


ESL LESSON: LEVEL3 (INTERMEDIATE) HNL2O Culminating Task

Course:	Unit:	Topic:	Approx. Time Frame
HNL2O	Culminating Task	Garment Evaluation	4 X 75 minute periods
Lesson Title:			
Garment Evaluation			
Learning Goals/ Big Ideas		Success Criteria of Lesson	
Student will learn the characteristics of quality garments - to learn the difference between quantity and quality in garments		Student will communicate by written report five factors of well- or poorly-made garments Students will complete a group slides presentation summarizing cost-effective practices for buying garments	
OVERALL Learning Expectation(s) for this lesson:			
A1. Exploring: explore topics related to clothing, and formulate questions to guide their research; A3. Processing Information: assess, record, analyze, and synthesize information gathered through research; A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills. B2. Wardrobe Planning and Clothing Selection: demonstrate an understanding of various factors affecting personal wardrobe planning and clothes selection. C1. Evaluating Clothing: demonstrate an understanding of how to evaluate the quality, value, and suitability of clothing and accessories; C2. Retail Approaches: demonstrate an understanding of the effects that retail formats and promotions can have on individuals' decisions about clothing purchases;			
SPECIFIC Expectations for this lesson			
A1.1 explore a variety of topics related to clothing (e.g., fabrics, fibres, dress codes, wardrobe planning, evaluating clothing, consumer awareness) to identify topics for research and inquiry A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics A3.5 synthesize findings and formulate conclusions (e.g., weigh and connect information to determine the answer to their research question) A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills B2.2 describe various criteria used in wardrobe planning (e.g., price, style, storage space, availability, what peers are wearing, family rules or traditions, cultural traditions, physical needs), and explain how these criteria affect their personal clothing and accessory selections B2.3 describe the steps and processes involved in personal wardrobe planning (e.g., using a decision-making model, evaluating current wardrobe, identifying needs and wants, determining personal resources such as money for clothing and skills to alter or repair clothing, planning for special occasions) C1.1 explain the criteria for evaluating the quality, value, and suitability of clothing and accessories (e.g., straight and secure stitching on seams, which allows garments to hang, wear, and wash well; durable fabrics for garments and accessories that will be worn and/or washed frequently) C1.2 assess the quality of selected garments and accessories (e.g., work clothes, outerwear, sports garments, shoes, garments for special occasions) C2.3 describe different types of retail promotions (e.g., in-store displays, billboards, magazine advertising, clearance sales, online surveys), and explain the effect of these promotions on their decisions about clothing purchases			
ASSESSMENT OF EXPECTATIONS		PRIOR LEARNING AND SKILLS	
Assessment for learning: Assessment as learning:		Report, Brochure or Infographic Writing Fabric and Fabric Care Mending and Recycling Lessons	
		Special Notes for ELL's (e.g., adaptations, extension activities, ways to check for understanding, etc.)	

<ul style="list-style-type: none"> Garment Evaluation Checklist in assignment – Culminating Activity – Garment Evaluation BLM and below in lesson plan <p>Assessment of learning:</p> <ul style="list-style-type: none"> Garment Evaluation Rubric in Culminating Activity – Garment Evaluation BLM 	<ul style="list-style-type: none"> Teacher will need to assess class before this culminating task to determine whether students will evaluate their own garments or teacher-provided ones. You will need to approach this activity with sensitivity toward students in lower income/poverty areas. They may not wish to do this assignment with their own clothing. As such, the teacher can provide a box of clothing to evaluate. Teacher and student will meet before and during the culminating task process provide technology to use Google Translate OR text-to-speech software for ELLs Post all lessons and slides in advance of the lesson and guide students through making their own copy Note: Listening and completing a handout is difficult for ESL students, so explain task In advance, announce and post your “look fors”, aka the exact section of the video for which you want them to focus, then encourage solely watching and listening. Complete the handout after watching the videos. Repeat portions of videos as needed to ensure understanding. If you are providing handouts, ensure that you have done a mini-lesson at the start of the course on how to stay organized and to keep handouts in a duotang or binder (hint: keep a stash of extra school supplies for students who may not be able to afford them) Use closed captions/subtitles for all videos – provide opportunities to practice vocabulary together See lesson plan below
Lesson Terminology(e.g. word walls, vocabulary list)	Materials, Supplies, Equipment Required for Lesson
Buying Clothing on a Budget: Fabric Cotton Silk Wool Polyester Nylon Viscose Natural Synthetic Fibre Thread Seam Zipper Hem Label Pattern Button Crumple Stretch(y) Shape	Handouts – Word Wall, Culminating Assignment – Garment Evaluation BLM Box of garments for students to choose from (they do not need to assess their own garments if they wish – a choice can be provided)

