

BAD GIRLS OF FASHION Style Rebels from Cleopatra to Lady Gaga

by Jennifer Croll • illustrated by Ada Buchholz

Genre: Non-fiction

Themes: clothes; fashion; women; history; biography

Suitable for: Grades 7+

Common Core standards : RI.11-12.1, 2, 3, 4, 5, 6, 7, 10
L.11-12.3, 4, 4a, 4c, 4d, 5, 5a, 5b, 6
SL.11-12.1, 1a, 1c, 1d, 2, 3, 4, 5, 6
WHST.11-12.1, 2, 4, 5, 6, 7, 8, 9, 10

ESSENTIAL QUESTIONS:

1. Why do people wear clothes?
2. How did clothing evolve from a functional object to a product representing innovation and creative self-expression?
3. What influences fashion?
4. Why do people make various clothing choices?
5. How does clothing reflect culture?
6. What are the clothing expectations in your culture?
7. How does fashion “communicate”? What do your clothes say about you?
8. Examine various roles and functions of apparel and overall appearance in family, work, and community settings.

READ AND DISCOVER:

1. How did women throughout history break the rules in fashion? Find examples from the book.
2. How have women used fashion to change the world's perception of what a woman can be?
3. In what ways can clothing can serve as symbols? Find a bio from the book and explain.
4. In what ways do culture and media and influence clothing choices and trends? Find examples from *Bad Girls of Fashion*.
5. What comprises an individual's overall appearance?

DETERMINE HOW:

1. Women in the book use fashion to communicate who they are, what they believe, what they consider important, and how they want others to view them.
2. Cultural, historical, social, economic, political, environmental, and technological forces have influenced fashion during various periods in history using examples from *Bad Girls of Fashion*.
3. Clothing became gendered.
4. The Feminist Movement influenced change.
5. Clothing marked and continues to mark social divisions.
6. Fashion designers define or re-defined feminine beauty.

RESEARCH:

1. What factors can slow down or speed up fashion movements?
2. What are the stages and time spans of fashion cycles?
3. Why is fashion change important?
4. What are some current fashion trends?
5. What is fashion obsolescence?

6. Compare and contrast historical fashion details to current fashions, fashion trends, and fashion cycles.
7. When in history did fashion diversify?
8. How were specific ancient traditions and uses of dress carried over into Western cultures and societies?

AFTER READING:

1. In small groups, create a themed fashion show to demonstrate non-verbal messages that apparel and overall appearance communicate.
2. Examine how apparel and overall appearance contribute to or distract from positive communication.
3. Assess ways in which apparel choices and overall appearance can facilitate individual self-expression.
4. Explore the development and features of fashions that are characteristic of various historical periods.
5. What do all of the women in *Bad Girls of Fashion* have in common?
6. Create and design a garment that is purely “functional” for a particular time period. Describe the garment and its purpose.
7. Debate: Do you believe that students should be mandated to wear school uniforms?
8. Why is clothing considered a rapid-innovation industry?
9. Why do you think most people follow trends rather than lead? Where do you fit in? Are you a trend setter or a follower?
10. Write about something that you read about in *Bad Girls of Fashion* that:
 - inspired you
 - surprised you
 - made you laugh
 - made you feel angry
 - moved you
11. How does an author’s background influence his/her writing? Research the author, Jennifer Croll. What qualifications does she have to be an expert on the topic? How does her point of view contribute to the authenticity of the book? What do you think is her purpose for writing *Bad Girls of Fashion*?