

What does a culture's clothing tell us about who they are?

Unit Objectives: Give students an understanding of the importance of clothing styles in our society and community and how styles and traditions in clothing can change depending on the climate and culture found in different locations around the world.

Essential Questions: Why do we wear the clothes we wear? If I lived in a different part of the world, would I stay dressed the way I am or would I change the way I dress to match the surrounding culture and traditions?

Pre-Assessment: A simple worksheet with hand written responses might allow you to gauge the current understanding of clothing and how it is influenced by a variety of factors.

What made you decide to wear what you are wearing today? _____

Is what you are wearing now different to what you would wear to a special event? _____

Can you think of different outfits that people wear for their jobs? _____

How much does the time of year affect what you wear? Why? _____

What do you think is the reason that people dress differently from each other depending on what group of people they choose to associate with? _____

How much time do you spend thinking about what you and your friends are wearing? _____

When I am working on an assignment, do you feel more comfortable working on your own or in a small group?

Why? _____

This pre-assessment will be used by the instructors and the students themselves to help guide them in their creative choices in how they will choose to complete the unit. They will be given the freedom to work alone or in groups as well as be given freedom to explore areas of this Unit that they find most interesting. At the end of the Unit, this pre-assessment will be useful in gauging growth and understanding of the many reasons we wear clothing, its purposes and cultural significance. As students begin to make choices in what they would like to explore, make sure that you guide them towards areas that you feel they will be able to be most successful. This includes their prior interest and how they prefer to work as students.

Formal Summative Assessment for the Unit: At the end of the unit, students will be given the opportunity to demonstrate their learning to their parents and other faculty at the school through a gallery stroll that demonstrates their understanding of the subject in a medium of their choice.

Standards: 6th Grade

1. Reading/Literature -

- Literature Standard Objective 6.V.R.1:
 - Identify and interpret works of art or design that reveal how people live around the world and what they value.

- Literature Standard 3: Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves forward

1. **Fine Arts/Visual Arts:**

- Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 6.T.CO.1–3).

1. **Social Studies:**

- Standard 1 Social Studies
 - Students will understand how ancient civilizations developed and how they contributed to the current state of the world.
- Objective 4
- Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.
 - Describe how textiles, impressions, and artistic creations serve as expressions of culture.
 - Compare textiles from communities from different parts of the world
 - Identify and explain why we wear clothes, how geographic location contributes to clothing style, how cultural aspects contribute to clothing..

Clothing, textiles, fabrics, and accessories in the United States are easy to come by but the history of making clothing is often overlooked. In our 3 weeks of study, students will understand where clothes around the world come from, the reasons for wearing clothing, the ways in which clothing is constructed, and the cultural relevance clothing has to traditional or religious practices of a variety of lesser known minority cultures from around the world. This course is designed to engage minority students found within the classrooms and surrounding communities of the Utah. More specifically, this course is aimed to engage the North African, Asian and South American populations. These cultures are under-represented in the general

populations of Utah and in particular the core curriculums taught in Utah's schools. This course will bring greater insight into how cultures' clothing styles have meaning and value. It will also cultivate a creative outlook on fabrics and clothing styles, and require students to use their critical and analytical thinking skills to understand the concepts behind the clothes we choose to wear.

We will start the first week with an introduction to why individuals wear clothing with the five reasons for doing so highlighted. We will incorporate Language Arts and Social Studies in this first week. Language Arts will be incorporated within a lesson that encourages students to use a timeline to describe how an individual may wake up and get dressed in a particular culture. This is Utah's literature Standard 3: Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves forward. This week will encompass both individual, whole group lecture, and collaborative group work. We will also invite a parent or other individual from the North African, Asian and South American community to speak about the culture they are familiar with and the ways in which they dress or construct clothing if applicable. The students will be involved in group work throughout the week where they will collaborate on the construction of a poster that will inform the class on what they learned as a group.

In our second week, we will be introducing artwork and the way in which clothing is constructed. In this manner, relating to Utah's Art Standard 6, students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen their understanding. **Utah's Social Studies Standard 1 Objective 4**, is to analyze how the earliest civilizations created technologies and systems to meet community and personal needs. Through a shared work of artwork of their choice, (college, painting, animation, infographic etc.) Students will describe through their medium of choice how textiles, impressions, and artistic creations serve as expressions of culture and compare and contrast the purpose of textiles and their prints from minority communities in various parts of the world. Students will be encouraged to access their own funds of knowledge about their culture's art and histories. There

will also be another speaker demonstrating their expertise in the clothing customs from an additional minority culture found within the school's population of South Salt Lake.

