

LESSON 7

CULTURE

12-18 Year Olds

PURPOSE

To introduce cultural influences on clothing styles and choices.

OBJECTIVES

Youth will be able to:

- develop an appreciation of cultural differences in clothing, including historical perspectives.
- develop an appreciation for textile heirlooms and their of care and storage.
- identify cultural influences on modern trends.
- identify how and why cultures have different clothing styles.
- identify the dress and customs of several cultures and the geographic locations of other countries.

LEARNING ACTIVITIES

HISTORY, CLOTHES AND CULTURE
YOUR CULTURAL HERITAGE AND HEIRLOOMS
MOLA : A FOLK ART APPLIQUE
BATIK..AN INDONESIAN ART
A TRIP AROUND THE WORLD!

ADVANCE PREPARATION

1. Review BACKGROUND BASICS for culture
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

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Do

- ◆ Discover the history clothing and the impact it has made on American culture in HISTORY, CLOTHES AND CULTURES.
- ◆ Explore your family's cultural heritage by identifying and caring for family textile heirlooms in YOUR CULTURAL HERITAGE AND HEIRLOOMS.
- ◆ Learn to respect and appreciate the cultural influences and artistic work of various cultural in MOLA: A FOLK ART APPLIQUE and BATIK..AN INDONESIAN ART.
- ◆ Become a traveling journalist and take a trip around the world to experience the clothing customs of several different countries in A TRIP AROUND THE WORLD!

REFLECT

- ◆ What was the most unique and interesting clothing custom, garment or heirloom studied in this project?
- ◆ What countries and cultures did you learn about in the activities?
- ◆ Do people from different countries dress the same as Americans? What would be some clothing items that are credited to be products of "American" culture?

APPLY

- ◆ Research a particular country or time period in history of interest to you. Prepare a presentation and exhibit of your findings.
- ◆ Interview friends and family regarding clothing and customs of their teenage years. Analyze the similarities and differences.
- ◆ Create a clothing time line for several generations of your family members.

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BACKGROUND BASICS Culture

Culture is the beliefs and actions of a group of people. Culture is passed down from one generation to another. In all cultures, people wear some form of clothing or decoration. In addition to or instead of clothing, they may wear body paint, jewelry, and different hair styles. different types of clothing worn by a culture result from resources and technology available, protection needed and artistic development.

In the United States, clothing styles have changed throughout the history of the country. The speed of recent change is the result of mass media and money people have to spend on clothing. Today changes in fashion styles are communicated instantly.

Every society has guidelines of socially acceptable behavior including the selection and wearing of clothing. The guidelines range from written laws about the minimum amount of clothing to customs such as brides wearing white dresses. The most subtle guidelines are group expectations and comments by family and friends about one's appearance. These guidelines might take the form of laws, dress codes, customs, or etiquette related to dress.

Laws related to clothing in the U.S. have changed over the past several generations. They have become more liberal about what is considered "indecent exposure". Laws can be health related such as in restaurants. Others prohibit misrepresentation by wearing certain clothing such as police or military uniforms.

Dress codes are guidelines found in some companies, schools or private clubs. These guidelines describe acceptable clothing and may prohibit certain types of clothing.

Customs come from groups with deeply rooted traditions and are passed down through generations. Some religious groups have clothing customs such as the collars worn by clergy. sometimes customary clothing is worn only for special holidays.

Etiquette includes guidelines that are associated with age related, emotional or spiritual activities. It changes slowly with new generations and are usually followed by many people. Examples that have clothing etiquette in many different cultures are weddings, funerals and graduations.

The World Around Us ... Cultural Influences

Look around you..the international and cultural influences of countries around the world can be found in our homes, the clothes we wear, the accessories we choose and the art we enjoy.

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The people of different countries and cultures have provided us with many wonderful art forms that have influenced textile and clothing design. Many of the decorative arts in textile design originated in China, India or Egypt. Some of these early designs included wood block printing, batik, and tie dyeing. Hand stenciling is another form that has become quite popular, especially in home furnishings, in recent years.

