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ABSTRACT

This Home Economics Educations Package (HEEP) is written to be used as a consumer education course on the selection of window treatments. The objective of the course is for each student to know the types of window treatments available and to be able to select window treatments to meet present or future needs. This guide has been divided into four sections: a teachers section--which states the idea, skill or attitude, and objectives to be learned; instructions to the teacher--which is a list of a variety of resource materials; instructions for evaluation--a pretest and posttest with answer keys; and the student section--which contains a pretest, a list of learning objectives, three lessons (with accompanying objectives, instructions, learning activities, and self-tests); followup instructions and a student evaluation form. (BP)

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Selection Of Window Treatments

HOME ECONOMICS EDUCATORS PACKAGES

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TITLE: SELECTION OF WINDOW TREATMENTS

SUBJECT: Consumer Education

**PERFORMANCE
LEVEL:** Senior High School

PURPOSE: This HEEP is written to be used in a
consumer education course. It may be
pursued as an independent project in
such a course. It is important for each
student to know the types of window treat-
ments available and to be able to select
window treatments to meet present or
future needs.

To make a decision, a person should have
at his disposal a vast amount of reliable
information. In this HEEP the participant
is directed to a variety of information that
would aid one in making decisions on this
unit.

PRODUCER: Mary Ann McDevitt (Mrs.)

CONSULTANT: Dr. Phyllis K. Lowe
Purdue University
1971

**STOCK
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SELECTION OF WINDOW TREATMENTS

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TEACHER'S SECTION

I. STATEMENT OF IDEA, SKILL, ATTITUDE

A. MAJOR IDEA, SKILL, OR ATTITUDE TO BE LEARNED

It is important for each student to know how to select window treatments to meet his present or future needs.

B. CONSTITUENT IDEAS, SKILLS, OR ATTITUDES

1. Certain factors need to be considered when buying or making curtains and draperies.
2. Certain factors need to be considered when buying or making shades and shutters.
3. The ability to select window treatments may help one to meet his present or future needs.

II. LEARNING OBJECTIVES

After completion of this HEEP, you will be able to complete the following objectives orally or in writing, according to information obtained in completing the HEEP.

- A. After a study of factors to consider when buying or making curtains and draperies, you will be able to:
 1. Identify types of curtains and draperies and their characteristics.
 2. Identify fabrics and their characteristics.
 3. Differentiate between natural and man-made fibers.
- B. After a study of factors to consider when buying or making shades and shutters, you will be able to:
 1. Complete statements concerning characteristics of each type of window treatment.
 2. State advantages of each type.
 3. Identify characteristics of each type.
- C. After completion of this HEEP, you will be able to select window treatments to meet present or future needs.

INSTRUCTIONS TO THE TEACHER

I. INSTRUCTIONAL APPROACH:

This HEEP lists the materials that are to be used by the teachers and students to fully acquaint them with the selection of window treatments. This material presents facts, data and other information that are pertinent to the topic - **SELECTION OF WINDOW TREATMENTS**. Upon completion of this HEEP the students will have a knowledge of the selection of window treatments. A variety of instructional materials are suggested. This will enable each student to select materials that would best meet his preferred learning style.

ii. IDENTIFICATION OF LEARNERS

The students that would benefit most from the HEEP are those on the senior high level. The only prerequisite is the ability to read and write.

III. SPECIAL INSTRUCTIONS:

A. Equipment needed

1. Filmstrip projector
2. Screen

B. The materials for the HEEP may be obtained from the following sources:

Books

Craig, Hazel T. and Ole Day Rush.

Homes with Character

Boston: D. C. Heath and Company. 1966.

Wingate, Gillespie, Addison. Know your Merchandise,
New York: Fregg Division, McGraw-Hill Book Co. 1964.

Periodicals

Better Homes and Gardens: September, 1968.