In the third week we will be working together in groups to create a new a "made up" culture. Students will be required to integrate what they have learned about the 5 reasons why this culture wears clothing. Groups of students will work together to critically come up with a presentation that describes how their clothing may look in this new culture. In this way, we will be involving Utah's Social Studies Standard 1: Students will understand how ancient civilizations developed and how they contributed to the current state of the world. At the end of this week, students will organize all findings, artwork, and artifacts in a final project that invites family, faculty and the community to come walk through the project as the students describe their creations and explain what they have learned.

Educational Goals: By exploring the history of the construction of clothing and examining the culturally relevant meaning around their artistic embellishments, students will gain an understanding of the importance that clothing has played throughout history and make connections to the differences in how we dress now. Students will have the opportunity to explore the traditional clothing styles from multiple cultures through video, guest speakers, written assignments and hands on collaborative projects. Through these experiences, students will learn the five main purposes of clothing's artistic styles, be able to gain an understanding of how geographic location influences clothing choices and have multiple opportunities to demonstrate their understanding of the subject matter and how their discoveries relate to the clothing their traditional ancestors wore and why. Particularly the cultures found within the student population including those of North Africa, Asia and South America.

Annotated Bibliography:

Ancient Civilizations World. (2017, May 23). *Ancient civilizations clothing: dress styles of the past*. Retrieved from <https://ancientcivilizationsworld.com/clothing/>

This website provides a resource to view ancient clothing styles depicted in artwork from a variety of ancient cultures. Sumerian, Assyrian, Egyptian, Greek, Roman, Indian, Arabic,

Japanese etc. This website's information will be used by the students in rotating groups along with other websites and videos to help them decide which culture's textiles interest their group the most for their first week project.

CCTVAFRICALIVE. (2017, February 28). *Made in Africa: making a case for Ghana's batik fabrics*. Retrieved from <https://www.youtube.com/watch?v=bXwAtpD7OrA>

This video shows a traditional technique for dyeing fabrics in traditional Ghanaian patterns. This might be inspiration for the students to decide how they will create their own designs in the third week. Understanding how ancient or minority cultures use mediums to create clothing or textiles may influence creative thinking (e.g. clothes don't need to just contain cotton or thread).

Students will watch this video along with three others in the second week of class during a whole class lecture introduction to textile mediums. It will encourage thought in how they will choose to make art in the second week.

Lafforgue, E., Harvey, P. L., Kitwood, D., Larsen, E., Lemmens, F., & Fletcher/Aphelele-D, L. (2017, June 01). *Striking photos of cultural fashions you have to see*. Retrieved from <https://www.nationalgeographic.com/travel/travel-interests/arts-and-culture/style-culture-fashion-around-world/>

This website shows a wide variety of cultural fashions from around the world. There are detailed descriptions about the designs under each photograph describing the symbolism found within the intricate costumes. Some interesting examples include the depiction of Punk culture, Cowboy culture and Scottish Highland plaid. Students will be able to find a number of interesting examples on this website to help them further understand how important traditional clothing is to a variety of cultures. More importantly to cultures they may not immediately recognize as being around them here in Utah. This website will be used by the students, in rotating groups exploring this website and its information, along with other websites and videos, in order to decide which culture's textiles interest their group the most for their first week project.

99% Invisible, Avery Trufelman, (2018, October). *Punk Style: Articles of Interest #6* Retrieved from

<https://99percentinvisible.org/episode/punk-style-articles-of-interest-6/>

This podcast discusses the origins of the iconic “punk style”. It explores the motivation of why we have such a strong desire to express ourselves through our clothing. Especially minority groups who wish to call attention to them, their lives, their struggles and their objections to the status quo. To “Take possession of your own identity”. “Fashion is the realm of the historically powerless”. The podcast breaks down the definition of Style. Image, Attitude (meanor), Argo (The secret rules within the subculture) and Authenticity. Sometimes when something is new and scary, it will have an impact but then slowly trickle down to become socially acceptable. To assume that we can dress “normally” and not stand out is a privilege not everyone has. Fashion brings our bodies into conversation. Students should be able to find this podcast very interesting and help them understand how subcultures form and how they use clothing to stand out. (Strong Language is used so this may be something to be wary of and not for all groups)