Two of these early forms of fabric design are featured in activities in this project Lesson. They are batik, a wax resistant dyeing technique, and molas, a unique form of applique.

The Mola...from Panama

The mola was created by the Cuna Indians of the San Blas Islands. The mola is a type of reverse applique. For this technique, pieces of fabric are stacked together and the top layers are cut away to "reveal" the color beneath, creating the design. Careful planning, cutting and stitching are essential for this work—but the unusual results are worth it.

A modified version, using fusible web is provided in the youth workbook and with activity # along with instructions for a traditional mola. You can determine if the youth you are working with have the skills and patience to create the more authentic mola.

Batik...An Indonesian Art

Batik is the Indonesian word for wax resist dyeing. Liquid wax is applied to the fabric and the fabric is then dipped into the dye. The areas covered with the wax "resist" the dye and retain the original or previous color. The waxing process is repeated with each new color requiring that you work from the lightest color to the darkest color. Each color will affect the next color dyed over it. Here's where the planning and thinking process of the youth will be demonstrated to produce their desired product. Several aspects of fabric finishes and fabric dyeing from previous lessons are reinforced in this activity as well as the cultural significance.

Textile Heirlooms

Textile heirlooms are treasured keepsakes of the past. Many families use them to serve as records of family history, to strengthen family and cultural ties, and to remember special events. They may include garments, like wedding gowns, or objects made of textiles, such as quilts.

If you are lucky enough to have some textile heirlooms in your family then you need to decide whether to use and enjoy them during your lifetime or to pack them away for someone else in your family. Careful care and storage is important to preserve them for the future.

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Types of Damage

Before deciding to clean a textile heirloom look carefully at the article. There are several environmental conditions that are harmful to textiles. These are:

Light: ultraviolet rays in all types of light cause textile fibers to weaken and dyes to fade.

Temperature: high temperatures cause brittleness of fibers and may cause excessive dryness. Temperature of 65° to 70° Fahrenheit are best.

Humidity: humidity over 55% promotes the growth of mildew.

Sealed Environments: textiles need to breathe. Be sure not to place in a closed environment, such as a plastic bag or box.

Abrasion: abrasion from folds and creases can cause damage as well as excessive handling.

Soil: soil can be on the item or you can transfer it from your hands. Be sure to remove soil immediately.

Insects: insects can be attracted to textile items, specially if any food or beverage is on the article.

Cleaning

All textile heirlooms should be kept as clean as possible to prolong their life. It is not always necessary to wash and clean historic pieces. The type of soil, stain, fiber content, dye and condition of the textile must be considered when you are deciding what cleaning procedure to use.

Storage

After spending time cleaning and restoring a textile heirloom think about how to store, You can store items flat, rolled or on a hanger. Before deciding how to store remember to do the following:

- store free of detergent and starch.
- store clean, but unironed.
- so not store in plastic bags.
- use as few folds as necessary.
- if sturdy, hang on a padded hanger.
- keep temperature and humidity constant.

For more detailed information refer to Extension Publication FCS #4106 *Preserving Textile Heirlooms*.

LESSON 7: CULTURE

Activity 1: History, Clothes and Cultures

- OBJECTIVES:** For youth to:
- appreciate the cultural heritage of their family and community..
 - recognize the clothing customs of various stages in history.
- LIFE SKILLS:** ○ Communicating and relating to others
- MATERIALS:** HISTORICAL CLOTHING TIME CARDS
Yarn
Masking tape
- TIME:** 30 minutes
- SETTING:** A comfortable room for the group to move around for the activity.
- ADVANCE PREPARATION:**
Cut out the CLOTHING AND TIME CARDS.

INTRODUCTION

Culture is the beliefs and customs of a group of people. Culture is passed down from one generation to another. Clothing is one aspect of culture that is communicated among people. Different types of clothing worn by a culture result from the resources and technology available, protection needed and artistic development.

