

TITLE: A Look at Children's Clothing	AUTHOR: Virginia Rodgers, Orange County Public Schools
SUBJECT & GRADE LEVEL Kindergarten Social Studies	TIME ALOTTED: 30 minutes
Overview/Rationale: Part of the kindergarten curriculum is to recognize that things change over time. At this grade level, students learn the best through pictures and hands on activities. They also can relate things easily to themselves and are already familiar with the clothes they wear. Therefore, having the students compare their own clothing to clothes worn 100 years ago will help them to relate to the subject matter more and gain a better understanding of it. Finally, at this age they are just learning to write, so the best assessments are generally drawn or oral.	

Guiding Question(s):

- **How is children's clothing today different from children's clothing 100 years ago?**
- **Where were clothes made 100 years ago, and where are they made today?**

Learning Objectives (SWBAT – Students Will Be Able to)

- **Students will be able to compare and contrast children's clothing from the Progressive Era to children's clothing today.**
- **Students will be able to use a map to show where clothes were made during the Progressive Era and where clothes are made today.**

Relevance:

OAH Historical Skills Taught:

- **Chronological Thinking: a) distinguish between past, present, and future time.**

- **Historical Comprehension: e) draw upon data in historical maps in order to clarify information on the geographic setting in which the historical event occurred, its relative and absolute location and the distances and directions involved. f) utilize visual data presented in Venn diagrams and graphic organizers to clarify, illustrate, and elaborate upon information presented. g) draw upon visual data (photographs) to clarify, illustrate, and elaborate upon information presented.**

Virginia SOL

- **Social Studies K.2 – The student will describe everyday life in the present and in the past and begin to recognize that things change over time.**
- **Social Studies K.4c – The student will use simple maps and globes to locate land and water features.**

Assessment Tool(s) – Students will illustrate children’s clothes from 100 years ago and clothes today in a t-chart.

Materials/Resources (question frame, primary source(s), answer key, exit slip, etc)

- **Children’s clothes pictures (1-8) from the early 20th century**
- **Children’s clothes pictures (9-14) from today**
- **Blank world map**
- **Children’s clothes t-chart sheet (one for each child)**
- **Projector**
- **Computer with projection capabilities**
- **White board**
- **Dry erase markers**
- **Pencils**
- **Tape**
- **Crayons**
- **Small stickers**
- **Extra shirts or clothing from different countries in case many students happen to wear shirts from the same country. (Optional)**

Modifications (to meet needs of diverse learners)

- **Group students in small groups by ability if needed.**
- **Use a document camera to project the world map bigger for all to see**

Instructional Bibliography

“Boys and girls from the canneries.” Photograph, Records of the Children’s Bureau, Archival Research Catalog. ID: 523288 Retrieved October 27, 2011 from the National Archives, <<http://docsteach.org/documents/523288/detail>>.

“Children posed with bicycle and tricycles.” Photograph, Detroit Publishing Company Photograph Collection, [taken between 1910 and 1930]. Reproduction Number: LC-D412-401 Retrieved October 21, 2011 from Library of Congress, <<http://www.loc.gov/pictures/item/det1994022193/PP/>>.

“Christmas Chains by Mrs. Hogsten’s Kindergarten Class.” Photograph, Orange County Public Schools Gallery, [2011]. Retrieved November 1, 2011 from Orange County Public Schools, <http://www.ocss-va.info/public/gallery_display2.aspx?ID=98&GalleryLink=Orange%20Students%20Among%20Winners%20of%20WHTJ%20Writing%20Contest>.

“Gathering the Fruits of an Oklahoma Farm-Apples, Peaches, Plums, Pears, Grapes, and Melons.” Photograph, Records of the Office of the Secretary of the Interior, Archival Research Catalog, [ca. 1900]. ID: 516437 Retrieved October 21, 2011 from The National Archives, <<http://docsteach.org/documents/516437/detail>>.

Johnston, Frances Benjamin. “Elementary school children standing and watching teacher write at blackboard, Washington, D.C.” Photograph, [1899?]. Reproduction Number: LC-USZ62-90603 Retrieved October 21, 2011 from Library of Congress, <<http://www.loc.gov/pictures/item/96516051/>>.

Johnston, Frances Benjamin. “Washington, D.C. Public Schools – classroom scenes and school activities.” Photograph, [1899?]. Reproduction Number: LC-USZ62-30002 Retrieved October 21, 2011 from Library of Congress, <<http://www.loc.gov/pictures/item/2001703644/>>.

“Locust Grove Elementary is Wild About Reading.” Photograph, Orange County Public Schools Gallery, [2011]. Retrieved November 1, 2011 from Orange County Public Schools, <http://www.ocss-va.info/public/gallery_display2.aspx?ID=18&GalleryLink=Locust%20Grove%20Elementary%20is%20Wild%20About%20Reading>.