99% Invisible, Avery Trufelman, (2018, October). *Plaid: Articles of Interest #2* Retrieved from

<https://99percentinvisible.org/episode/plaid-articles-of-interest-2/>

This podcast discusses the evolution of Plaid. From its origins as tartan in Scotland and only worn by Scotsman. Then tartan and plaid was banned in Scotland. The “dress act of 1746”. The freedom fighters were the people who wore tartan. So then. . . the banned thing becomes the cool thing. Highland clothes became trendy. Scotsman could wear their clothes if they were in the military which spread the pattern around the world through the British Empire. In the United States the Tartan fabrics were imported to the United States and became symbolic of a workers shirt. Tartan is still popular in the United States because we are often looking to claim our heritage. The pattern now takes on a lot of meanings to punk to a signifier at one point of a woman’s sexual preference etc. Students should be able to find this podcast very interesting and help them understand how subcultures form and how they use clothing to stand out. (Strong Language is used so this may be something to be wary of and not for all groups)

LibecoLagae. (2012, November 14). *How linen is made*. Retrieved from

<https://www.youtube.com/watch?v=-ZrZZefkohE>

This video depicts how linen is made and its different components. By seeing the technology and final results the students will begin to understand how clothing can be constructed. The explanations and definitions of certain materials will enhance their prior knowledge, connecting with what they may already know and adding to what they do not yet know about the construction of textiles. Students will watch this video in the second week of class during a whole class lecture introduction to textile mediums. It will encourage thought in how what they will chose to make as art in their second week.

Lloyd, M. (2018, July 25). *20 Cultures & countries that still wear their traditional clothing daily*. Countries To Go. Retrieved from

<https://www.countriestogo.com/20-cultures-countries-wear-traditional-clothing-daily/>

This website shows a variety of traditional clothing from around the world. The descriptions of the clothing goes into significant detail and describes when, where and why the clothes were and are worn. This will be a resource for students attempting to understand the role clothing plays in cultures. This website will be used by the students, students will be in rotating groups exploring this website and its information, along with other websites and videos, in order to decide which culture's textiles interest their group the most for their first week project.

National Geographic. (n.d.). *The Ganges: inside an Indian tannery*. Retrieved from

<https://video.nationalgeographic.com/video/140917-ganges-tanneries>

This source shows how a factory in India goes through the process of making leather by tanning hides. It shows the challenging circumstances individuals work under to create great fabrics and clothing. The site also contains a link to another site where there are pictures as well as cultural information about Kanpur. Students will watch this video in the second week of class during a whole class lecture introduction to textile mediums. It will encourage thought in how what they will chose to make as art in their second week and can explore the additional website in groups on their own.

National Geographic. (n.d.). *Threads that speak: unraveling the mysteries of the Inca*. Retrieved from

<https://video.nationalgeographic.com/video/161219-sciex-peru-globalxplorer-quipu?source=searchvideo>

This source explains how the Inca culture used different materials for their clothing and how important it is to continue to study these ancient artifacts. A woman is shown weaving hemp fabric to make accessories for the Inca textiles. Students will watch this video in the second week of class during a whole class lecture introduction to textile mediums. It will encourage thought in how what they will chose to make as art in their second week.

National Geographic. (n.d.). *The rebirth of a forgotten Cambodian art*. Retrieved from

<https://video.nationalgeographic.com/video/161221-sciex-saving-an-ancient-art-rolex?source=searchvideo>

This video shows the traditional art of Cambodian painted fabric. A man is shown creating fabric art by painting and weaving silk fabrics in the traditional way of making Cambodian Ikat. This may serve as inspiration for the students as far as what they would like to make in their own art project and what they may want to incorporate within it. Students will watch this video in the second week of class during a whole class lecture introduction to textile mediums. It will encourage thought in how what they will chose to make as art in their second week.

SERRVTube. (2013, April 09). *Mahaguthi's handwoven textiles (Nepal)*. Retrieved from

<https://www.youtube.com/watch?v=UZiKUNdG8Y4>

In this video, a woman is shown constructing different textiles with a machine. The way in which this woman constructs the fabrics may add to prior knowledge about how string or thread creates textiles. The video also highlights how these women are empowered by the art of making Nepalese textiles. This is a very big industry in Nepal and it encourages women to use their creativity while becoming leaders in the industry. Students will watch this video in the second

week of class during a whole class lecture introduction to textile mediums. It will encourage thought in how what they will chose to make as art in their second week.