Do

Explore "CULTURE AND CLOTHING OVER TIME"

- ◆ Brainstorm various periods of U.S. history and the clothing styles of that time.
- ◆ Create a yarn time line across the room by taping yarn to each wall or another object. Place century/decade markers along the line.
- ◆ Distribute HISTORICAL FASHION STYLES & CLOTHING CARDS to the participants. Instruct them to place their card on the time line in sequence with others according to the century or decade they think that particular clothing style or custom originated or was popular.

REFLECT

- ◆ Were the clothing items or styles easy to locate regarding a specific historical time period?
- ◆ Were there styles or clothing items that seem to represent multiple time periods?
- ◆ What are some of today's fashions that have been "revived" from previous eras?
- ◆ What are a few all-American contributions to the world of dress?
examples: jeans or "Levis" created by Levi Strauss during the 1850 California gold rush as pants for the miners; nylon hosiery created by DUPONT in the 1940s.
- ◆ What does the terms "white collar" and "blue collar" worker mean? How did these come into American vocabulary/culture?
- ◆ What does the term "hippie" convey? How did this term come into American culture? How did clothing impact or communicate this meaning?
- ◆ Can you think of some other cultural influences of dress?

APPLY

- ◆ What did you learn or gain as a result of these activities? Do you have a better appreciation of the historical evolution of clothing fashions?
- ◆ Can you find evidence of previous fashions within your present wardrobe? What styles and time period do they represent?
- ◆ How does this activity relate to what you've learned about the difference in fashion and fads? How can this information help you as you plan your future wardrobe choices?
- ◆ Looking into the future, what are some current fashion trends you think will repeat themselves in your lifetime?

HISTORICAL STYLES & CLOTHING IN USA

Answer Sheet

17TH CENTURY - 1600s

Large starched white apron was common sight worn by the ladies.

18TH CENTURY - 1700s

Powdered hair: By 1750 the colonial ladies wore their hair dusted with white powder.

Short sleeves for women were first worn in 1790.

19TH CENTURY - 1800s

Empire style dress was first introduced in 1804; long, clinging skirt and short waist.

The bustle for women came along in 1880's.

Long trousers for men were introduced.

Poke bonnets appeared in 1804, straw bonnets tied down with a bright silk scarf.

Shoe polish came on the scene in 1800.

Crinoline petticoats came in the latter part of the century - 1850's

Blue jeans were first introduced in 1850 mainly by prospectors.

20TH CENTURY - 1900's- 1910s

The brooch was the jewelry item in 1900.

Women's tailored suits found favor in 1910.

Men's street/business suits gained popularity in 1915.

Knee-length skirts became popular because of the shortage of fabric during WWI in 1914 and again during WWII in the early 40's

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Activity 1: History, Clothes and Cultures

20TH CENTURY continued

1920s - 1930s

The Chemise became the popular dress styles of the 20's during the "flapper" days.

The popular hairstyle of the 20s was the "bob".

Shirley Temple's "corkscrew" hairstyle became the rage in the 30's.

1930s - 1940s

The pump and toeless sandal were introduced in the 1930's and 1940's.

Culottes were first put on the fashion market in the 1940's

Strapless evening gowns were first worn in 1940. They made a big "comeback" during the 1990s.

The "bomber" jacket, a popular WWII item became fashionable for men.

Also in the early-1940's nylon fiber was developed and so the first nylon hosiery became available.

1950s - 1960s

Men's tie tacks were first worn in the 1950's.

Ducktail hairstyles (cut to a point at the neckline) became popular for both men and women in the 50s. This was followed by the "crew cut" and "flat top" for men and boys.

White gloves were an essential part of a woman's wardrobe in the 1950's.

Also in the 1950's the chemise or sack dress returned briefly.

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Activity 1: History, Clothes and Cultures

160s - 1970s

Jacqueline Kennedy introduced America to the pillbox (brimless) hat in the 1960s.

Surfers were a must for the 1960s teenager.

The 1960's saw the first spandex and therefore, the first girdle as an undergarment! The 90s have seen a revolution of use of spandex in activewear.

Beehives or 'teased' hairstyles was quite fashionable for women in the 60s.

Knee-hi ("go-go") boots and fishnet stockings were introduced for women in the 1960's.

"Hiphugger" pants were a big wardrobe essential in the 1960's.

The "shift" dress of the 1960's was a revision of the chemise of the 1920's. The "jumper" was another popular version.

"Bell bottom" trousers and "wet-look" leather were fashionable in the 1960's and, again, in the 1990's.

Platform shoes were very popular in the 1960's and returned in the latter part of the 1990's.

Double-knits and men's leisure suits evolved in the 60s. Double-knits are also making a comeback in the late 90s.

Very popular in the early-1970's was the mini-skirt brought over from England during the "English Invasion."

The "hippy" style in the 1970's ranged from dyed jeans, beads and platform shoes.

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Activity 1: History, Clothes and Cultures

1980s - 1990s

The "shag" haircut was introduced in the 1970's.

Silk shirts/blouses were popular in the 1980's due to the introduction of "washable silk."

The "bob" hairstyle was revived as blunt cut at the chin in the 1980's.

The 80s revealed the Parachute pants and "jelly shoes" as teen wardrobe items.

The 1980s popular activewear was "sweat-suits".

In the 1990's the use of Lycra in stretch **outerwear** such as stretch biker's pants and exercise suits were the latest fashion.

Rattail hairstyles became a novel look for teens in the 90s.

HISTORICAL STYLES & CLOTHING CARDS

bomber jacket	pillbox hat
parachute pants	surfers
"teased" hair	"go-go" boots
corkscrew hairstyle	ducktail hairstyle
flat top haircut	clam diggers

blue jeans	large starched white apron
powdered hair	empire style dress
long trousers	shoe polish
poke bonnets	crinoline petticoats
women in tailored suits	men in street/business suits

first glimpse of knee length skirts	the pump
nylon hosiery	open-toed sandal
men's tie tacks	culottes
spandex girdles	hip huggers
mini skirts	bell bottom pants

the chemise	the shift/jumper dress
fish-net hose	the "shag" haircut
silk shirts/blouses	bob hair style revived as blunt cut at the chin
men's leisure suits	double-knits became a fashionable fabric
strapless evening gown	sweat suits became quite popular

first appearance of short sleeves for women's clothing	the bustle
biker pants	platform shoes
brooch was the most popular jewelry item	white gloves
rattail hairstyle	jelly shoes

Time Cards

17th Century 1600s	18th Century 1700s
19th Century 1800s	20th Century 1900s
1900s - 1920s	1930s - 1940s
1950s - 1960s	1970s - 1980s
1990s - 2000	

- OBJECTIVES:** For youth to:
- gain an appreciation of their family's culture and heritage through discovering textile heirlooms.
 - learn the proper care and storage for textile heirlooms.
- LIFE SKILLS:** ○ Communicating and relating to others.
- MATERIALS:** Examples of textile heirlooms (optional)
Copies of the TEXTILE HEIRLOOMS TEASER Activity sheet for each participant
Pencils
- TIME:** 30 minutes or longer if field trip is taken.
- SETTING:** A comfortable room.
- ADVANCE PREPARATION:**
Review activity options and determine appropriate course of action. Arrange field trip, resource people, or ask youth to bring heirloom articles to share.

INTRODUCTION

Textile heirlooms are treasured keepsakes from the past. Many families use them to serve as record of family history, to strengthen family and cultural ties, and to remember a particular family member or special event. They include garments or objects made of textiles. Of course there may be other clothing accessories that could also be heirlooms.

Does anyone have heirloom garments or accessories that have been handed down? What are some other heirlooms that you can name? (List on chalkboard/poster.) Does anyone know of special costumes or clothing customs that have shared within their family? Today's activities will help us identify many different heirlooms, their cultural or family significance and how to care for them.

Do

Discover "YOUR CULTURAL HERITAGE AND FAMILY HEIRLOOMS!"

- ◆ Several different options can be used for activities to support this lesson topic. Review the following suggestions and choose the most appropriate one for your group.
- ◆ Have youth bring in items that have been passed down to them. Let each present the item and explain the family significance related to the items.

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Activity 2: Your Cultural Heritage & Heirlooms

- ◆ Visit of local museum, or maybe some thrift shops, that would have examples of heirloom costumes or other textile items on display. Assign the group a "scavenger list" of all the possible items to find!
- ◆ Arrange for 2-3 key community resource people who have a collection of heirloom items to come to the meeting, present the items and tell the "stories" that might be related to each. Try to identify individuals from different cultural backgrounds so that differences and similarities can be identified.
- ◆ Organize a field trip to actually visit and interview older community citizens who could show and tell about family heirlooms.
- ◆ Discuss the care and storage needed for preserving textile heirloom items

REFLECT

After each item is displayed, or following your visits, reflect on the experiences using these questions.

- ◆ What was the date or time periods of the items?
- ◆ How were the items acquired?
- ◆ What period in history do they represent?
- ◆ How are they being care for and stored red?
- ◆ What contributions do textile heirlooms provide to a family's heritage?
- ◆ Did you discover different types of heirlooms by families of different cultures or ethnic backgrounds? If so, what were the distinctions?

APPLY

- ◆ What did you learn or gain as a result of these activities? Do you have a better appreciation of your cultural or family heritage?
- ◆ Interview your parents, grandparents or other older persons within your community about clothing customs.

- ◆ Review family photo albums to find illustrations of different items that you would have appreciated having as an heirloom. Discuss with your family items you'd like and value as heirlooms in the future.
- ◆ Create an exhibit (pictures, costumes, and customs) at a public building that reflects the times and culture of people in your community.
- ◆ Test your knowledge of many heirloom fabrics in the TEXTILE HEIRLOOMS TEASER Activity. How many fabrics could you find?

TEXTILE HEIRLOOMS TEASER

A nonsense brain teaser
ANSWER KEY

ANSWERS IN BOLD: velour; broadcloth; madras; silk; cashmere; lace; nylon; batiste; linen; damask; wool; chenille; canvas; matte; calico; crepe; tweed; denim; rayon.

It's a marvel! Our trip abroad clothes in trouble when our mad rascal of a guide, darn his ilk, demanded cash merely for a list of places, which as any longtime tourist know right off the bat, is terrible useless.

Oh, well. In England, am asking two old-timers in their kitchen, "I'll expect to see only the worst edifices, then?"

"You can vastly improve matters by going to the Music Hall, is our advice!"

I went, and that musical, I consider, turned an acre perhaps of wet weeds into a lovely flower garden. I'm glad the venture ended with the sun's ray on it.

Source: Old Dominion Echoes, NEHC Conference Edition Vol. I No.5, July 20, 1985.

TEXTILE HEIRLOOMS TEASER

A nonsense brain teaser

Textile heirlooms are made of fabric. Why not try your luck at finding the **hidden** fibers and fabrics in the following exercise? How many do you need to find? Would you believe 20? Circle your answers. Happy hunting!

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OBJECTIVES: For youth to:

- identify examples of cultural influences on clothing and textiles.
- experiment with reverse applique technique used making a "mola".

LIFE SKILLS: ○ Planning and critical thinking skills.

MATERIALS: 100% cotton fabrics in 3-4 bright colors (9"x 12" is a good size)
100% cotton or rayon coordinating thread
Paper-backed fusible web
Iron-on transfer pens
MOLA DESIGN or other suitable design.
Iron and ironing board
Hand sewing needles or machine

TIME: 1- 2 hours, depending on size and experience of youth

SETTING: A room with tables and chairs, outlets for iron(s) and machine(s).

