Being Historically Fashionable
Lesson Plan

Lesson Description:
Students will have the opportunity to investigate, through a gallery walk, the Social Studies concept of patterns and trends and how it applies to what people would wear over time. Based on their investigations, students will then identify, describe, and summarize the commonalities of headgear and clothing throughout different historical eras in the United States. Finally, students will write a summary connecting their investigation to the essential connection for this lesson.

TEKS Connections (Social Studies)
- (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 historical trends within the history of the United States, the student will be able to establish patterns and trends in U.S. culture.
- Given information on historical trends within the history of the United States, the student will be able to create an original Infographic demonstrating cultural trends in clothing.

Materials:
- “What is That?” 1 per team per classroom. (75-100 copies)
- “The Tricorn - A Brief History of a Hat” 1 per team per classroom. (75-100 copies)
- Gallery Walk Station Infocards (1 Infocard per station on card stock)
- Blue painter’s tape
- Changing Styles Graphic Organizer 1 per team per classroom. (75-100 copies)
- “How to Create an Infographic” handouts (1 per team (last 3 pages))
- Blank copy paper
- Coloring Materials (Markers / Map Colors / Crayons...) (1 set per team)
- Scissors
- Glue / Scotch Tape
- Historical Trends Claim Evidence Reasoning Organizer

Lesson Plan: 45 Minutes

Before the Lesson:
- Before executing the lesson, prepare all materials for the stations:
  - Run off station materials on cardstock and place Infocards around your classroom using painter’s tape to adhere the the Infocards to the wall. Spread out the cards so students will have enough space in between the stations to work.
  - Run off sufficient copies of the Headgear Through Time Graphic Organizer and the Claim-Evidence-Reasoning • Historical Headgear handouts so each students has 1 copy of each handout.
  - Run off sufficient copies of the How To Create an Infographic handouts so each team receives one copy.
Lesson Plan

Hook:
- Group students into pairs.
- Distribute one copy of the “What is THAT?” handout to each team.
- Explain to students that they will have 60 seconds to figure out what they are looking at.
- Once time has expired, have students report out on what they think the diagram represents.
- Once teams have had an opportunity to present their responses, distribute one pair of scissors and either glue or tape to each team.
  - Have students cut out the diagram. (On the teacher view, it is the large circle)
  - Have students cut out the inner circle.
  - Have students fold upwards on each of the solid lines of the triangle.
  - Have students tape/glue each of the sides together in the middle.
- Once students have completed their Tricorns, explain to students that the diagram that they started with was a pattern for a hat.
- Distribute one copy of “The Tricorn - A Brief History of a Hat” to each team.
- Have students read about the history of the tricorn hat.
- Once sufficient amount of time has passed, have teams reflect on the following questions:
  - Describe the main features of a Tricorn hat.
  - Who could wear a Tricorn hat?
  - How could a Tricorn hat protect someone?
- Explain to students that over time, the style of what people wore on their heads changed.
- Explain to students that they are going to investigate several different time periods (eras) in American history to determine what people used to wear and then whether or not their hats (if they wore them) were just for fashion or also provided people with protection from the elements.

Guided Practice (Investigation / Contemplation):
- Keep (or again divide) students into triads.
- For larger classes (over 30), you may have to assign quads.
- Distribute one copy of the “Historical Hats” Graphic Organizer to each team.
- Explain to students that you are going to assign each team to a station and they are to divide up the writing piece amongst themselves. (Partner A will write when they are at a station with an even number and Partner B will write when they are at a station with an odd number.)
- Demonstrate where each of the stations are located around the classroom. (Station 1 (Colonial America) is located here... Station 2 (Revolution Era) is located here...)
- Explain to students that at each station, they are to examine the visual and answer the guiding questions for each station:
  - How are men/boys dressed?
  - How are women/girls dressed?
- Assign each team a starting station.
- Have students begin their investigations.
- Try to rotate students out every 2-3 minutes.
- Once students have visited every station, have them return to their desks.
- Have students briefly report out on the differences of how people dressed in America over time.
  - Examples of probing questions:
    - What did you notice about the changes in male clothing?
    - What did you notice about the changes in female clothing?
    - What were the differences between men and women?
    - Did you like certain eras over others?
    - How does looking at what people wore explain to you how they lived or what they believed?
  - Have students explain what they noticed about the styles of hats over time.
    - When did women stop covering their head?
    - Did the function of hats decrease or increase over time? Explain.
- Explain to students that they are now going to create an infographic to explain the changes in fashion over time in the history of the United States.
- Distribute the three provided examples of what infographics are to each team.
- Review the steps on how to create an infographic (See provided instructions) with students.
- Distribute blank paper and coloring materials to each team.
Lesson Plan

- Explain to students that their infographic should use pictures and information to help explain how fashion in the United States has changed over time.
- Review the provided examples and explain how each infographic demonstrates information by using graphics with text.
- Explain to students that they are allowed to visit the station to help remember what people were wearing during different time periods. However, only one group (person) is allowed at a time per station. (No crowding)
- Allocate sufficient time for students to complete their infographics.
- Once teams have completed their infographics, have students post their work in the hallway.

