**Objective:**
To provide students with an introduction to the French and American laws regarding intellectual property, when it comes to fashion design.

**Suggested Classes:** French, Government, U.S. History, Business, Clothing, World History

**Student Activity:**
In two legal systems, students compare and contrast the treatment of fashion design as intellectual property.

**Suggested Materials:**
- Access to the Internet
- Library with librarian assistance

**Warm-Up Exercise:**
In a class discussion, ask students to name fashions 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:**
Students conduct research in the library or online to become acquainted with French and American laws in regard to protecting the designs (intellectual property) of fashion designers. Search terms could include: “fashion laws,” “American fashion laws,” “French Chambre Syndicale laws,” “French Fashion Federation,” and “Federation of Haute Couture.”

After students have completed their research and have an understanding of the issues, create two debate teams: one team, in favor of intellectual property laws to
protect fashion designers, and one team against such laws.

**Follow-Up Exercise:**

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

**State and National Standards:**

**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 (e.g., 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).

**World Languages:***  
*Stage II - Content*  
2.0. Students acquire information, recognize distinctive viewpoints, and further their
knowledge of other disciplines.

2.1. Students address topics related to self and the immediate environment, including:
m. Clothing and fashion

**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.

**World Languages Learning Standards:**

*Cultures: Gain Knowledge and Understanding of Other Cultures*

Standard 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**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: 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.