

Lesson Plan: Clothing

Objective:

Students will discover how much clothing can tell you about a person by exploring the clothing of the 18th century and comparing it to the modern day.

Outcomes: Students will...

- Experience what it is like to get dressed in the 18th century.
- Be able to name at least 3 items of clothing worn by people in the 18th century.
- Work together to accomplish a goal.
- Compare & contrast clothing from the 18th century with clothing from today.

Common Core Standards Addressed:

4th Grade Standards:

English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

English Language Arts → Writing

- CCSS.ELA-Literacy.W.4.1 (Option A)
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (See also: CCSS.ELA-Literacy.W.4.1a-d)
- CCSS.ELA-Literacy.W.4.3 (Option B)
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See also: CCSS.ELA-Literacy.W.4.3a-e)



- CCSS.ELA-Literacy.W.4.4
Produce clear and coherent writing which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.4.9
Draw evidence from a variety of texts to support analysis, reflection, and research.

5th Grade Standards:

English Language Arts → Speaking & Listening

- CCSS.ELA-Literacy.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

English Language Arts → Writing

- CCSS.ELA-Literacy.W.5.1 (Option A)
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (See also: CCSS.ELA-Literacy.W.5.1a-d)
- CCSS.ELA-Literacy.W.5.3 (Option B)
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See also: CCSS.ELA-Literacy.W.5.3a-e)
- CCSS.ELA-Literacy.W.5.4
Produce clear and coherent writing which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.5.9
Draw evidence from a variety of texts to support analysis, reflection, and research.



Items Used:

- Set of girl's clothing
- Set of boy's clothing
- Writing prompt (on disk)
- Portraits (laminated copies, or digital presentation on disk)

Preparation:

- Print enough copies of the portraits for each student (if doing the drawing exercise in Option B below)

Lesson:Part 1, Race!

1. Divide students into two groups. Each group chooses one person to be the model (someone who would best fit the clothes).
2. Both groups race to see who can get the model dressed correctly first. All members of the group must assist in deciding which items are put on first, which is the back or front, etc. They do not know yet what all these items are, so it will take some reasoning skills.
3. Show the diagram of clothing, with the models assisting to demonstrate what each item is.
4. To make it even, especially if you have mixed boys and girls, hold the race twice, with the groups trading outfits for the second race. You could even have one race before you discuss the clothing, and the second afterwards, to see if there is any difference once the students know what all the items are.

Part 2, Portraits

The DAR Museum's collection includes several portraits of men, women, and children from the 18th century. The portraits are included in digital form on the disk, and in laminated copies.

There are a few options for how to use the portraits in your classroom, depending on what you want to focus on.



(202) 879-3241 ★ museum@dar.org ★ www.dar.org/museum

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Option A: Opinion Paper

- Students write an opinion piece on 18th century clothing, accompanied by a drawing of themselves wearing these clothes. Writing prompts could include: Would you want to wear clothing from the 18th century? What do you like about these clothes? What don't you like?

Option B: Creative Writing

- Students choose a portrait and write a creative short story or poem about the person in the portrait. Have them use clues from the portrait to support the story or poem: Is the subject holding anything? What is in the background? What is he or she wearing? Do the clothes look fancy or plain?

Option C: Drawing

- Students choose a portrait and draw that person in the clothes that the student thinks he or she would wear if the person were born in the modern day. Prompt sheets are included on the disk, if you wish to print them out.

