Lesson Plans for Textile and Apparel Production, Management and Services
75 Minute Classes

**Tuesday**
**TEKS 3A:** The student is expected to identify origins, properties, and qualities of natural and manufactured fibers.

**Objectives:**
- Define natural and manufactured fibers.
- Explain origins and properties of fibers.
- Compare qualities of fibers.

**Anticipatory Set:** Introduction- Matching Boards- 20 minutes
- Divide the class in half; each side will be given five different fiber names.
- Students will collaborate and put fibers into manufactured or natural fibers sections.

**Activities:** 25 Minutes
- PowerPoint and lecture on natural and manufactured fibers and their properties.

**Independent Practice:** 20 Minutes
- Students are given samples of different fibers and instructed to glue and label fibers on cardstock paper for future reference.

**Closure:** 10 Minutes
- List all fibers covered in lecture.

**Thursday**
**TEKS 3D:** The student is expected to outline the textile design process from concept to finished product.
**TEKS 5C:** Determine the uses of technology in apparel design and production.

**Objectives:**
- Explain the yarn to fabric production steps.
- Demonstrate finishes that prepare fabrics for use.
- Analyze finishes that affect appearance and finishes that improve fabric performance.
- Identify the uses of technology in design and production.

**Anticipatory Set:** Introduction- Class Discussion- 10 Minutes
- Show yarn and fabric. Start class discussion by asking, “Does anyone know how this yarn becomes this fabric?”
Activities: 35 Minutes
Review manufactured and natural fibers.
Lecture with visuals of fabrics at different stages of production and technology usage.

Independent Practice: 20 Minutes
List preferred finishes and why. Turn in at the end of class.

Closure: 10 Minutes
List stages of production while reusing visuals.

Monday
TEKS 3E: The student is expected to differentiate types and methods of textile fabrication.

Objectives:
Identify felted, woven, nonwoven and knitted fabrics.
Demonstrate the three basic types of weaves.
Explain bonding, weft and warp yarns, and selvage.

Anticipatory Set: Introduction- Class Discussion- 10 Minutes
Start discussion by asking, “Who remembers weaving chunky yarn in elementary school?” and follow up with, “Do you think that fabrics are weaved the same way?”

Activities: 35 Minutes
Review outline of textile fabrication.
PowerPoint on types and methods of textile fabrication.
Distribute handout on “The basic fabric weaves”

Independent Practice: 20 Minutes
Students examine and identify weft yarns, warp yarns, and selvage in sample pieces of muslin on “The basic fabric weaves” worksheet.

Closure: Ask the class questions- 10 Minutes
What are the differences in procedures used in the three basic yarn spinning systems?
How does the amount of twist impact yarn strength?
**Wednesday**

**TEKS 3G:** The student is expected to determine textile and apparel labeling requirements.

**TEKS 7A:** Define terms commonly used in commercial textile and apparel care.

**Objectives:**
- Identify labels and hangtags.
- Recognize and know terms used in commercial textile and apparel care.

**Anticipatory Set:** Class Discussion - 10 Minutes
Start class discussion by asking the class, “Why is it important to have labels in our clothes?”

**Activities:** 35 Minutes
- PowerPoint on labeling requirements and terminology.
- Distribute handout on “Apparel Labeling Requirements”

**Independent Practice:** 20 Minutes
- Give students “good” and “bad” clothing labels and have students sort labels in groups of five. After labels are sorted group will explain to other classmates why their “bad” labels are “bad”.

**Closure:** Ask the class questions - 10 Minutes
- How do labels differ from hangtags?
- What are five acts that regulate textile products?

**Friday**

**TEKS 3H:** The student is expected to determine factors affecting the cost of textile products.

**TEKS 8C:** Summarize social, cultural, societal, and generational influences that affect clothing and accessory trends and choices.

**Objectives:**
- Explain all factors that affect the cost of textile products.
- Demonstrate the fashion cycle and trends.
- Determine estimated pricing for different garments.
- Identify and explain influences that affect clothing and accessory trends and choices.

**Anticipatory Set:** Class Discussion - 10 Minutes
Start class discussion by asking, “How do you think a company comes up with a garment price?”
Activities: 20 Minutes
Lecture on factors that affect textile pricing and fashion cycle.

Independent Practice: 5 Minutes
As a class match price tags with sample garments given by teacher.

Evaluation of Unit: 35 Minutes
Students get in groups of five or six. Students are to create and sketch a fictitious garment. Along with their garment students are to pick a fabric type, design and method of fabrication for the fabric used in their garment. Then students are to draw a label and come up with a cost for their garment all on a cardstock page.

Closure: 5 Minutes
Students share their garments with the class.
Federal Trade Commission Regulates

Federal government requires that all textile products sold in the United States contain labels providing information on fiber content, country of primary manufacture, identifying number of the producer or importer, and basic care instructions.

Listing of fiber must be in order of the percentage by weight of fibers present in the product.

Labels must carry either the name, trademark, or registered identification number of the manufacturer or importer.

1972 Care Labeling Act - requires all finished garments and fabric sold for making apparel to have attached labels describing procedures for regular garment maintenance.

- 1997 revision to labeling regulations now allows manufacturers to use care symbols instead of written instructions on labels.

Textile Fiber Product Identification Act - passed in 1960 and attended subsequently, requires that each textile product carry a label listing the generic names of the fibers from which it was made.

Voluntary information: trademark names of manufactured fibers, brand names of garments, information about the method of fabric construction, size of the garment, and names of special fabric finished applied.
Good or Bad Clothing Labels Worksheet

100% ACRYLIC
Size: 9/10
MADE IN TAIWAN
R.O.C
RN 5298
CARE (OVER)

Turn garment inside out and machine wash cold, delicate.
Hang to dry.
Do not dry clean.
Do not tumble dry.
Do not iron.

(A Correct)

100% COTTON
RN 81750
MACHINE WASH COLD/DO NOT BLEACH/TUMBLE DRY LOW
MADE IN CANADA

(A Correct)

100% COTTON
RN 55084
MADE IN CHINA
100% ACRYLIC
MACHINE WASH COLD
TUMBLE DRY LOW
USE COOL IRON

(A Incorrect - Missing Fabric Content)

AUGUSTA SPORTS WEAR
M
MADE IN MEXICO
COTTON
POLYESTER
WASH

(A Correct)

RN 64039
MADE IN U.S.A
50% POLYESTER
50% RAYON
PETITE
MACHINE WASH
COLD WATER
NORMAL CYCLE
NO CHOLORINE
BLEACH
TUMBLE DRY LOW
USE COOL IRON
STYLE 5220P-65
M

(A Incorrect - Missing Style Numbers)

100% COTTON
MADE IN MEXICO
MACHINE WASH COLD
NORMAL CYCLE
NO CHOLORINE
BLEACH
TUMBLE DRY LOW
USE COOL IRON

(A Correct)
Basic Fabric Weaves Handout

Glue Muslin Sample Here
Use Marker to Identify Selvage