

Grade Level

K-8

Class Periods

2

Goals/Objectives/Student Outcomes:

Students will:

- Learn about articles of clothing worn at earlier times in our history.
- Learn what fibers and materials were used to make clothing.
- Learn about the tools and machines used to make clothing.
- Understand the changing cycles of clothing fashions and fads.
- Learn about the functions and requirements of different types of clothing.

Materials:

1. Mail-order catalogs from various companies and years
2. Newspapers and magazines, from various eras
3. Time to look at television and listen to the radio
4. Store advertisements for clothing and for the tools used to make and alter clothing
5. Samples of clothing ornamentation and decoration
6. Photographs of people wearing different kinds of clothing
7. Samples of articles of clothing

Background:

In most parts of the world people wear clothing, whether for protection or social custom that demands portions of the body be covered from public view. Clothing can be made from natural or synthetic materials. The earliest forms of clothing were rather crude garments made from largely unprocessed materials. As human social organization became more complex, the variety of fibers used to make clothing, the spinning and weaving processes, and clothing patterns, colors, and ornamentation also became more elaborate. In addition to protecting people from the cold or the sun and satisfying their sense of modesty, clothing became subject to fashions and fads. Individuals began to acquire more clothes.

Accessories for clothing were developed. Specialty clothes related to occupations or professions became a sort of uniform that identified the wearer. People made less of their own clothing, and clothing

manufacturing became a major industry. Any study of the way people live must include analysis of the clothing worn in that particular geographic area as well as how clothing production and styles have changed during the history of the community.

Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. List the articles of clothing you are wearing today.
2. List all articles of clothing you own.
3. Discuss the sources of fibers and other materials used to make articles of clothing.
4. List the tools used when most articles of clothing were made by hand.
5. List the machines used to manufacture most articles of clothing.

6. Discuss the articles that have been used to ornament and decorate clothing.
7. Discuss the differences between men's and women's clothing and compare the 19th and 20th centuries.
8. Discuss special clothing intended for children only.
9. Look at mail-order catalog advertisements for clothing and check prices.
10. Study clothing advertisements in newspapers and magazines and on television and radio. What techniques are used to persuade people to purchase clothing?
11. Compare today's clothing prices with prices at earlier times in our history. Be sure to consider the purchasing power of a dollar.
12. Discuss how different climates and activities affect the kinds of clothing people wear.
13. List occupations and activities that need specialized clothing.
14. Discuss clothing colors and what materials are used to create the different colors. What was used in earlier times to color cloth?
15. Discuss the use of specially colored clothing for special events and activities.
16. Discuss techniques to wash, clean, store, and otherwise care for clothing.
17. Make a scrapbook of the variety of clothing shown in advertisements.
18. Discuss the reasons why people may voluntarily wear clothing that is quite uncomfortable and inconvenient.

Assessment of Outcomes:

1. Prepare a list of clothes for the wardrobe of an imaginary person with unlimited money to spend.
2. Prepare a wardrobe list for yourself and list the prices and where to obtain each item.
3. List types of clothing worn in earlier times that are unknown today.
4. List the changes in the tools and machines that have been used to make clothing during the past 150 years.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.