Historical Headgear
Lesson Plan

Lesson Description:
Students will have the opportunity to investigate, through a station rotation, the Social Studies concept of conflict and how it applies to what people would wear to protect their heads. Based on their investigations, students will then identify, describe, and summarize the commonalities of protective headgear throughout different historical eras and locations. Finally, students will write a summary connecting their investigation to the essential connection for this lesson.

TEKS Connections (Social Studies)
- (17a) Culture. identify and describe how culture traits such as trade, travel, and war spread
- (17a) Culture. identify and define the impact of cultural diffusion on individuals and world societies
- (21a) Social studies skills. differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures
- (21b) Social studies skills. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
- (21c) Social studies skills. organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- (22a) Social studies skills. use social studies terminology correctly
- (22b) Social studies skills. incorporate main and supporting ideas in verbal and written communication based on research
- (22c) Social studies skills. express ideas orally based on research and experiences
- (22d) Social studies skills. create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research
- (22e) Social studies skills. use standard grammar, spelling, sentence structure, and punctuation

Reading Process Standards:
- Fig. 19 (E) summarize, paraphrase, and synthesize text in ways that maintain meaning and logical order within a text and across text

Objective:
Given information on the historical development of protective headgear, the student will be able to analyze the development of protective headgear through journaling and the creation of an illustrated timeline.

Materials:
- Station Materials: (2-3 Per Station)
  - Informational Placards (Included)
  - Timeline Placard (Included)
- Headgear Through Time Graphic Organizer (1 Per Student)
- Claim-Evidence-Reasoning • Historical Headgear (1 Per Student)

Lesson Plan: 45 Minutes
- Plan:
  - Before executing the lesson, prepare all materials for the stations:
    - Run off station materials on cardstock and place materials in a folder. (Example: Make 2-3 sets of the materials for the Aztec station and place each set of materials in an individual folder)
    - Select areas in your classroom that will become the stations.
    - Run off sufficient copies of the Headgear Through Time Graphic Organizer and the Claim-Evidence-Reasoning • Historical Headgear handouts so each student has 1 copy of each handout.
  - Hook: If I Could Design a Hat...
    - On the screen / overhead project the following prompt so all students can see it as they enter class; “If you could design your own hat, what would it look like? Design and describe an original hat in your ISN and be ready to share it when time has expired.”
    - Direct students to the prompt as they enter class and explain they are to follow the directions and create their own hat in their ISNs.
Lesson Plan

Lesson Description:

• Once sufficient time has passed after the bell has rung, have students pair up with an elbow partner to share their designs.
• Once partners have had time to share, have them report out the features that their hats shared and features that made their hats different by using the following sentence stems:
  • “Our hats were the same because…”
  • “Our hats were different because…”
• Once all teams have had the opportunity to share, explain to students that they are going to go back in time and investigate how different cultures throughout history have designed different types of headgear in times of conflict.

• Guided Practice (Investigation)
  • Divide students into triads.
  • Distribute one copy of the Headgear Through Time Graphic Organizer to each student.
  • Explain to students that they are going to travel through time as a team by visiting different stations.
  • Demonstrate where the different stations are located around your room and what each station represents. (Station 1 represents Rome around 50 A.D. - Station 2 represents Feudal Japan...)
  • Explain to students that you are going to assign their starting station.
  • Explain to students when you tell them to begin, one member of the team is to go to their assigned station, take one folder, and return to the team.
  • Explain to students that they are going to find different types of materials in the folders including pictures of a protective hat, maps of where they were used, and information about the civilization that used them.
  • Explain to students that they are to fill in the information that each station provides into their graphic organizers.
  • Explain to students that once they have filled in the information, one person from the team is to return the folder to the appropriate station and then pick up a folder from the next station.
  • Explain to students they are to repeat the process of examination and recording of information until all stations have been visited.
  • Clarify any questions.
  • Assign a station to each team and have students begin their investigation.
  • Try to have students spend 3-5 minutes per station to keep within time limitations.
  • While students are working, guide, monitor, and clarify.