Independence Practice (Evaluation):

- Explain to students that they are now going to create an individual summarization on how fashion changed over time by using the Claims Evidence Reasoning (CER) process. (See the How-To document for step-by-step directions)
- Distribute one copy of the “Claim-Evidence-Reasoning • Historical Fashion Trends” 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.

All graphics used in this lesson are protected and shared according to their individual licenses
Acquired from wikimedia commons
What Is THAT? (Teacher View)

1. Cut out the pattern along the dotted lines. (Outer and Inner Circles)
2. Fold along solid lines.
3. Tape/Glue/Staple the 3 edges together in the middle of each of the arches to make the tricorn.
The Tricorn - A Brief History of a Hat

The tricorne or tricorn is a style of hat that was popular during the 18th century, falling out of style by 1800. At the peak of its popularity, the cocked hat (tricorne) varied greatly in style and size, and was worn not only by the wealthy, but also as common civilian dress, and as part of military and naval uniforms.

Typically made from animal fiber, the more expensive being of beaver-hair felt and the less expensive of wool felt, the hat's most distinguishing characteristic was that three sides of the brim were turned up and either pinned, laced, or buttoned in place to form a triangle around the head.

The style served two purposes. First, it allowed stylish gentlemen to show off the most current fashions of their wigs, and their social status. Secondly, the cocked hat, with its folded brim, was much smaller than other hats and therefore could be more easily tucked under an arm when going inside a building. Cocked hats with laced sides could have the laces loosened and the sides dropped down to provide better protection from the weather, sun and rain.
## Changing Styles Graphic Organizer

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Colonial America

1607-1776
Early Republic

1776-1824
Age of Jackson

1824-1860
Civil War - Reconstruction

1860-1877
The Gilded Age

1877-1898
Becoming a Global Power

1898-1918
The Roaring Twenties

1918-1929
The Great Depression

1929-1945
The Cold War - Later Years

1965-1992
# How to Create an Infographic

<table>
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<th>What?</th>
<th>Information graphics or infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly. They can improve cognition by utilizing graphics to enhance the human visual system’s ability to see patterns and trends. The process of creating infographics can be referred to as data visualization, information design, or information architecture.</th>
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<td>Why?</td>
<td>Infographics help to address learning by using both hemispheres of the brain, the creative and the linear. Students have the ability to organize complex concepts and information in a format that makes sense to them on one hand and provides the ability to use the highest level of cognition, create.</td>
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| How? | - Provide students with background knowledge on what an infographic is and how infographics provide information graphically. (See Examples)
- Provide students with resources to investigate the information for their infographics including:
  - Statistics (where applicable)
  - Primary Documents / Quotes
  - Verified information
  - Sources for free, allowable clip art
  - Software or free online sources for creating charts/graphs
- Allocate sufficient time for the “design teams” to arrange their information and graphics.
- Teams can use different media to display their infographics ranging from poster board to digital displays depending on classroom resources and time. |
| When? | Infographics can be used whenever students are trying to analyze and evaluate multiple sources of information relating to an event or concept. |
How to Create an Infographic

Examples

AN INFOGRAPHIC IS

DATA
SORTED
ARRANGED
PRESENTED VISUALLY

Photography by Brandon Roscheen Photography www.brandonroscheen.com @brandonroscheen
Hot Butter Studios © 2012 www.hotbutterstudios.com @hotbutterstudios
How to Create an Infographic
How to Create an Infographic

Examples

http://visual.ly/us-flag-stars-count
### How To Do QCE(R)

**What?**

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.


**Why?**

QCER 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.

**How?**

- 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)

**When?**

You can use QCE during the guided or independent portions of a lesson cycle.
| Question: How does clothing from the past inform us of their culture? |
|---|---|
| Claim (What conclusion can you make based on the evidence?) |
| Evidence (What evidence are you using to answer the question?) |
| Reasoning (What other evidence from what you know that wasn’t in your investigation can you add?) |