Sirry, M. (n.d.). *How ancient Egyptian clothing was made and maintained*. Retrieved from <https://www.experience-ancient-egypt.com/ancient-egyptian-culture/ancient-egyptian-jobs/ancient-egyptian-clothing>

This website details historic artifacts found in Egyptian tombs that show how fibers were used to create clothing in ancient Egypt. This will give students an idea of how difficult it would have been to create clothing. This website will be used by the students, students will be in rotating groups exploring this website and its information, along with other websites and videos, in order to decide which culture's textiles interest their group the most for their first week project.

Trovall, E. (2017, February 09). *An introduction to Chilean traditional dress*. Retrieved from <https://theculturetrip.com/south-america/chile/articles/an-introduction-to-chilean-traditional-dresses/>

This is a website that describes traditional Chilean dress from a variety of different subcultures within the country. From Chilean cowboy duds to the indigenous Mapuche dress, it utilizes pictures, videos, and includes links to more information about traditional Chilean clothing. Just as America has many different subcultures, other cultures have a wide variety of clothing and textiles which teaches students to maintain an open minded attitude about other cultures. This website will be used by the students, students will be in rotating groups exploring this website and its information, along with other websites and videos, in order to decide which culture's textiles interest their group the most for their first week project.

Weekly outline:

Week One:

Monday: Introduction Lecture

- Lesson will cover first impressions we make to others about the clothing we wear. It will also cover the 5 reasons why we wear clothing: protection, adornment, identification, modesty, and status.
 - Materials: Websites with pictures and information on ancient and current textiles across the world; Why we wear clothes handout (doc)
 - First Impressions are made within seconds.
 - PPT
 - There are 5 reasons why we wear clothing.
 - Adornment: Added decoration or ornamentation.
 - Protection: Clothing that provides physical safeguards to the body, preventing harm from climate and environment.
 - Identification: Establishing who someone is or what they do.
 - Modesty: Covering the body according to the code of decency established by society.
 - Status: One's position or rank in comparison to others.
 - Intended Learning Outcomes
 - Students will identify why we wear clothes (protection, adornment, identification, modesty, status)
 - Students will critically analyze elements of clothing and discuss in pairs and then whole group
 - Discussion Question:
 - In your own culture or day to day norms of your own, how do these 5 elements factor in to what you wear?

Tuesday: Guest Speaker #1- Somalian Refugee

- Speaker will explain clothing styles and their relevance to the status the person wearing the clothes wishes to convey to the rest of the community, times of year clothing is worn etc.
 - Group discussion/ students ask Questions

- Explore different cultures from online resources in rotating groups of three on computers/ipads.
- Videos/websites introducing minority culture's textiles:
 - Group 1
 - <https://www.nationalgeographic.com/travel/travel-interests/arts-and-culture/style-culture-fashion-around-world/> - Nat Geo Cultural Fashions
 - Group 2
 - <https://ancientcivilizationsworld.com/clothing/> - Ancient Civilizations
 - Group 3
 - <https://theculturetrip.com/south-america/chile/articles/an-introduction-to-chilean-traditional-dress/> - Chilean
 - Group 4
 - <https://video.nationalgeographic.com/video/140917-ganges-tanneries> - Kanpur
 - Group 5
 - <https://video.nationalgeographic.com/video/161219-sciex-peru-globalxplorer-quipu?source=searchvideo> - Inca

Wednesday Interactive Group work

- In new groups, students will collectively choose a culture they believe they can fully understand and best represent.
 - Research the 5 main reasons their chosen culture wears clothing.
 - Research the importance specific clothing has to their chosen culture historically and currently.
- Write about what it would be like to get dressed each morning if you lived in the culture chosen.
 - Each group will collaborate on the creation of an Interactive Timeline.
 - http://www.readwritethink.org/files/resources/interactives/timeline_2/

Thursday: Cont. Group Work

- Group Work- Poster presentation

- Incorporate information the group has found on the specific culture they have chosen. Critically outline why clothing was made and worn and the importance the clothing was historically as well as currently.
- Groups print out interactive timeline and add notes or analyse the key factors in the choice of style worn by members of this culture.

Friday:

- Present culture and poster to class.