Length Match Colour Short Tight Shrink Overlocked Fraying Yoke Garment Evaluation: Fold Pocket Quantity Quality		
TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS – see detailed lesson plan below	MINUTES
MINDS ON / INPUT <ul style="list-style-type: none"> ▪ <i>Establishing a positive learning environment</i> ▪ <i>Connecting to prior learning and/or experiences</i> • <i>Setting the context for learning for ELLs</i> 		
Word Wall handout Provide handout: Culminating Activity – Garment Evaluation	Students establish familiarity with new words using Word Wall Template	15 minutes 5 minutes
ACTION / CONTENT <ul style="list-style-type: none"> ▪ <i>Introducing new learning or extending/reinforcing prior learning</i> ▪ <i>Providing opportunities for practice and application of learning (guided > independent)</i> 		
Students will learn about cost effectiveness and buying clothing on a budget Students will watch video and learn key terms for assessing Garments and Students will read How Can You Tell if Your Clothes Are Good Quality	Through a student-made class set of slides, and guided by the teacher, students will learn how to save money on clothing and will summarize cost-effective practices for buying garments Student will learn to assess and compare well- vs. poorly-made garments	75 minutes 75 minutes
CONSOLIDATION <ul style="list-style-type: none"> ▪ <i>Providing opportunities for consolidation and reflection</i> ▪ <i>Helping students demonstrate what they have learned</i> 		
Students will evaluate an item of clothing (it will either be a personal item or a teacher-supplied item (see above)	Student will communicate conclusions in a written report regarding whether garment is well- or poorly-made – using five supporting factors of well- or poorly-made garments as evidence	2 X 75 minutes

Accommodations/Modifications	Follow-up or Extension Activities
<ul style="list-style-type: none">- photo cues- scaffolding- use of L1- additional processing time- peer review and support (e.g. read with a friend) 	

Garment Evaluation Culminating Assignment

Lesson #1 – Buying Clothing on a Budget

Define word wall words and provide students with word wall handout.

Materials

Strips of paper from article

Brainstorm - How do you and your family save money on clothing?

My Money Coach. How to save money on clothes & clothing. Retrieved from <https://www.mymoneycoach.ca/saving-money/save-on-clothing>

Print all 24 points and cut out one point per student. Instruct them to underline key terms. Begin a Google Slides presentation and share with each student in the class. Each student will prepare a slide of key terms (that could be added to the word wall) and a definition of their word. They will put their name on their slide. They will then present their slide to the rest of the class.

Sample Questions to Ask:

Why are leather shoes likely to cost more than those made of a synthetic material?
Does the price difference mean that the less expensive shoes are a better buy? Why or why not?

Lesson #2 - Garment Evaluation

Define word wall words and provide students with word wall handout.

Materials

Teacher computer and projector to play video:

Brightside. 15 Tips to Help You Recognize Quality Items. Retrieved from https://www.youtube.com/watch?v=8WxfPM_VVX0 watch until 8:20

[Be sure to use closed captioning or subtitles.](#)

1. You will need a class set of computers
2. Ensure that Culminating Assignment – Garment Evaluation BLM has been posted for students to make a copy and also printed in a handout

3. [Read] Type or Write in Translation and Definition.

Garment Evaluation Checklist

Phrase with English Word Bolded	Word(s) in Your Language	Definition
#15 - Check the Quality of Cotton by Squeezing It Tightly. If it crumples , do not buy it.		
#14 – Hold the Fabric Up to Bright Light. Thicker means higher quality. Do this for light fabrics like silk .		
#13 – Pull the Seams to See the Gaps. Do not pull too hard.		
#12 – Avoid Open Zippers . Metal zippers covered with a strap are more reliable and long-lasting. They are better than plastic zippers.		
#11 – Check the Hem . Pants and skirts should have a hem up to 2 inches. Blouses and shirts should have a hem of about 1 inch. Good hems look like a small piece of fabric was sewn around the hem.		
#10 – Give the Fabric a Tug. Pull on a stretchy part then let it go. If the garment keeps its shape , buy it.		
#9 – Make sure the zipper matches in length – Make sure the zipper is even and matched in colour .		
#8 – Well-Cut. Was enough fabric used? Are the sleeves too short ? Is the item too tight ? Try on all clothes you want to buy.		
#7 – Pay Attention to the Label – Natural fabrics such as cotton, silk and wool are strong and more durable than synthetic fabrics. 100 percent cotton can quickly shrink after washing. Adding a synthetic fabric such as polyester, nylon and viscose can help clothing last longer. Make sure that 80% of the item is made of natural fibre . Too much viscose will cause the item to stretch.		
#6 - Make sure the seams and threads match. Examine the pattern and thread .		
#5 – Check buttons and button holes. Buttons should be secure. Button holes should be neatly		