Forecast for Home Economics: January, 1969

Booklets and Pamphlets

"How to Make Draperies" (Free)

J. C. Penney, Inc.

Educational Relations

1301 Avenue of the Americas

New York, N.W. 10019

"How to Select Window Treatments" (Free)
Consumer Education Division
D-703
Sears, Roebuck and Co.
925 S. Homan Ave.
Chicago, Illinois 60607

"Your Home Furnishings Dollar" (25 cents)
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

C. Media Needed

Filmstrip: "Window Treatments" (Free Loan)
Consumer Education Division
D-703
Sears, Roebuck and Co.
925 S. Homan Ave.
Chicago, Illinois 60607

Samples of fabric suitable for curtain and draperies

D. Facilities Needed

Regular classroom facilities for viewing filmstrip and storage space for printed materials and fabric samples.

IV. FOLLOW-UP INSTRUCTIONS

A. Suggested Experiences

1. Collect and label samples of curtain and drapery fabric.
2. Look through magazines for pictures of window treatments you like.

INSTRUCTIONS FOR EVALUATION

PRE-TEST

Purpose of the Pre-Test: The pre-test will determine whether or not you need to complete this HEEP. You may have covered the material presented in the lessons of this HEEP and will do well on the pre-test. If so, you need not complete this HEEP. However, if you do not do well on the pre-test, don't be discouraged. Turn to p. 3 and study the learning objectives for this HEEP. Then proceed to Lesson One.

Directions: So that this HEEP may be used by other students, please write your answers on a separate sheet of paper. When you have finished the pre-test, take it to your teacher for evaluation.

- 1-4. Name the four types of window treatments shown on the cover of this HEEP.
5. A kind of thin, lacelike fabric which is hung next to the window pane is called a _____ curtain.
6. A flat, shirred, or pleated strip of fabric across the top of the window is called a _____.
7. A wash-and-hang curtain fabric that is nonflammable is made of _____.
8. A drapery muslin fabric made of cotton or blends with man-made fibers, in plain weave, usually with a glazed finish, is called _____.
9. A type of shade that draws up on a cord, rather than rolling, is the _____ shade.
10. The slats on Venetian blinds are supported by tapes and controlled with _____.

PRE-TEST KEY

- 1-4. Swag and jabot valance on traverse draperies, cafe, Austrian shade, shutters
5. glass
6. valance
7. fiberglass
8. chintz
9. Roman
10. cords

POST-TEST

Directions: Read each statement carefully. If true, write T; if false, write F. So that this HEEP may be used by other students, please write your answers on a separate sheet of paper.

1. Priscilla curtains are ruffled on three sides and are held in place with ruffled tiebacks.
2. Traverse draperies are especially useful when treating a large window area.
3. Cafe curtains have ruffles all around and tiebacks for each pair.
4. A kind of sash curtain made in tiers is the Cape Cod.
5. Over-and-under draperies filter flaring sunlight, yet permit a see-through quality.
6. Glass curtains hang in full, straight panels, permitting light and air to enter yet providing some privacy.
7. Linen has a texture and body well suited for contemporary rooms.
8. Silk resists wrinkling but is susceptible to sun damage.
9. Rayon is a strong, durable fiber that is inexpensive and launders well.
10. Wool is not often used for draperies, but it may be, especially for rooms with a formal decor.
11. Cotton is relatively inexpensive, but lacks strength and resistance to sun.
12. Fiberglas is known for its resistance to sunlight and moisture.
13. The slats on Venetian blinds are supported by cords and controlled with tapes.
14. The Roman shade draws up on a cord rather than rolling.

Directions: Answer the following questions in a brief, but specific manner.

- 15-16. What are the two types of louvers that shades may have?
- 17-18. What are two advantages of shutters?
- 19-20. What are two advantages of shades?

Directions: From the swatches of curtain and drapery fabrics available from your teacher, select an appropriate one for each of the rooms listed below. On your paper, indicate the fabrics chosen by the number on the back of each swatch. For each one, state the type of fabric and give a reason for your choice. You will receive one point for each correct fabric choice and one point for each justifiable reason. Total possible - ten points.

21-30. Living Room

Kitchen

Bathroom

Bedroom

Baby's Room (Nursery)

When you have finished this Post Test, take it to your teacher for evaluation.

