

## *Classroom Activity:* *Fashion Words That Stick*

### *Objective:*

To develop creative writing skills through descriptive writing and learn to paint a picture with words

**Suggested Classes:** Creative Writing, Clothing, Journalism

### *Student Activity:*

Students view pictures, fabric swatches, and/or paint color charts; and invent new words and phrases to describe styles, colors, and textures.

### *Suggested Materials:*

- Fashion magazine ads and editorial photos
- Fashion images from the Internet
- Paint color charts from hardware store
- Swatches of cloth with various textures

### *Warm-Up Exercise:*

Ask students to describe the shirt they're wearing in a word or phrase that makes it sound unique. Have different students describe their shirt to see who can make their garment sound the most interesting and appealing. Discuss how common words aren't as captivating as adjectives that invoke the senses. When describing color would you rather wear a "blue shirt" or a "cool splash of Caribbean"?

### *Project Guidelines:*

This is a three-part exercise where students will invent words or use words and phrases in unique ways to describe: style, color, and texture. Students bring in fashion magazine ads or photos and invent words or phrases to describe the style. Students view paint charts and create names for the colors. Students collect fabric swatches

and create unique ways to describe the texture of each. The students can create a presentation board displaying the images and the descriptions.

### *Follow-Up Exercise:*

Students form teams and choose a product to promote. Have them create a made-up word for their company that is both appealing and describes the nature of the product or service. For example, “Travelocity” is a made up company name that combines the words “travel” and “velocity.” Have the team write made-up descriptive names for their product line. For example, if the product is sports drinks, the flavors may be “electric blue” and “jazzberry.”

### *State and National Standards:*

#### **Arizona State Standards**

##### Language Arts; Writing:

##### *Strand 2: Writing Elements*

Concept 4: Word Choice: Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. Use accurate, specific powerful words and phrases that effectively convey the intended message.

PO 2. Use vocabulary that is original, varied, and natural.

PO 3. Use words that evoke clear images.

#### **California State Standards**

##### English Language Arts: Grades 11 and 12:

##### *1.0. Writing Strategies: Organization and focus*

1.5. Use language in natural, fresh, and vivid ways to establish a specific tone.

#### **Washington State Standards**

##### Essential Academic Learning Requirements: Writing:

*3. The student writes clearly and effectively.*

3.1. Develops ideas and organizes writing.

3.2. Uses appropriate style.

## **National Standards**

Language Arts: English K-12:

*NL-Eng.K-12.4. Communication Skills*

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.