overlocked with no fraying thread. Try buttoning the item up. Does the item come with spare buttons?		
#4 – Check if it has a Yoke . Good shirts and blouses must have a shoulder yoke. It makes the top look neat on you. Cheap items do not have a yoke. They are uncomfortable to wear. They look unattractive from the back.		
#3 – Look at the Colouring of the Folds – See if one part of the item is lighter or darker.		
#2 – A Centre Back Seam. When you buy a jacket or coat, ensure it has a centre back seam. It will fit better.		
#1 – Patterns Match-Up. Does it match? Check the pocket .		

To read with Google Translate:

1. Sims, J. (2019). How can you tell if your clothes are good quality? Fashion Beans. Retrieved from <https://www.fashionbeans.com/article/good-quality-clothes-guide/#>
Note that 1 £ = roughly \$2

2. Nerdy sewing tips - Finishing your seams. (2012). By Hand London. Retrieved from <https://byhandlondon.wordpress.com/2012/08/28/nerdy-sewing-tips-finishing-your-seams/>

Brainstorm and Check for Understanding:

1. [What are the key words to remember?](#)
2. Do you have any other ideas for recognizing quality items?

You will lead an evaluation of an item of clothing. Be sure to pass around your exemplar.

Additional Questions to Ask About the Garment

_– Post for the students and Read It To Them

See Chart of 15 Qualities Above – Also ask (while showing garments with the qualities):

- ✓ Is it well made?
- ✓ Does it have the characteristics of a good seam, hem, or button application?
- ✓ Is the stitching regular, straight and neat?
- ✓ How are the seams of this garment constructed?
- ✓ Are seams overlapped or taped? (See Dietz, M. (2018). What is seam tape and why is it important for kids' winter gear? ShredDog. Retrieved from

<https://shreddog.com/blogs/news/what-is-seam-tape-why-is-it-important-for-youth-winter-gear> and Nerdy sewing tips - Finishing your seams. (2012). By Hand London. Retrieved from <https://byhandlondon.wordpress.com/2012/08/28/nerdy-sewing-tips-finishing-your-seams/>)

- ✓ Have button holes been neatly finished or are there loose threads everywhere?
- ✓ Does the fabric feel good in the hand – substantial or lightweight or smooth or textured as you like?
- ✓ Has the garment been cut to fit well?
- ✓ After you have bought it, does it wash well, without shrinkage, distortion or fading?
- ✓ What is the quality of the fabric?
- ✓ Is it durable?
- ✓ Will it wear well?
- ✓ Will it pill, fray, fade, or lose its shape?
- ✓ Is the material good for the environment?
- ✓ What does the fabric feel like?
- ✓ Is the fabric light or heavy?
- ✓ Is it draped or rigid?
- ✓ Are the tactile characteristics of the fabric consistent with the garment's purpose?
- ✓ What type of detailing does the garment have?

Lesson Plan: Culminating Assignment Lesson #3 + - Garment Evaluation

See Culminating Assignment – Garment Evaluation Lesson and Rubric – Explain this assignment (and how they will evaluate clothing) to the students step by step and ask for verbal clarification of instructions from each student when you meet with them 1:1.

Garment Evaluation Choiceboard Culminating Assignment

Name: _____

Part 1: Introduction - Knowledge

1. Watch and Listen to Video - "15 Tips to Help You Recognize Quality Items." - https://www.youtube.com/watch?v=8WxfPM_VVX0
Watch until 8:20 (the end of the tips section)

2. [Read] Type or Write in Translation and Definition on Garment Evaluation Checklist.

Garment Evaluation Checklist

- a) Translate the bolded words to your language (column 2) and then define the phrase in your language (column 3) as well as any other notes. You will use this chart to help you evaluate a garment, piece of clothing or accessory.