IX

11

POST TEST KEY

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. F
10. T
11. F
12. T
13. F
14. T

15-16. Horizontal, vertical

17-18. Attractive
Easy to care for
Offer excellent light control
Offer excellent air control

19-20. Inexpensive
Offer excellent control of light
Provide privacy

21-30. Teacher must use her own discrimination in this section.

x

HEEP

SELECTION OF WINDOW TREATMENTS

THIS SECTION IS FOR STUDENT USE

PRE-TEST

PURPOSE OF THE PRE-TEST:

The pre-test will determine whether or not you need to complete this HEEP. You may have covered the material presented in the lessons of this HEEP and will do well on the pre-test. If so, you need not complete this HEEP. However, if you do not do well on the pre-test, don't be discouraged. Turn the page and study the learning objectives for this HEEP. Then proceed to Lesson One.

DIRECTIONS:

So that this HEEP may be used by other students, please write your answers on a separate sheet of paper. When you have finished the pre-test, take it to your teacher for evaluation.

- 1-4. Name the four types of window treatments shown on the cover of this HEEP.
5. A kind of thin, lacelike fabric which is hung next to the window pane is called a _____ curtain.
6. A flat, shirred, or pleated strip of fabric across the top of the window is called a _____.
7. A wash-and-hang curtain fabric that is nonflammable is made of _____.
8. A drapery muslin fabric made of cotton or blends with man-made fibers, in plain weave, usually with a glazed finish, is called _____.
9. A type of shade that draws up on a cord, rather than rolling, is the _____ shade.
10. The slats on Venetian blinds are supported by tapes and controlled with _____.

LEARNING OBJECTIVES

After completion of this HEEP, you will be able to complete the following objectives orally or in writing, according to information obtained in completing this HEEP.

- A. After a study of factors to consider when buying or making curtains or draperies, you will be able to:
 - 1. Identify types of curtains and draperies and their characteristics.
 - 2. Identify fabrics and their characteristics.
 - 3. Differentiate between natural and man-made fibers.

- B. After a study of factors to consider when buying or making shades and shutters, you will be able to:
 - 1. Complete statements concerning characteristics of each type of window treatment.
 - 2. State advantages of each type.
 - 3. Identify characteristics of each type.

- C. After completion of this HEEP, you will be able to select window treatments to meet present or future needs.

LESSON NUMBER ONE

CONSTITUENT: Certain factors need to be considered when buying or making curtains and draperies.

OBJECTIVE: After a study of factors to consider when buying or making curtains and draperies, you will orally or in writing be able to:

1. Identify types of curtains and draperies and their characteristics.
2. Identify fabrics and their characteristics.
3. Differentiate between natural and man-made fibers.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to select window treatments.

LEARNING ACTIVITIES:

1. Read: Know Your Merchandise, Wingate, Gillespie, Addison, pp. 265-273.
Homes with Character, Craig and Rush, pp. 145-158, and pp. 330-336.
Booklet: "How to Select Window Treatments" -- available from teacher.
Booklet: "Your Home Furnishings Dollar," pp. 23-24 -- available from teacher.
Booklet: "How to Make Draperies" -- available from teacher.
Article: "Smart Buyer's Guide - Draperies and Curtains" - September, 1968, issue of Better Homes and Gardens, p. 21.
Article: "News for Window Watchers," January, 1969, issue of Forecast for Home Economics, pp. 40-41.
2. Collect: Pictures of interesting curtain and drapery styles. Mount and label them. Show them to the teacher and discuss how the different styles may be used.
3. Visit: The window-fixture department of a large store and investigate the types of curtain fixtures available. Find out what kinds of fixtures may be used for hanging stationary draperies, draw draperies, draperies with valances or swags, draperies with curtains, curtains without draperies, and curtains and draperies around a bay window. Write your findings on a chart like the sample on the next page and show it to the teacher. (Make a chart of your own, so that this HEEP may be used by other students.)

Sample Chart

Types of Curtains or Draperies	Types of Fixtures
Stationary Draperies	
Draw Draperies	
Draperies with Valances or Swags	
Draperies with Curtains	
Curtains without Draperies	
Curtains and Draperies Around a Bay Window	

4. Visit: The yard goods or decorating department of a large store and examine the various fabrics that could be used for curtains or draperies. Complete a chart like the sample below and discuss it with the teacher. (Make your own chart so that this HEEP may be used by other students.)

