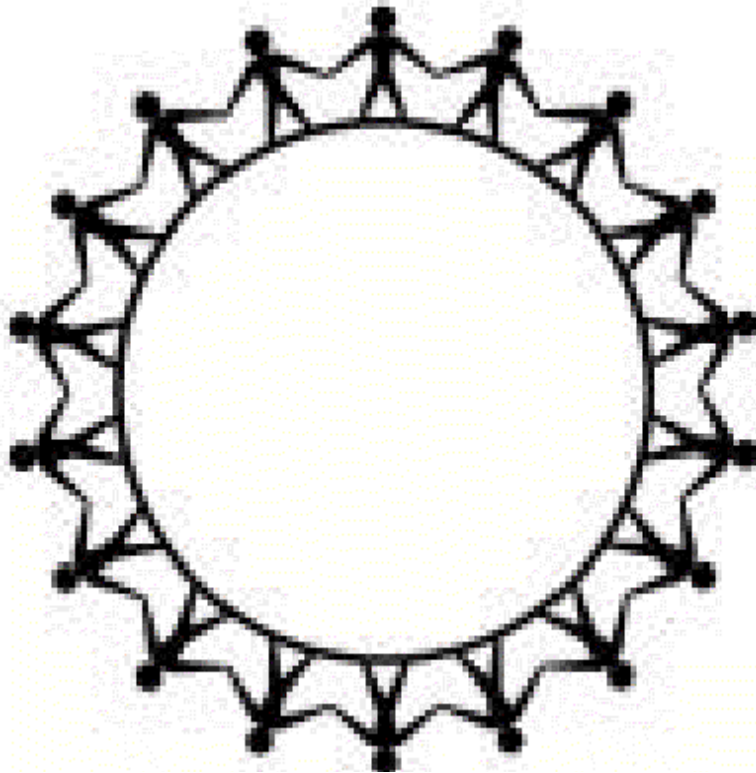


Threaded Together



American Textile History Museum
Traveling Textiles Program
TEACHER'S GUIDE

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Introduction

The American Textile History Museum in Lowell, Massachusetts, recreates the “museum experience” in school classrooms through the Traveling Textiles program. Our Museum Educator-led outreach programs and/or program kit rentals include all lesson plans and materials needed.* Our educational programs and Museum exhibitions aim to provide enjoyable opportunities for both personal growth and discovery through exposure to America’s diverse textile history and its impact on today. We provide the information and artifacts for students to make this connection. Along the way, we showcase the creativity and problem solving skills shown by earlier American textile producers, both at home and in business, and encourage students to appreciate these skills and, most importantly, to develop their own.

How to Use this Guide

This guide is intended to provide educational materials supporting the main lesson which will be presented by a Museum teacher. Included are optional lesson plans for before and after the main lesson for those who wish to teach an entire unit on the subject, descriptions of related follow-up activities (without lesson plans), as well as background information, vocabulary, suggested readings, bibliography, and connections to the Massachusetts Curriculum Frameworks (- the main lesson is not included). The pre-lessons are intended to give students a context for the arrival of the Museum teacher, one exploring the concept of a museum as someone’s collection, and another exploring useful background context information for the main lesson. The post-lessons relate to and reinforce the main lesson subject matter.

We ask everyone to complete and return the enclosed evaluation form to help us monitor and improve our offerings.

Objectives

The objective of the *Threaded Together* program is to provide students with information regarding the various colors, textures, and styles of clothing that have been worn by the indigenous peoples of various United Nations countries. Students will gain an understanding of the importance of tolerance for people who are different from themselves through a combination of knowledge and creativity.

Program Description

Optional pre and post lessons are included for program reinforcement. In the main lesson, *Threaded Together*, students are presented with a

sampling of United Nations countries and are asked to select one of interest. They will be given basic information and an illustration demonstrating the traditional dress of that country. They will then create a fabric costume for a cutout silhouette, which becomes threaded together with others, as part of a circle of friends.

Lesson Plans

Pre-Lesson Plan

Title: Collections and Museums
Program: Traveling Textiles – *Threaded Together*
Grade Level(s): 3-5
Length of time for Lesson: 45 minutes
Lesson Prior:

Objective(s):

- Students will recognize elements involved in collecting items.
- Students will understand what a museum is.
- Students will understand the role of a museum in a community.

Materials: blackboard/chalk

Steps:

1. Ask: Does anyone here have a collection?
 - Make a web diagram of responses on board, with "Collections" in the center
2. Ask: What makes these "collections"?
 - Define collection: a group of objects having something of importance in common
 - Identify the common element in each collection on the board (i.e. similar objects, from the same time period, all related to pets, etc.)
3. Ask: Why did you start your collection?
 - Make a list on the board. Possible responses:
 - objects are interesting
 - possible future value and historical importance
 - curiosity (educational interest for self)
 - interest in objects' common thread (time period, topic, etc.)
4. Ask: Have you ever wanted to show your collection to others?
 - Discuss
5. Ask: How would you show your collection?
 - Discuss
 - Define "museum" as a place to display a collection, where
 - people can see and admire art and artifacts
 - people can learn about art and history
 - people can learn about other cultures
6. Ask: Has anyone ever visited a museum?
 - Name some local museums
 - Ask if the following are museums: a zoo, aquarium, botanical garden, planetarium, children's museum (they all are in their own way)
7. Tell the class that you will have a visit from a teacher from the American Textile History Museum and you will learn about traditional clothing from around the world (fabric is this museum's common thread).

Pre-Lesson Plan

Title: Planning a World Organization
Program: Traveling Textiles – *Threaded Together*
Grade Level(s): 3-5
Length of time for Lesson: 45 min.
Lesson Prior: Collections and Museums (optional)

Objectives:

- Students will understand the value of cooperation on a classroom (and wider) level
- Students will appreciate the efforts of the United Nations to foster world peace and understanding

Materials: chalk/blackboard

Steps:

1. Tell class: Let's pretend that this classroom is the whole world and each of us is a separate country. A war/catastrophe that we were all somehow part of just ended and we all must clean up the mess that was left behind. We also want to avoid future problems. What can we do? (Speak to students as if they represented countries.)
 - discuss whether we should work individually or should we try to work together to solve our problems. Ask:
 - what are the benefits of working together? (we can get more done, it's easier to solve some problems if we are all on the same team, we may generate more ideas)
 - what are the benefits of working alone? (we can do it our own way)
 - if there are more benefits to working together, what should we do?
Discussion could follow this path:
 - form a club or organization we all belong to
 - identify problems to fix or areas of concern (food, health, education for children, adequate housing, security.)
 - list these problem areas on the board
2. Create a discussion group for each problem area the class identifies as needing attention after a war/catastrophe, so that each student is placed. Each group should brainstorm ideas on how to address their assigned problem
3. Reassemble the whole group. Discuss each discussion group's ideas, noting how much everyone's cooperation is needed to put

the ideas into action

4. Tell class that there is a real organization that works on real world problems by cooperating like this. The United Nations works to improve problem issues from around the world. Also tell the class that a teacher will visit soon who will talk more about the different countries from around the world that belong to the United Nations.

Post-Lesson Plan

Title: Textile Traditions Research Project on the Role of Cloth in Other Countries

Program: Traveling Textiles – *Threaded Together*

Grade Level(s): 3-5

Length of time for Lesson: 45 min.

Lesson Prior: Threaded Together or Class Critique

Objective:

- Students will understand and appreciate various individual countries' textile traditions
- Students will understand that making textiles is a universal craft
- Students will practice writing skills

Materials: “Textile Traditions by Country” list
chalk/blackboard

Steps:

1. Tell class that they will be doing a research project focused on traditional textiles from countries around the world as part of your lesson unit on weaving. (Adapt project specifics to your individual class situation.)
2. Give project specifics (write on chalkboard if desired):
 - students will choose a country, fabric, or clothing item that interests them from a prepared list, or they may request approval from you for a similar but non-list item that they wish to research
 - students will have class time to do topic research in your computer center or library, and may do research outside of school (some recommended web sites are listed at end of lesson plan)
 - students will produce a 2 page report (teacher may vary assignment by length or assign alternative finished projects such as posters, traditionally dressed cutout figures, or other show and tell)
 - students will present their project to the class, and the class will do a class critique on their project (see class critique lesson)
3. (Optional) Explain report format to the class, stating how many paragraphs you require (this is a format that can be used for any writing assignment). (Write format on board or permanently display on a poster.) :

Report Format

- 1st paragraph: Introduce main topic
- 2nd paragraph-on: One paragraph for each major point
- Final paragraph: Summary of major points of main topic

Paragraph Format

- 1st sentence: State main topic
- 2nd sentence-on: Supporting sentences for main topic
- Final sentence: Summary of paragraph points

Example: 1st Paragraph: introduces topic
The kimono is a traditional costume of Japan but kimono styles have changed over time. They varied with climate, customs, and laws at each time period. When we learn about kimonos, we also learn about Japan.