ADVANCE PREPARATION:

Cut fabrics into 9" x 12" pieces. Prepare sample mola to illustrate and demonstrate steps.

INTRODUCTION

The people of different countries and cultures around the world have provided us with many wonderful art forms that have influenced textile and clothing design. Look around you...the international and cultural influences of countries around the world can be found in our homes, the clothes we wear, the accessories we choose and the art we enjoy? What are some examples of things you own, have in your home or have seen?

Today's activity will take us on a cultural expedition to Panama and the San Blas Islands. The Cuna Indians, native of these islands, provide us with the most well-known example of reverse applique called molas. A mola uses colorful blocks of fabric in geodetical or animal motifs. They are typically used as shirt or jacket yokes and have now achieved status with art collectors.

Do

Let's make a "MOLA"

- ◆ Select either the workbook version, which is a modified version that uses fusible web, or the authentic method where layered materials are basted and the stitching is done by hand. Show youth a finished sample. Review the steps they will be

following using instructions outlined in A GALLERY OF CULTURAL INFLUENCES, Workbook page 34 or provide a copy of the illustrated MOLA INSTRUCTION GUIDE.

- ◆ Provide each youth a copy of the MOLA DESIGN or have them create their own and 3-4 pieces of bright fabrics.
- ◆ You may want the youth to "practice" the reverse concept by using 3-4 pieces of different colored construction paper so they can plan the cuts and achieve the desired look.
- ◆ Explain the process of reverse applique to youth, helping them select the "design" layer and the "foundation" layer from their fabric pieces. A dark color should be selected for the design layer and a lighter color is suitable for the foundation layer. The "inlay" fabrics are other complimentary colors between the design and foundation layers.
- ◆ Have youth take turns fusing the paper-backed web to the design layer, if this method is being used.
- ◆ Instruct youth to trace the mola design with the iron-on transferable pen. Lay design face down on the fused paper side of the design layer, transfer design with heat. It is best to hold iron in place a few seconds then pick up and move to another area of design, hold and move. Do not slide the iron side-to-side.
- ◆ Cut design layer according to where you want to see the foundation layer or inlay fabric(s).
- ◆ Lay design layer over foundation layer, but DO NOT fuse yet! Decide where and what colors will be the inlay applique. Fuse web to the inlay fabrics and trace design onto paper backing.
- ◆ Place inlay fabric(s) between the design layer and the foundation layer. Decide on areas of the design to be cut from this layer. Cut the inlay pieces so that there will be no foundation uncovered in that area. However, be careful not to over use the inlay or you will lose the effect of the foundation color.
- ◆ Finishing and Stitching. On authentic molas you would turn under cut edges and secure with tiny hand stitches. The most typical stitches found on molas are the cross stitch, blanket stitch, chain stitch and embroidery or satin stitch. Many models of machines today have these stitches available. Let youth decide which stitches to use for finishing their mola.

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Activity 3: MOLA: A Folk Art Applique

- ◆ Frame the mola design with a solid coordinate that is 1 ½ inches wide and 3 inches longer than the side it will bind. Stitch the binding on with a ½ inch seam allowance with right sides together.
- ◆ Pin mola in a desired placement to a shirt or jacket or vest yoke. Using a straight or decorative stitch, apply your completed design.