Fabric Names	Cost per yard	Advantages and Disadvantages

5. View: Filmstrip, "Window Treatment"

6. Plan and Sketch: A new curtain or drapery treatment for some room in your home. Select swatches of fabric that you would like to use. (You may use the swatches provided in the classroom, or you may use swatches from home.) If possible, buy or make the new curtains or draperies.

As a result of the Learning Activities you have done in Lesson One, turn to the following page and take Self Test for Lesson One.

SELF TEST FOR LESSON ONE

CLARIFY YOUR

CURTAIN KNOWLEDGE!

DIRECTIONS: Match the characteristics of curtains and draperies listed on the left to the types listed on the right. So that this HEEP may be used by other students, please write your answers on a separate sheet of paper.

	Characteristics	Types of Curtains and Draperies
_____ 1.	Ruffled on three sides, held in place with ruffled tiebacks.	A. Stationary panel draperies
_____ 2.	Hang in full, straight panels, permitting light and air to enter yet providing some privacy.	B. Glass curtains
_____ 3.	Are especially useful when treating a large window area.	C. Over-and-under drapery
_____ 4.	May be used when the view is good and privacy is not essential.	D. Priscilla curtains
_____ 5.	Has ruffles all around and tiebacks for each pair.	E. Cafe curtains
_____ 6.	A kind of sash curtain made in tiers.	F. Traverse draperies
_____ 7.	Filter glaring sunlight, yet permit a see-through quality.	G. Cape Cod curtains
_____ 8.	Sheer draperies combined with draperies of a heavier fabric.	H. Novelty curtains
		i. Sheer casement draperies

Continued -- go on to next page!

FABRIC AND FIBER FACTS. Match the characteristics of fabrics on the left to the type of fabric on the right.

Characteristics	Fabrics
_____ 1. Strong, durable fiber; inexpensive and launders well.	A. Dacron
_____ 2. Known for its strength, draping qualities and high resistance to sun damage, snagging, rubbing and breaking	B. Fiberglas
_____ 3. Has a texture and body well suited for Contemporary	C. Silk
_____ 4. Resists wrinkling but is susceptible to sun damage	D. Linen
_____ 5. Relatively inexpensive but lacks strength and sun resistance	E. Cotton
_____ 6. Light, durable, fireproof; known for its resistance to sunlight and moisture	F. Nylon
_____ 7. Not often used for draperies, but may be, especially for rooms with a formal decor	G. Wool
	H. Rayon

YOU'RE NOT FINISHED YET! Letter your paper from A to H and decide whether each of the corresponding fabrics above is a natural fiber or man-made fiber. Write N for natural, and M for man-made.

A -

E -

B -

F -

C -

G -

D -

H -

When you have finished this Self Test, turn to the back of this HEEP to see if your answers are acceptable. If you have missed any of the parts refer back to the materials assigned for this lesson. Compare your answers with the acceptable answers.

LESSON NUMBER TWO

CONSTITUENT: Certain factors need to be considered when buying or making shades and shutters.

OBJECTIVE: After a study of factors to consider when buying or making shades and shutters, you will be able to:

1. Complete statements concerning characteristics of each type of window treatment.
2. State advantages of each type.
3. Identify characteristics of each type.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to select window treatments.

LEARNING ACTIVITIES:

1. Read: Homes with Character, Craig and Push, pp. 147-149.
Booklet: "How to Select Window Treatments," p. 6
Booklet: "Your Home Furnishings Dollar," pp. 24-25 - available from teacher.
Article: "News for Window Watchers," January, 1969, issue of Forecast for Home Economics, p. 41
2. View: Filmstrip, "Window Treatment."
3. Visit: A department or decorating store. Examine the various kinds of shutters, shades, and blinds. Take note of the price of various kinds of each type. **WRITE** a comparison of the different kinds of shutters, shades, and blinds. Turn your comparison in to the teacher.

As a result of the Learning Activities you have done in Lesson Two, turn to the following page and take the Self Test for Lesson Two.

SELF TEST FOR LESSON TWO

STATE WHAT YOU KNOW ABOUT SHUTTERS, SHADES, AND BLINDS

DIRECTIONS: Complete each sentence with the correct word or words. So that this HEEP may be used by other students, please write your answers on a separate sheet of paper.

- 1-2. Shutters have either _____ or _____ louvers.
- 3-4. The slats on Venetian blinds are supported by _____ and controlled with _____.
5. A type of shade that draws up on a cord rather than rolling is the _____ shade.
- 6-7-8. State three advantageous qualities of shutters.
- 9-10. State two advantageous qualities of window shades.

When you have finished this Self Test, turn to the back of this HEEP to see if your answers are acceptable. If you have missed any of the parts, refer back to the materials assigned for this lesson. Compare your answers with the acceptable answers.

LESSON NUMBER THREE

CONSTITUENT: The ability to select window treatments may help one to meet his present or future needs.

OBJECTIVE: After completion of the HEEP, you will be able to select window treatments to meet present or future needs, orally or in writing.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to select window treatments.

LEARNING ACTIVITIES:

1. Read: Any of the sources listed for lessons one and two to help you to select window treatments.
2. View: Filmstrip, "Window Treatments."
3. Compare: The various types of window treatments; include their advantages and disadvantages and the approximate cost of each. You may compare by using a chart or by writing a report. After completing whichever form of comparison you choose, turn it in to your teacher.

As a result of the Learning Activity you have done in Lesson Three, turn to the following page and take Self Test for Lesson Three.

SELF TEST FOR LESSON THREE

DIRECTIONS:

Assume that you are a young wife with two small children. You and your husband are building a new home and you must decide on the types of window treatment for each room. Using the knowledge you gained from this HEEP, write a report on the type of window treatment you would choose for each of the rooms listed below (you may designate type of and size of window). Include your reasons for your choices, and a swatch of fabric, if possible. State also if you plan to buy or make the window treatment, and include approximate cost.

Living Room

Family/Dining Room

Kitchen

Bathroom

Master Bedroom

Children's Bedrooms

When you have finished this Self Test, take it to your teacher to see if it is acceptable. If it is acceptable, and you feel that you are now competent in the area of selection of window treatments, take the Post Test. It will cover all the lessons, and is available from your teacher.

ANSWERS TO SELF TEST NUMBER ONE

Part I	Part II	Part III
1. D	1. E	A - M
2. B	2. A	B - M
3. F	3. D	C - N
4. A	4. C	D - N
5. G	5. H	E - N
6. E	6. B	F - M
7. I	7. G	G - N
8. C		H - M

ANSWERS TO SELF TEST NUMBER TWO

1-2. vertical or horizontal

3-4. tapes, cords

5. Roman

6-7-8. Attractive
Easy to care for
Offer excellent light control
Offer excellent air control

9-10. Inexpensive
Offer excellent control of light
Provide privacy

IV. FOLLOW-UP INSTRUCTIONS

A. Suggested Experiences

1. Interview friends or relatives; ask about the fabric their curtains and draperies are made of. Find out about cost; care, durability, etc.
2. Study any problem windows you may have at your home, the home of a friend or relative, or at school. Make plans for improving the treatment of them. Carry out your plans if possible.
3. Compile a collection of curtain and drapery fabric samples and pictures of window treatments from magazines for which the samples could be used.
4. If anyone you know is planning to get new window treatments, try to assist them in the selection and purchase.

STUDENT EVALUATION FORM OF THIS HEEP

INSTRUCTIONS:

So that this HEEP may be used by other students, please write your answers on a separate sheet of paper. Please answer all the questions, and return it to your teacher when you have finished. You don't need to sign your name.

1. Before you started this HEEP, did you know very much about this topic?
2. Do you feel that you now know more about this topic?
3. Do you like the HEEP method of learning, or the conventional method of learning best?
4. What did you like best about this HEEP?
5. What did you dislike the most about this HEEP?
6. How could this HEEP be improved?
7. Rate this HEEP with a value from 1 to 5. One means you think this HEEP "stinks", three means you think this HEEP is "OK"; and five means you think this HEEP is "groovy". Two and four fall between "stinks" and "OK", or "OK" and "groovy".