Phrase with English Word Bolded	Word(s) in Your Language	Definition in Your Language, Notes
#15 - Check the Quality of Cotton by Squeezing It Tightly. If it crumples , do not buy it.		
#14 – Hold the Fabric Up to Bright Light. Thicker means higher quality. Do this for light fabrics like silk .		
#13 – Pull the Seams to See the Gaps. Do not pull too hard.		
#12 – Avoid Open Zippers . Metal zippers covered with a strap are more reliable and long-lasting. They are better than plastic zippers.		
#11 – Check the Hem . Pants and skirts should have a hem up to 2 inches. Blouses and shirts should have a hem of about 1 inch. Good hems look like a small piece of fabric was sewn around the hem.		

#10 – Give the Fabric a Tug. Pull on a stretchy part then let it go. If the garment keeps its shape , buy it.		
#9 – Make sure the zipper matches in length – Make sure the zipper is even and matched in colour .		
#8 – Well-Cut. Was enough fabric used? Are the sleeves too short ? Is the item too tight ? Try on all clothes you want to buy.		
#7 – Pay Attention to the Label – Natural fabrics such as cotton, silk and wool are strong and more durable than synthetic fabrics. 100 percent cotton can quickly shrink after washing. Adding a synthetic fabric such as polyester, nylon and viscose can help clothing last longer. Make sure that 80% of the item is made of natural fibre . Too much viscose will cause the item to stretch.		
#6 - Make sure the seams and threads match. Examine the pattern and thread .		
#5 – Check buttons and button holes. Buttons should be secure. Button holes should be neatly overlocked with no fraying thread. Try buttoning the item up. Does the item come with spare buttons?		
#4 – Check if it has a Yoke . Good shirts and blouses must have a shoulder yoke. It makes the top look neat on you. Cheap items do not have a yoke. They are uncomfortable to wear. They look unattractive from the back.		
#3 – Look at the Colouring of the Folds – See if one part of the item is lighter or darker.		
#2 – A Centre Back Seam. When you buy a jacket or coat, ensure it has a centre back seam. It will fit better.		
#1 – Patterns Match-Up. Does it match? Check the pocket .		
Add more criteria here:		

b) Use Google Translate (if needed) to read:

How can you tell if your clothes are good quality? <https://www.fashionbeans.com/article/good-quality-clothes-guide/#> [Note that 1 £ = approximately \$2 CAD]

For more information, read Nerdy sewing tips - Finishing your seams - <https://byhandlondon.wordpress.com/2012/08/28/nerdy-sewing-tips-finishing-your-seams/>

When you are done reading, answer the following questions:

1. What are the key words to remember?
2. Do you have any other ideas for recognizing quality items?

Your teacher will circulate to check in with you provide an example. You may wish to add evaluation criteria to your checklist above.

Part 2: Culminating Task Report, Brochure or Infographic

1. Using the information and terminology you have learned in class and your checklist, you will evaluate a garment, piece or clothing or accessory from home to evaluate (or use one from class that is available.)
2. You can choose to create an organized brochure, infographic or report to present your organized evaluation.
3. You will then choose 5 questions from your Garment Evaluation Checklist to answer in short sentences. You will take 5 pictures to show those specific good (or poor) qualities to add to your report, brochure or infographic.
4. After you have assessed the five qualities, answer these questions in conclusion using short sentences:
 - a) Why is the garment you chose a good quality garment? or
 - b) Why is the garment you chose poor quality garment? and
 - c) Is the garment worth what I paid for it? Would I buy it again?
Or, if it is supplied by the teacher, Would I buy this garment?

Garment Evaluation Rubric

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-99%)	Level 4 (80-100%)
<p>Knowledge/Understanding B2.2/B2.3/C1.1/C1.2 using the garment evaluation checklist and any other questions/criteria created, demonstrates understanding by evaluating the quality, value and suitability of selected garment, piece of clothing or accessory</p>	Limited understanding	Some understanding	Considerable understanding	Thorough understanding
<p>Inquiry A4 evaluating garment according to criteria of quality</p>	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
<p>Communication A3.2/ A4.1/ A4.2/A4.3 recording and organizing information and key ideas using notes and using an organized written report, infographic or brochure to communicate the results of their garment evaluation clearly and effectively, using photos and clothing terminology</p>	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
<p>Application A3.5 formulating conclusion about garment construction using short sentences (e.g. good or poor)</p>	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness

Comments: