Objective:

To establish an understanding of the significance of clothing in an historical context

Suggested Classes: Clothing, Drama, U.S. History, World History

Student Activity:

Students study costumes in film and TV, conduct research, and present their findings to their class.

Suggested Materials:

• Books on fashion history (e.g., Fifty Years of Fashion, The Language of Clothes, etc.)
• Access to the Internet
• Library with librarian assistance
• Camera
• Period/historical DVDs or videos

Warm-Up Exercise:

Ask students if they’ve seen television shows or movies set in the past, such as That ’70s Show, The Rosa Parks Story, or The Notebook. What decade was represented by each particular show? What do fashion trends indicate about people and history? Some examples you can share with the class are: the hat and gloves in The Rosa Parks Story and the bell-bottoms in That ’70s Show. During the Civil Rights Movement in the early 1960s, educated working women like Mrs. Parks dressed up when they left the house to go to work. In the 1970s, young people dressed down according to the trends and mores of youth culture. Vietnam War protesters, Woodstock attendees, and students wore tie-dyed fabrics, bell-bottoms, and peace sign accessories.
**Project Guidelines:**

Students watch clips of a movie or television show such as *Mad Men* or *The Breakfast Club* to determine clothing trends from a certain time period. Students research the social history of a fashion, fad, or style from a particular decade. They collect pictures representing the fashion trend or item, and find socially relevant information from the time of the item's peak popularity. Finally, they present their findings in a five-minute oral report, discussing the fashion trend within the context of social history.

**Follow-Up Exercise:**

Have students photograph revivals of fashions from prior decades, and create a story-board.

**State and National Standards:**

**Arizona State Standards**

*Visual Arts: Strand 2: Relate*

PO 001. Identify visual/tactile characteristics of artworks from a diverse culture, different place, or time.

PO 401. Research the origins of artistic traditions and visual conventions (visual/tactile qualities) valued by diverse cultures (e.g. American, European, etc.).

**California State Standards**

*Fashion Design, Manufacturing and Merchandising Pathway*

A5.0. Students understand the relationship between history and fashion.

A5.3. Students understand how designs and trends have developed and evolved throughout history.

A5.5. Students understand fashion cycles and the adaptation of historical fashions to current trends.

**Washington State Standards**

*Essential Academic Learning Requirements: The Arts*

4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.

4. 4. The student will understand that the arts shape and reflect culture and history.
National Standards

Fine Arts: Visual Arts

NA-VA.9-12.3. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
Achievement Standard: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

NA-VA.9-12.6. Making Connections between Visual Arts and Other Disciplines
Achievement Standard: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.