

FRENCH FASHION LAW VERSUS AMERICAN FASHION LAW

FIDM's Just for Educators Classroom Projects & Activities



Objective:

Students will contrast and compare two legal systems as they pertain to laws that affect the intellectual property rights of fashion designs.

Suggested for use in the following departments: *French, Government, U.S. History.*

Student Activities:

Students research on the internet the difference between French and American law in regards to protecting the designs of fashion designers. Keyword for the search could be “fashion laws,” “American fashion laws,” “French Chambre Syndicale laws”, “French Fashion Federation” or “Federation of Haute Couture,” etc.

After students have done their research and understand the issues, create two debate teams. Have one team pro Copyright Intellectual Property laws that protect fashion designers and one team against such laws.

Arizona State Standards:

• Language Arts Strand 3 – Comprehending Informational Text

Concept 6 – Comprehension Strategies Grade 12:

PO 4. The student will connect information and events in text to experience and to related text and sources.

• American History – Strand 1

Concept 1 – Research Skills for History:

PO 3. The student will formulate questions that can be answered by historical study and research.

• Civics/Government – Strand 3

Concept 3 - Functions of Government:

PO 2. The student will describe factors (eg,the trade, political tensions, sanctions, terrorism) that influence United States foreign policy.

California State Standards:

• Language Learning Continuum – French:

Stage IV – Content:

The content embraces concepts of broader cultural significance, including institutions such as the education system, the government and political, and social issues in the target culture.

• Social Studies – Grade 12

- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
2. Explain how economic rights are secured and their importance to the individual and to society (e.g.. the right to acquire, use, transfer and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

Washington State Standards:

• Social Studies Skills: Grade 12

Suggested Unit CWP - Globalization and the Economy:

- 5.12 The student will evaluate the plausibility of an analysis of decisions affecting the global community.

Suggested Unit CWP - Civic Responsibility and Action:

- 5.22 The student will evaluate the breadth of research to determine the need for new or additional investigation when researching an issue or event.
- 5.41 The student will evaluate positions and evidence to make one's own decisions in a paper or presentation

National Standards:

• Language Arts: Foreign Language K-12

NL-FL.K-12.1 Communication

Communicate in Languages Other Than English

- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

NL-FL.K-12.3 Connections

Connect with Other Disciplines and Acquire Information

- Students reinforce and further their knowledge of other disciplines through the foreign language

• Social Sciences: Economics 9-12

NSS-EC.9-12.16 Role of Government

There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

- An important role for government in the economy is to define, establish, and enforce property rights. A property right to a good or service includes the right to exclude others from using the good or service and the right to transfer the ownership or use of the resource to others.

Materials Needed:

- The internet
- The Norman Lear Entertainment website (www.learcenter.org)

Warm-Up Exercise:

In a class discussion, ask students to name fashions that they feel are original. Write or describe these fashions on the board. Ask other students to challenge the originality of each fashion citing examples to either support or negate the argument.

Project Guidelines:

1. Have students research on the Internet the difference between French and American law in regards to protecting the designs of fashion designers. Keywords for the search could be “fashion laws,” “American fashion laws,” “French Chambre Syndicale laws,” “French Fashion Federation” or “Federation of Haute Couture,” etc.
2. After students have done their research and understand the issues, create two debate teams. Have one team pro Copyright Intellectual Property laws that protect fashion designers and one team against such laws.

Possible Follow-up:

Find other industries or works of art that are protected by such laws in the United States. Compare and contrast these industries, products, and art to that of fashion designs.