Your rating:

PUBLICATIONS

HOME ECONOMICS EDUCATORS PACKAGES

___THE FAMILY BUDGET. 1971 (Stock No. 261-08404) \$1.25
Included in this HEEP is a section for the teacher of a Consumer Education course suggesting the progression through the course and suggested materials to make the course a success.

___THE BUDGET AS A MEANS TO AN END. 1971 (Stock No. 261-08406). \$1.25
This material presents facts, data and other information that is pertinent to the topic - The Budget as a Means to an End. Upon completion of this HEEP, the student will be aware of the value of a budget. A variety of instructional materials are suggested.

* * * * *

___DETERMINING EFFECTIVENESS OF TEACHING HOME ECONOMICS. 1971. \$2.50
(Stock No. 261-08408)

A discussion of evaluation techniques including steps in evaluation, purposes, improvement of evaluative practices, and pupil participation.

___CLOTHING FOR YOUNG MEN. 1970 (Stock No. 261-08302). \$2.50
Young men and their clothes is the theme of this practical, authentic and timely publication. Fashion trends, selection and care of clothing are highlighted as well as information on new textiles and community resources available to the teacher.

___CHOOSING TECHNIQUES FOR TEACHING AND LEARNING. 1970 (Stock No. 261-08402)\$2.50
Examines the teaching-learning process and appropriate techniques for aiding learning. Techniques are categorized according to real life situations, simulations of reality, and abstractions from reality. Individualized instruction is a special topic.

___REACHING OUT TO THOSE WE TEACH. 1969 (Stock No. 261-08308). \$1.50
A compilation of 41 letters and tapes from home economics teachers throughout the country giving many valuable views and experiences. They tell how they are reaching the student's "inner world."

___EDUCATION FOR EFFECTIVE PARENTHOOD. 1969 (Stock No. 261-08400). \$1.00
Brings together suggestions for initiating an effective parenthood education program with a laboratory for the young child as the "educational center" of that program. Describes successful programs in high schools that have established the value of the nursery laboratory in educating youth for their potential role as parents.

___INNOVATION IN HOME ECONOMICS. 1967 (Stock No. 261-08394). \$1.00
Planned for enrichment to course offerings in home economics curriculum or as a short series of courses which students not enrolled in home economics may find rewarding. This booklet outlines three provocative units: Clothing for Young Men, Preparation for Marriage, and Spending Money Wisely.

___TEACHER'S GUIDE TO FINANCIAL EDUCATION. 1967 (Stock No. 261-08398) \$1.00
A compilation of four booklets: Not Enough Money, Too Much Money, Just Enough Money, and Where to Go for Answers. Provides practical information on loans, interest, budgets, mortgages, patterns for making transparencies, resource materials, suggestions to business education and home economics teachers for the cooperative development of units on finance.

___YOUTH AND MONEY. 1964 (Stock No. 261-08384). \$0.75
A report of studies and statistics showing how teenagers get and spend their money in our affluent society. Explains sociological factors affecting the teenager and his money.

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Home Economics Education Association . . . What it is

The Home Economics Education Association is a voluntary organization of home economics educators and others associated with or interested in home economics instruction in schools and colleges. Home economics educators are dedicated to helping each individual help himself through a better understanding and control of family and community life. They work to improve the quality of home economics instruction and to broaden the scope of the curriculum.

PURPOSES: To promote effective programs of home economics education, to supplement existing services available to home economics educators, to cooperate with other associations in related fields, and to publish materials of interest to home economics educators.

TYPES OF ANNUAL MEMBERSHIP:

Active -- Open to anyone actively engaged in teaching, supervision, or administration of home economics in schools and colleges. \$5.

Associate -- Open to any one interested in the progress of home economics education but who is not actively engaged in teaching, supervision, or administration of home economics in schools and colleges. \$5.

Student -- Open to any undergraduate or full-time graduate student who is preparing for teaching and leadership positions in home economics. \$2.50.

SERVICES: All members receive annually two or more booklets on timely subjects; letters from the HEEA president; and a newsletter, *News and Notes in Home Economics*.

PRIVILEGES: Opportunity to attend one annual meeting held in conjunction with the NEA convention; *active* members may vote on all matters coming before the organization, hold office, and serve on committees.

To join: Send your name, full address, and position -- along with a check to cover annual membership dues -- to the Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.