Reasons for moves.
- 5) Describe experiences that helped make you who you are:
 - 1) education
 - 2) friendships
 - 3) activities
 - 4) foods
 - 5) fashion / style
- 5) How are these experiences similar or different to those of other family members?

The purpose of this activity is to create excitement while providing an activity that makes students think about their personal moves and the details involved.

We will discuss what we packed and why. And contemplate what our ancestors may have packed and why. We will finalize the activity speculating what current immigrants pack and why, then try to find evidence of what is actually packed from current articles.

Students will read the online Beyond Jane <http://beyondjane.com/fashion/cultural-influences-behind-bohemian-fashion/5/> Cultural Influence Behind Bohemian Fashion article which is a research project on the effects of world cultures on today's fashion. After reading the article students will be able to articulate a cultural example of fashion. This will be an example for their research projects.^{xxiv}

After the mapping activity and presentation of information by the teacher, students will choose one of the following:

- type of style
- fashion trend
- nationality that has immigrated to this country
- designer
- historic event involving immigrant

Research Project: identify a style of clothing brought to the US by an ethnic group, explore its background and its impact on the way we dress, its contribution to fashion, utilizing the questions above.

Students will write a research paper no less than 5 double spaced pages in length. At least 3 sources will be cited. New Times Roman size 12. MLA style.

Essential Standards

“Family and Consumer Sciences courses provide a context within which reading, math, science, and social studies concepts are applied. Many FACS courses are projects-based. Students apply content from core subjects to solve problems, apply strategies, and design systems related to foods, apparel, housing, child development, and personal finance concepts. Students learn to read a lease, interpret instructions, read stories to children, measure, and estimate. These academic applications provide a rich context within which core subject skills are used while abstract concepts gain deeper meaning and clearer relevance.”^{xxv}

Common Core

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Program Description

Family and Consumer Sciences (FACS) Education empowers individuals to manage the challenges of living and working in a diverse global society. Students develop human literacy as they master a complex set of essential skills and knowledge needed to achieve quality of life. They gain career preparedness as they acquire readiness to participate in a rapidly changing workforce and global economy.

Apparel 1 Course Description

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.^{xxvi}

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^{xxiv} <http://beyondjane.com/fashion/cultural-influences-behind-bohemian-fashion/#ixzz2DCW3lwb1>

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