• Independent Practice (Contemplation/Evaluation)
  • Once students have finished their rotations, you are going to have students work as a team to create a summarization on how the different protective headgear that they investigated were similar by using the Claims Evidence Reasoning (CER) process. (See the How-To document for step-by-step directions)
  • Explain to students that each member of the team is going to be responsible for a CER graphic organizer.
    • Distribute one copy of the “Claim-Evidence-Reasoning • Historical Headgear” handout to each student.
    • Read the question to students and explain that they are to make a CLAIM based on the evidence they researched. (I claim that...) (Quadrant 2)
    • Explain to students that they are to use the evidence from their research to support their claim. (Quadrant 3)
    • Explain to students that they can also use information that they knew about before their research that supports their claim. (Quadrant 4)
  • Allocate sufficient time for students to complete their Claim, Evidence, and Reasoning graphic organizer.
  • Once time has expired, have students use their Claim, Evidence, and Reasoning to write a paragraph in their ISNs.
  • Along with their paragraph, have students create an illustrated timeline using examples from each of the civilizations they studied and an illustrated example of headgear from each civilization.

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# Headgear Through Time Graphic Organizer

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<tr>
<th>#</th>
<th>Location</th>
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Station 1 - Information

Around 1400 most of the region that is now Nigeria was once a different place! At one time, Nigeria was part of the Songhai Empire that stretched across most of West Africa.

Around 1493, a ruler known as Mohammed Toure took control of the kingdom. The first thing he did was to convert the kingdom is Islam. He then created an organized central government. He also organized trade, making his kingdom very wealth. Finally, he created schools and universities at places like Timbuktu. The Songhai kingdom would collapse in 1591 after an invasion from Morocco and the region would eventually fall under the control of Great Britain around 1900.

The helmets of the Youba, people who lived in the Songhai Empire, were based on tradition. You could find many different types of helmets, depending on the family. They were mostly used for protection during fighting. They also showed your status in your community.

Their helmets could be carved from wood, sewn from fabrics, woven from plants and weeds, or cast from bronze. People would decorate their helmets with horns, cloth, metal strips, beads, and religious symbols.
Can you find the Yoruba People from the past?

Where are they today?
Station 1 - Visual
Station 2 - Information

Japan was once a nation with a form of government similar to feudal Europe. In other words, for about 700 years, Japan was ruled by a military leader known as the shōgun. Under the shogun, the samurai, or warrior class, owed loyalty to the emperor, who had no power, and was given land. The samurai required loyalty and work from the peasants who lived on their land. If the country was ever attacked, it was expected of the samurai to defend the emperor and the shōgun.

As far back as the seventh century Japanese warriors wore a form of lamellar (small metal squares) armor. The first types of the samurai armor were known as yoroi. These early samurai armors were made from small individual scales known as kozane. The kozane were made from either iron or leather and were bound together into small strips, the strips were coated with lacquer (hard coating) to protect the kozane from water. A series of strips of kozane were then laced together with silk or leather lace and formed into a complete chest armor (dou or dō).
Station 2 - Map

Did the borders change between the 1500s and today?

Modern Districts of Japan
Station 2 - Visual

Kabuto helmet - multiple-metal plate type of Japanese helmet with raised ridges or ribs showing where the helmet pieces come together.

Harikake kabuto - the area surrounding the head is made of a combination of iron and papier-mâché to make the decorated top.

Edo period (1600s) samurai armor, Tosei-gusoku.

This rawhide, conical war hat of the type was worn by foot soldiers.
Station 3 - Information

The Roman Empire was the period of the ancient Roman civilization, characterized by government headed by emperors, and large territorial holdings around the Mediterranean Sea in Europe, Africa, and Asia.

The Roman Empire was among the most powerful economic, cultural, political and military forces in the world of its time. It was the largest empire and one of the largest empires in world history. At its height under Emperor Trajan, it covered 6.8 million square kilometers and held influence over 70 million people, at that time, 21% of the world's entire population.