2nd Paragraph: about influence of climate on kimono style

3rd Paragraph: about influence of customs on kimono style

4th Paragraph: about influence of laws on kimono style

Last Paragraph: summary of main points

Recommended web sites for textile traditions research (if a site struggles to open, shorten the address by leaving off the last segment or two):

The Costume Page - has long list of links to wide variety of specific costume web sites
– EXCELLENT

<http://members.aol.com/nebula5/costume.html>

The Costume Site - find subheading of Costume Designs, Art, Exhibits, Museums & Images: Ethnic

<http://www.milieux.com/costume>

Textiles Through Time <http://www.interlog.com/~gwhite/ttt/tttintro.html>

Hmong Textiles <http://www.lib.uci.edu/rrsc/sasian.html>

Adire African Textiles <http://www.adire.clara.net/afgallery.htm>

QuiltEthnic.com <http://www.quiltethnic.com>

Textile Traditions by Country

Continent/Country	Textile	Description
Africa		
Ghana (Asante peoples)	Kente Cloth	woven silk strip cloth for ceremonial occasions
Zaire (Kuba peoples)	Kuba Cloth	embroidered tie-dyed raffia cloth of palm leaf fiber
East Africa	Kanga	rectangle of pure cotton cloth, bordered, printed
Nigeria (Yoruba peoples)	Yoruba Egungun	mask/costume of multicolored & textured fabric
Ghana/Ivory Coast	Adinkra Cloth	hand printed & embroidered "good-bye" cloth
Nigeria (Yoruba peoples)	Adire	indigo resist-dyed cloth
Mali (Bogolan)	Bogolanfini	hand-printed mud cloth
Sahara Desert (Tuareg)	Eseber	large straw/leather mats with abstract graphics
S. Africa	Dashiki	loose fitting long robe of brightly colored cotton
Asia		
Central Asia	Carpets	heavy woven wool floor coverings
India	Madras	fine textured, brightly colored cotton or silk cloth
India	Rilli	cotton applique & reverse applique
India	Sari	long cloth used as a garment; significant draping styles
Tibet	Wangden meditation weaving	unique carpet weaving style, used for meditation mats
Tibet	Thangkas	silk applique hangings
China	Sleeve bands	elaborately embroidered sleeves
China	Cheongsam (Qipao)	long dress
Japan	Kimono	long, loose, wide-sleeved robe worn with a broad sash
Korea	Wrapping cloths	traditional dress
S. China (Hmong)	Paj Ntaub	flower cloth, symbolic designs & patterns
Cambodia	Krama	cotton scarf worn around head or hips
Indonesia	Batik (used on sarongs)	intricate wax dyeing method for cloth
Malay	Baju Kurung	loose tunic worn over long skirt
Malay	Kebaya	2 piece costume, tight blouse & batik skirt
Polynesia	Tapa (bark cloth)	various traditional textiles made from bark
Tonga	Tupenu	wrap around skirt-like cloth
Tonga	Ta'ovala or kie kie	decorative wrap worn around waist
Hawaii	Featherwork	cloaks, leis, helmets, etc. made of feathers
Hawaii	Hula skirt	grass skirt
South America		
Andes	Arpillera	3-D art quilts
Maya/Mexico	Huipil	handwoven brocade rectangular outer garment
Aztec/Mexico	Feather weaving	use of fluffy chicken feathers on huipils, etc.
Peru	Feather textiles	an ancient art form, symbolic designs
Andes (Peru/Bolivia)	Manta	rectangular fabric shawl with distinctive weave
North America		
Haiti	Voudou flags (drapo)	sequined, artistic flags
USA	Quilts	layered fabric bed covering decoratively stitched together
USA	Samplers	cloth embroidered with alphabet, designs, poems, etc.
USA	Coverlets	bedspreads
Navajo Nation	Baskets	containers made from interlaced plant or tree materials
Navajo Nation	Blankets	handwoven wool, meaningful designs
Europe		
Scotland	Kilt - plaid/tartan	belted plaid short cloak
Spain	Flamenco dress	low necked dress with frilled skirt
Russia	Shawl	cloth worn as head/neck/shoulder covering
Belgium	Lace	delicate thread fabric made in open weblike pattern
Scandinavia	Tablet weaving	weaving technique using cards to make narrow textiles
Scandinavia	Sprang	stretchy intertwined braid for stockings, hammocks, etc.
Europe - various	Tapestry	heavy woven cloth wall hanging showing scenes