“Max Schwartz, 8 years old, and Jacob Schwartz, sells until 10 P.M. sometimes. Newark, N.J.” Photograph, Records of the Children’s Bureau, Archival Research Catalog, [1901]. ID: 523244 Retrieved October 21, 2011 from The National Archives, <<http://docsteach.org/documents/523244/detail>>.

“Noon hour at an Indianapolis Cannery. Indianapolis. Ind.” Photograph, Records of the Children’s Bureau, Archival Research Company, [1908]. ID: 523088 Retrieved October 27, 2011 from The National Archives, <<http://docsteach.org/documents/523088/detail>>.

“OES Celebrates Reading Incentive Program.” Photograph, Orange County Public Schools Gallery, [2011]. Retrieved November 1, 2011 from Orange County Public Schools, <http://www.ocss-va.info/public/gallery_display2.aspx?ID=110&GalleryLink=OES%20Celebrates%20Reading%20Incentive%20Program>.

“OES Kindergarten Students Visit Liberty Mills Farm.” Photograph, Orange County Public Schools Gallery, [2011]. Retrieved November 1, 2011 from Orange County Public Schools, < http://www.ocss-va.info/public/gallery_display2.aspx?ID=24&GalleryLink=OES%20Kindergarten%20Students%20Visit%20Liberty%20Mills%20Farm>.

“Orange Students Among Winners of WHTJ Writing Contest.” Photograph, Orange County Public Schools Gallery, [2011]. Retrieved November 1, 2011 from Orange County Public Schools, <http://www.ocss-va.info/public/gallery_display2.aspx?ID=98&GalleryLink=Orange%20Students%20Among%20Winners%20of%20WHTJ%20Writing%20Contest>.

“Postal Telegraph Messengers.” Photograph, Records of the Children’s Bureau, Archival Research Catalog, [1908]. ID: 523084 Retrieved October 27, 2011 from The National Archives, <<http://docsteach.org/documents/523084/detail>>.

“Read Like an All-Star.” Photograph, Orange County Public Schools Gallery, [2011]. Retrieved November 1, 2011 from Orange County Public Schools, <http://www.ocss-va.info/public/gallery_display2.aspx?ID=149&GalleryLink=Read%20Like%20an%20All%20Star>.

World Mercator with Borders. World Atlas of Travel, Accessed 27 Oct. 2011. Web <<http://www.worldatlas.com/aatlas/wrldnanb.htm>>.

Instructional Procedures/Process

- 1. Post the picture, “Children posed with bicycle and tricycles” on a screen using a projector and begin the lesson by asking the class, “What do they notice about the picture? Who is in the picture? What are they doing? What are they wearing? When is this happening?” Come up with a class answer, guiding students that this picture could not have been taken today.**
- 2. Post the picture, “OES Celebrates Reading Incentive Program” using a projector, and ask the class the same questions: “What do they notice? Who is in the picture? What could they be doing? What are they wearing? When is this happening?” Guide the class to come to the conclusion that this picture could have been taken today.**
- 3. Put students into small groups of 2 or 3 and give each group a picture. Some groups should have a picture from the Progressive Era and some groups should have a picture from today. Instruct them to answer the same questions as they just did as a class. Give them a couple minutes to talk as a group about Who? What? When? And how they know?**
- 4. Draw a t-chart on a white board with the headings: 100 years ago and today. Place the pictures, “Children posed with bicycle and tricycle” and “OES Celebrates Reading Incentive Program” with their respective heading. Call each group up to sort their picture and explain why they chose that place. Tape the picture in the chart.**
- 5. Once each group has gone, draw conclusions about what is similar in each group and what is different about the two groups. Some example answers are, “The pictures are in color today and black and white 100 years ago.”**

“The clothes of today look like what we wear and the clothes from 100 years ago are different.”

- 6. Project or hang up the outlined map of the world. Explain to students that 100 years ago clothes were made in the United States of America, but today they are made all over the world. Color the water blue, then star the U.S.A. Tell the students as a class we are going to figure out where everyone’s clothes are from. Go around and check each student’s shirt tag. Make a mark or use a sticker to mark every country where the students’ clothes came from. Conclude that our clothes are made all over the world, where as 100 years ago people had to make their own clothes.**

Closure

Finally, students will complete the assessment t-chart. Instruct students to draw a picture of clothing from 100 years ago on the left side of the chart. Then, have students illustrate a picture the clothes they wear today. Finally, ask students what children’s clothes might look like 100 years from now, and have students draw a picture of it on the back of the sheet.

Extension: Take a look at clothing from a different country. Chose the country where the majority of the students’ shirts were made, and compare and contrast their clothes with the clothes children in that particular country wear.