A galea was a Roman soldier's helmet. Some gladiators, also wore a bronze galea with a face mask and a decoration, often a fish on its crest. The exact form or design of the helmet changed over time. Originally, Roman helmets were influenced by the neighboring Etruscans. The Greeks in the south also influenced Roman design in the early history of Rome. Lastly, the Gauls were the peoples who most impacted the design of the Roman helmet.
Station 3 - Map

The Roman Empire at Its Height (The City of Rome is Circled)

Modern Mediterranean Nations
Station 3 - Visual
Station 4 - Information

Europe went through a long period in time where feudalism was how land was controlled and power given. A lord was in broad terms a noble, royalty, who held land. A vassal was a person who was granted possession of the land by the lord. In exchange for the use of the land and the protection of the lord, by his knights, the vassal would provide some sort of service to the lord.

A knight is a person granted a title of knighthood for service to the Monarch or country, especially in a military capacity. Historically, in Europe, knights existed in the military from about 1001 A.D. to 1500 A.D. Knighthood was given to mounted (those who rode horses) warriors.

During the High Middle Ages, knighthood was considered a class of lower nobility (royalty). By the Late Middle Ages, the rank had become associated with the ideals of chivalry, a code of conduct for the perfect courtly Christian warrior.

Often, a knight was a vassal who served as a fighter for a lord, with payment in the form of land holdings. The lords trusted the knights, who were skilled in battle on horseback.
Station 4 - Visual

Chain Mail Coif

The “Barbute” Helmet

The “Tilting” Helmet

Bascinet or Hounskull
Station 5 - Information

The Mexica Triple Alliance or Aztec Empire began as an alliance of three city-states or "altepetl": Tenochtitlan, Texcoco, and Tlacopan. Despite the idea of the empire as an alliance of three cities, Tenochtitlan quickly established itself as the most powerful partner. These city-states ruled the area in and around the Valley of Mexico from 1428 until 1521.

Jaguar warriors were members of the Aztec military. The jaguar represented Tezcatlipoca, god of the night sky. Aztecs also wore these dresses at war because they believed the animal's strengths would be given to them during battles. To become a jaguar warrior, a member of the Aztec army had to capture twelve enemies during two consecutive battles.

Eagle warriors were a special class of infantry soldier in the Aztec army. Eagle warrior were made up of the bravest soldiers of noble birth and those who had taken the greatest number of prisoners in battle. Of all of the Aztec warriors, they were the most feared. The "Eagles" were soldiers of the sun, for the eagle was the symbol of the sun.

While both Jaguar and Eagle warriors wore helmets, they were more for causing fear instead of protection.
Station 5 - Map

Expansion of the Aztec Empire and Emperors Responsible
Station 5 - Visual

Modern Version of an Aztec Warrior

The Aztec Jaguar Warrior

Modern Version of the Jaguar Warrior Mask
**How To Do QCE(R)**

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<tr>
<th>What?</th>
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<tr>
<td>Questions-Claim-Evidence-Reasoning, or QCER, was originally developed as a strategy for science courses where students gather evidence in order to prove scientific principles. It has been adapted to the investigation into primary and secondary documents in order to answer historical questions.</td>
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<td>QCE is a form of Problem-Based learning that invokes curiosity in students and allows them to draw conclusions based on social studies information and evidence.</td>
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<th>How?</th>
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| - Before the strategy begins, gather several primary and secondary sources surrounding a social studies event or concept.  
- Generate a focus or essential question that students are going to conduct their research on.  
- Divide students into small groups (2-4).  
- Explain to students they are about to conduct an investigation on ____(topic)____.  
- Present students the the Question. (Your Focus/Essential Question)  
- Distribute the primary and secondary sources to each group. (The Evidence)  
- Have students examine the Evidence and create/write a Claim that answers the original Question. (I/We claim that…)  
- Have students write about/discuss what Evidence they are using to make their claim. |

**Extension: QCER**

- Have students then write about/discuss their Reasoning (How the historical Evidence they examined supports their claim).

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<td>You can use QCE during the guided or independent portions of a lesson cycle.</td>
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<tr>
<td>Question:</td>
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<td>How did cultures from the past use headgear?</td>
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<th>Evidence (What evidence are you using to answer the question?)</th>
<th>Reasoning (What other evidence from what you know that wasn’t in your investigation can you add?)</th>
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