Post-Lesson Plan

Title: Attributes Critique
Program: Traveling Textiles – *Threaded Together*
Grade Level(s): 3-5
Length of time for Lesson: 45 min. – 1 hour
Lesson Prior: Threaded Together

Objective:

- Students will identify like attributes in a grouping
- Students will identify negative attributes in a grouping
- Students will be able to classify objects by attribute categories

Materials: student projects

Steps:

1. Display class projects so all can see them.
2. Scan projects to identify ways to sort them by attribute, then ask class to classify grouping members amongst their projects:
 - a. Identify a grouping, then ask class to discover the common attribute OR
 - b. Identify an attribute, then ask class to identify members of that group

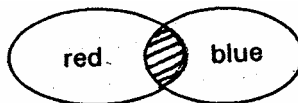
Some possible attribute groupings:

All projects that have: a color (red, blue, ...)
a clothing item (hat, skirt, long skirt, shoes, ...)
long hair (short hair, braids, ...)
blue eyes (brown, closed, looking to the left, ...)

All projects that have ... 2 or more attributes

All projects that don't have ... (negative, or missing, attributes)
no shoes (no socks, lace, yarn, ...)
no printed patterns on the material used (no solid colors,
no plaids, ...)
not smiling
not wearing earrings

3. Option: Create Venn diagrams using 2 or more attributes with their over-lapping sections. Identify student projects that fit the resulting categories.



4. Invite students to think of attribute groupings themselves and ask the class to solve it, as above.

Related Follow-up Activities

Textiles Today

The clothes that we choose to wear are an expression of who we are. This activity will help students to appreciate the differences between themselves and their classmates, as well as the differences between themselves and their ancestors.

Have the students find a partner. One student will lie down on a large piece of paper and the other will trace his/her outline. Afterwards, they can switch. Each student can then draw or paint their features and the outfit that they are wearing.

Hang the finished outlines around the classroom. Have students discuss the differences and the similarities between them. Discuss the differences between the costumes of today with the traditional costumes that they have been studying.

Start a Style

Help students experience the dynamics of fashion change by experimenting with creating their own fashion styles in a fun yet structured way. An objective of this exercise is to have students become more aware of how they affect and influence others with their appearance.

