

TEACHING STRATEGIES

COMPETENCIES #1-4:

1. Understand and identify the fashions of each decade from 1890-1990.
2. Compare similarities of each decade of fashion.
3. Identify silhouette lines from 1890-1990.
4. Understand how historical events of each decade changed the fashion of the time.

CONCEPT: Students develop a better understanding of fashion in the present day and the future if they have a knowledge of fashions of the past.

PREPARATIONS:

Print time line using Print Shop or some other computer graphics and design your own banner. If a computer is not available, use butcher paper and markers. Attach to wall or bulletin board.

Convert illustrations of fashions to transparencies.

Make copies, enlarge if possible, of some of your favorite examples from each decade and mount on poster board and laminate to hang around the room.

Try to collect from any possible sources clothing of several of the decades. Antique dealers are usually willing to come and show their collections.

If possible, dress in clothes from the decade you will be discussing in class. Clothes from the 40's-90's are relatively easy to find. You may have to rely on photos from earlier decades unless a family or dealer would let you borrow some samples.

LECTURE/DISCUSSION

Organize the 100 years of fashion into the decades suggested.

Begin by showing the students the overhead transparency of the silhouette for that decade(s).

Next, show fashions either by passing the visuals provided for each decade, or converting them to transparencies and view them as a class.

Place visuals on the time line (provided) that correspond with the historical events of the years being discussed.

Display any articles of clothing you can gather from personal, community, or student resources.

NOTE: By working on only one decade at a time (or two, if they are grouped together that way) the students will not get confused or overwhelmed. They can take notes on each decade and make comparisons as they go along.

ACTIVITY:

1. Display and evaluate clothes from earlier decades of fashion.

Students will keep a note book with the following information in it:

- a. Sketch of each silhouette line for the decade discussed.
 - b. List design details for each decade (example: 1950's - Peter Pan collars, circle skirt, twinsets, etc.)
 - c. List historical events that shaped or changed the fashion scene.
 - d. Compare each decade with at least one other to check for any comparisons in design detail, historical events, etc.
2. Analyze and compare student fashion trends of today with fashion trends of parents, relatives, or friends from another generation.

Students will complete the following interview assignment:

Interview three people who belong to different generations. Ask them the following questions:

- a. When were their teenage years: (Example: 1980-86 or 1950-57.)
 - b. What do they remember most about the way they dressed as a teenager?
 - c. What was their favorite outfit that reflected the trends and fads of their teenage years?
 - d. Was there a fashion item they really wanted to wear but could not for some reason? (Such as social or parental restrictions, financial restrictions, etc.)
3. Participate in a Fashion History Display or Fashion Show by bringing in and describing to the class:
 - a. the article of clothing (include details and fabric)
 - b. who wore it and when
 - c. try it on and model if possible

OPTIONAL ACTIVITIES

1. Arrange a Fashion History Fashion Show to be held during or after school. Invite U.S. History students or other classes studying related subjects to attend. Parents could also be invited to attend.

Students could write descriptions of each article and either read their own or have another commentator read it for them.

2. Invite an antique dealer from the area to come to class and exhibit clothing and artifacts from the last 100 years (or earlier, if possible). If your group is very small, invite other home economics classes to come.
3. Take a field trip to an antique dealer in your area and listen to his expertise in that field.
4. Show short segments from some of the following movies on video tape to illustrate the fashions from history.

Students can list 20 (or more) design details they observe from watching the tape. Lists can be made for both men's and women's clothing.

VIDEO LIST

Gone With the Wind

A little early, but it shows corsets and "bum rolls" and beautiful dresses that gave Christian Dior some of his inspiration for the New Look of 1947.

Pride and Prejudice and The Great Gatsby

Party scene for the 1920's look

Grease

The original - for the 50's

The Brady Bunch (TV show)

For the 60's and 70's

The Wonder Years (TV show - some episodes)

Great "hippie" looks

NOTE: Pre-set the video tape at the spot where the most "costumes" are visible. Only show a few minutes of the movie. It is easy for the students to get involved in the movie and forget what they are watching for!

5. Offer extra credit for students who watch movies set in one of the decades discussed in class and write a Fashion Review of the movie. The review should include:
 - a. the time period of the movie
 - b. fashion details for both men's and women's clothing
 - c. economic status of the main character
 - d. fashions typical for that era
 - e. what they liked best about the fashions portrayed
 - f. what they liked least about the fashions portrayed