Week Two:

Monday: Introduce cultural art

- Whole group lecture introduction to mediums in which cultures across world use to make/produce clothing.
- All videos will be shown to class and students will discuss in pairs ideas they may have about making clothing art of their own.
 - Wax Batik Fabric from Ghana
<https://www.youtube.com/watch?v=bXwAtpD7OrA>
 - How linen is made <https://www.youtube.com/watch?v=-ZrZZefkohE>
 - Nepalese fabric making <https://www.youtube.com/watch?v=UZiKUNdG8Y4>
 - Cambodian fabric art
<https://video.nationalgeographic.com/video/161221-sciex-saving-an-ancient-art-rolex?source=searchvideo>

Tuesday: Guest Speaker # 2- Latino/a Individual

- Explain clothing styles based on status, time of year etc.
 - Group Discussion/ Students ask Questions

Wednesday: Create Individual Art

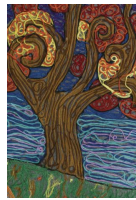
- Create art through array of mediums keeping in mind cultural theme/fibers
- Students will pick their choice of small art, groups will be set up with guest artists and instructions both visual and written will be included with each art piece chosen.
 - Fiber Mesh Needle art craft



-
- Sheep Wool Art



-
- String Painting



Thursday: Artwork Cont.

- Continue artwork and identify artwork fibers, possible climate due to fibers, status due to fibers or color, meaning of pattern/figures.
- Prepare presentation (college, painting, animation, infographic etc..)

Friday: Present

- Present to the rest of the class as groups on the artwork chosen and the artwork the group created and how it relates to a cultures function, status, & what medium was used to make artwork.

Week Three:

Monday: Introduce made-up culture activity

- On each card that has been given to the groups of students, a culture will have the 5 points as to why they wear their type of clothing. They will need to draw or use computer art to ‘make’ the clothing based on the information in the card. For example, (This culture is situated in a cold climate, they are very modest, etc.)

Tuesday: Continue group culture card activity

- Collaborate to finish creating garment of indicated ‘culture’
- Create 1st person narrative story about what country/culture might be like as an individual living there

Wednesday:

- Present groups given ‘culture’

Thursday:

- Prepare final Culminating Project for Fridays presentation
 - Put together artwork, information found on cultures, poster work, online work or drawings in one final showcase of information to parents and staff of school.

Friday:

- School will hold all presentations in a ‘walk through’ format for parents and staff. Students will showcase their creations and research in an informal way encouraging exploration of ideas and critical thinking.

Culminating Project:

- The culminating project will involve all aspects of what the students have made or learned throughout the past few weeks and students will individually present their findings and group findings to parents and faculty in a walk through format presentation. The artwork will be set up in a gallery format, posters posted, online research printed, and a depiction of the “made up” culture presented in a variety of modalities and formats.

Post-Assessment: This worksheet with hand written responses contains the same questions as the pre-assessment with the learning preferences removed. This worksheet will allow you and your students to gauge their growth in their understanding of clothing now that they have completed the course.

What made you decide to wear what you are wearing today? _____

Is what you are wearing now different to what you would wear to a special event? _____

Can you think of different outfits that people wear for their jobs? _____

How much does the time of year affect what you wear? Why? _____

What do you think is the reason that people dress differently from each other depending on what group of people they choose to associate with? _____

How much time do you spend thinking about what you and your friends are wearing? _____

Post Assessment Analysis:

In reading the post assessment, look for changes in attitude and understanding of clothing and its importance. The students vocabulary and sentences should include artifacts that demonstrate that the students have gained an appreciation of clothing and how climate, culture, traditions etc. all play into the choices we make of what we wear, the materials used in what we wear and what we choose to wear says about who we are as people.

Resources:

- Utah Cultural Celebration Center has great resources in that it has 6-8 diverse exhibits throughout the year, ranging from annual favorites like the Trees of Diversity or Face of Utah Sculpture exhibits, to traveling educational exhibits from the Smithsonian to local artist groups like the Intermountain Society of Artists.
- The Utah museum of Fine arts is a good resource and has diverse works of art. Currently they have an exhibit centered around the arts of Africa. It has figurative sculptures in

wood, elaborate masks, and headdresses used in dance to honor important life and societal events or purely for entertainment.

- Commerce & Craft, is an authentic handmade marketplace & studio. It focuses on small product companies, as well as local, national and global artists and crafters. This may be used as a resource for me as a teacher as background information on clothing and textiles that are multiculturally crafted.
- Two presenters from two separate unique minority communities will be involved in the lesson.
- Parents will be invited to the final culminating project and introduced to what their child has been focusing on
 - Parents and students will discuss and create thought provoking ideas about possibly the family or student's own culture and clothing styles.