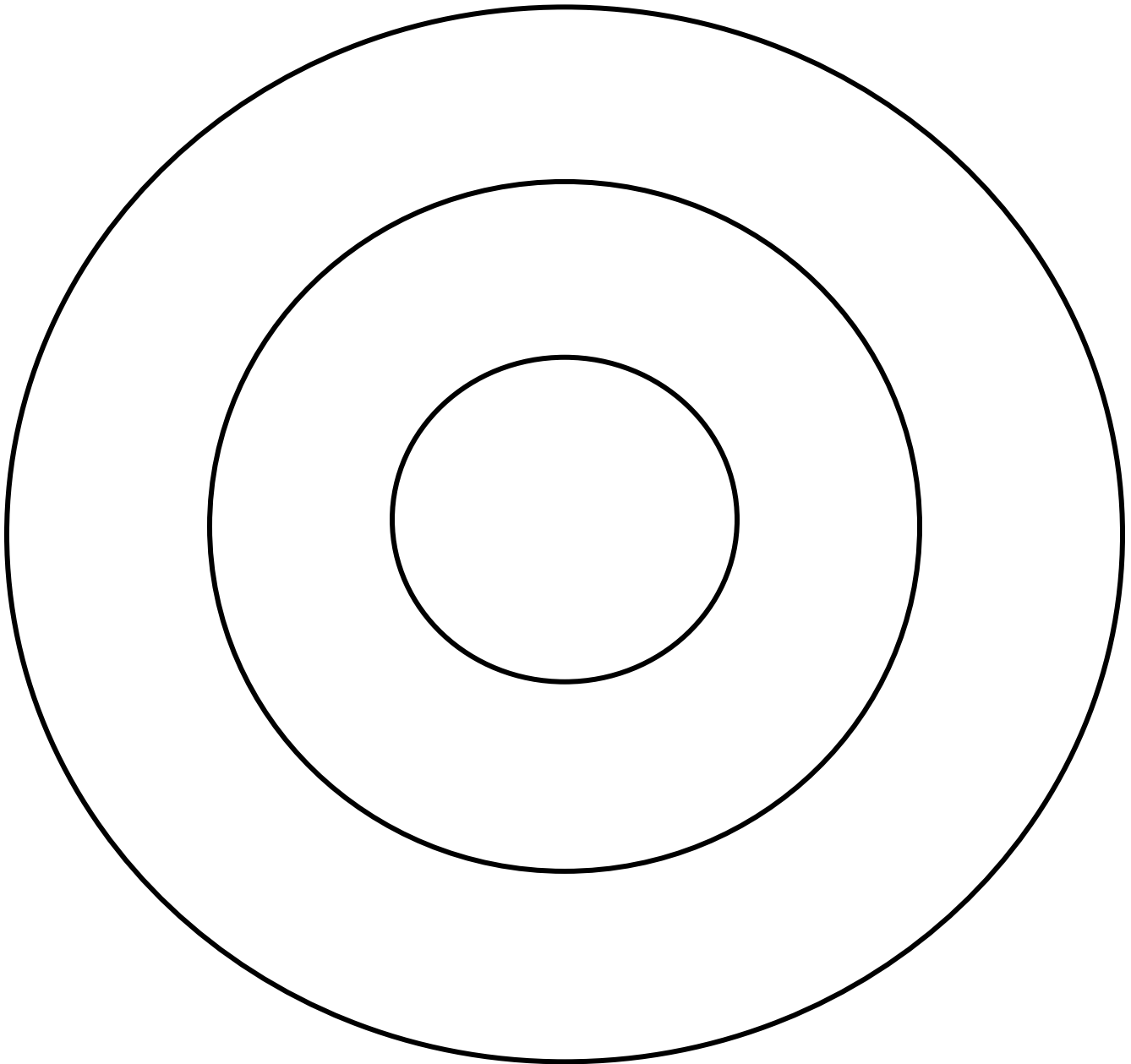
First, brainstorm about current apparel styles seen in your school (sneakers, denims, T-shirts, ball caps, etc.) Discuss why and how much we influence each other by what we wear. (Example: Tell students to think about their circle of friends. Are there certain things that all of you wear that are similar? What reactions do you get, and from whom? Does it serve to include or exclude people? Are there famous people who act as fashion trend-setters for you and people you know? Does what people wear influence whether you might become friends? Why or why not?)

Break the class into groups of about 5-6 and have each decide on an article of clothing, color, or style the entire group will wear for one week. It could be something small, like tying shoelaces a certain way. The choices, once approved by the teacher, should be kept secret (but tell other staff members to gain their cooperation). During the week, have the groups observe if other students and teachers notice, react to, or even copy the styles.

At the end of the week's experiment, each group should report back to the class on their experiences. Ask what comments they got. Did it make them feel different? Was it a positive, negative, or neutral experience? Consider why you got the results you did. Would you do it again?

Family Tree

The program, Threaded Together, celebrates the different cultures of the world. Traditions are passed down from generation to generation through our families. Each culture and each family is different and special. Use the circle chart below to record some of the important people in your life. Start by putting your name in the center. Add the people who you consider to be your family, including friends and pets, in terms of their closeness to you – the closer to you, the more important you consider them to be.



Trace Your Clothing's Travels

Here is a project that will give you a worldwide perspective on your wardrobe. Look at the labels attached to your clothes to see how far they have traveled from start to finish. The label will list where the item was made, but also think about where the raw materials may have come from and where you bought it. Calculate how far the item has traveled. Locate the path on a globe or world map.

As a class, compare this to early American times when many clothes were made at home. Discuss why clothing production is different today (technology, ease of travel, world markets). What can you guess about the countries your clothes were made in (Is the clothing typical of clothing from that country?, How skilled do you need to be to make these clothes?, Is the manufacturing company native or foreign to that country? Why do American companies make clothing abroad?) Find out what you can about the clothing industry in a country on your list and report to the class.



Additional Information

Background Information

- I. The countries of the United Nations
 - A. The United Nations is an international organization of independent countries, formed in 1945 to promote peace and international security and cooperation
 - 1. There are 189 countries that are members of the United Nations
 - 2. Of those 189, we chose 30 to use in our program

- II. Why do we study these countries?
 - A. The United States is composed of a mix of people who come from different cultures and backgrounds. Learning about the traditions of people in other countries helps preserve knowledge of our own diverse histories
 - B. It is beneficial to learn about cultural differences because knowledge leads to acceptance and respect for all people

- III. Traditional costumes
 - A. A traditional costume is the style of dress, including garments, accessories, and hair style that is native to a particular country, period, or people
 - B. Traditional costumes are one aspect of a culture. All socially transmitted behavior patterns, arts, beliefs, institutions, and other products of human work and thought are included in the culture of a community or population

Vocabulary

COUNTRY	The territory of a nation or state; land
COSTUME	A style of dress, including garments, accessories, and hairstyle of a particular country, period, or people
CULTURES	The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population
FLAG	A piece of cloth or bunting varying in size, color, and design, used as a symbol, standard, signal, or emblem
INDIGENOUS	Occurring or living naturally in an area; not introduced; native
SILHOUETTE	A representation of outline of something
TRADITION	The passing down of elements of a culture from generation to generation, especially by oral communication

Bibliography

Welcome to the U.N. It's Your World. 2001. United Nations. 30 August 2001
<http://www.un.org>.

Suggested Reading

Emsden, Katharine (ed.). Coming To America: A New Life in a New Land. Lowell, MA: Discovery Enterprises, Ltd., 1993. Recommended age: 9-12, grades 3-4

Freedman, Russell. Immigrant Kids. New York: Puffin Books, 1980. Tells of the difficult lives young immigrants faced in urban America early this century. Includes photos and recollections of immigrant childhoods, imparting a sense of reality to the stories. ALA Notable Book. 72 pages. Recommended age: 9-12

Harvey, Brett. Immigrant Girl: Becky of Eldridge Street. New York: Holiday House, 1987. Tells the story of Becky's new life as a young Russian immigrant girl in America. Her family moved to New York City to escape the pogroms against Jewish people in her homeland at the beginning of this century. Her new experiences here are simply told. 40 pages. Recommended age: 4-8

Lewis, Brenda Ralph. Just Look At...Clothes. Vero Beach, FL: Rourke Enterprises, 1988. [Out of print, but available in libraries]

Maestro, Betsy. Coming to America: The Story of Immigration. New York: Holiday House, 1987. An introductory picture book overviewing the experiences of the successive waves of immigrants to America, starting with the American Indians. It introduces many aspects of the immigrant experience, such as how and why they came and continue to come. Positive message is overdone, at times. 40 pages. Recommended age: 4-9

Pickering, John W. Comparing Cultures: A Cooperative Approach to a Multicultural World. Portland, ME: J. Weston Walch, Publisher, 1999.

Rowland-Warne, L. Eyewitness: Costume. New York: DK Publishing, 2000. This easy reference book covers the history of fashion during historical periods in Western civilization from ancient times to the present. It includes beautiful full-color photographs of clothing, accessories, and ornaments shown on live models. 64 pages.

Sandin, Joan. The Long Way to a New Land. New York: Harper Trophy, 1981. This story tells of a Swedish family's difficult 1868 journey to America, including the hunger from a famine, a rough ocean crossing, and the mixed emotions upon arrival, all part of the immigrant experience. ALA Notable Children's Book, a Reading Rainbow selection. Recommended age: 4-8, grades 2-4

Spier, Peter. People. New York: Doubleday, 1980. This beautiful book with full-color illustrations depicts and celebrates the diversity amongst people in appearance, foods they eat, religions they practice, etc. Includes some dated pictures, but still a favorite in many families. 40 pages. Recommended age: 4-8

Weil, Lisl. New Clothes: What People Wore – From Cavemen to Astronauts. New York: Atheneum Publishers, 1987. [Out of print, but available in libraries]

Threaded Together

Connections to Massachusetts Curriculum Frameworks

History and Social Science Curriculum Frameworks

Core Knowledge:

The United States

8. The Contemporary United States (1945 to the Present)

History Strand, Learning Standard 4: Society, Diversity, Commonality, and the Individual
Geography Strand, Learning Standard 8: Places and Regions of the World

Arts

Creating and Performing Strand, Learning Standard 1: Students will use the arts to
express ideas

Thinking and Responding Strand, Learning Standard 3: students will use imaginative
and reflective thinking during all phases of creating and performing

Connecting and Contributing Strand, Learning Standard 5: Students will investigate the
cultural and historical contexts of the arts