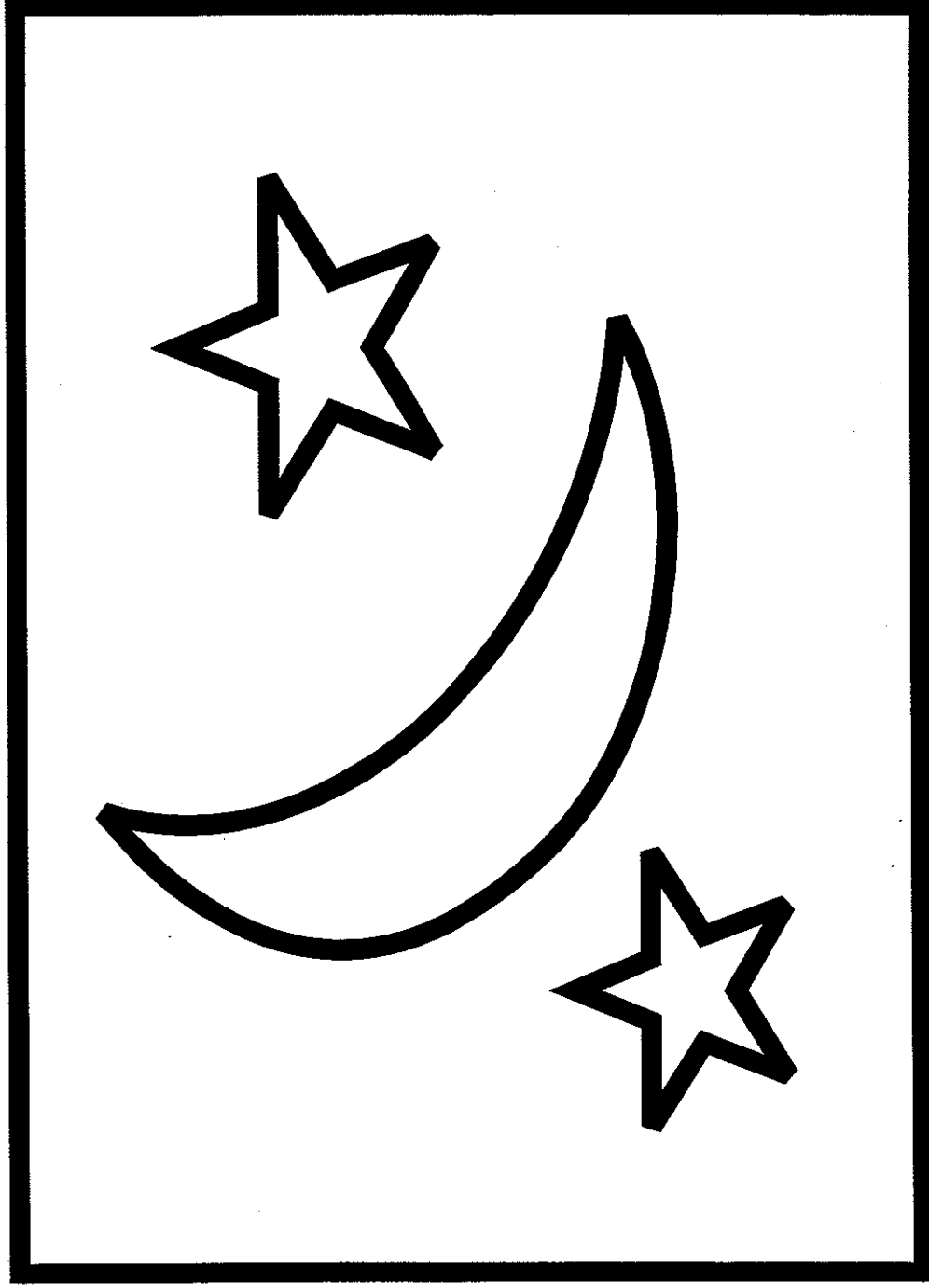
REFLECT

- ◆ Had you ever done any applique before? Reverse applique?
- ◆ What makes reverse applique different?
- ◆ What was the most difficult part of creating the applique?
- ◆ Where have you seen applique used?

APPLY

- ◆ How will you use this technique in future?
- ◆ Do you have a greater appreciation of the time and skill required to complete such folk art techniques?
- ◆ Choose another folk art technique you've seen and investigate its historical and cultural heritage.

Mola Design



Molas.. from Panama

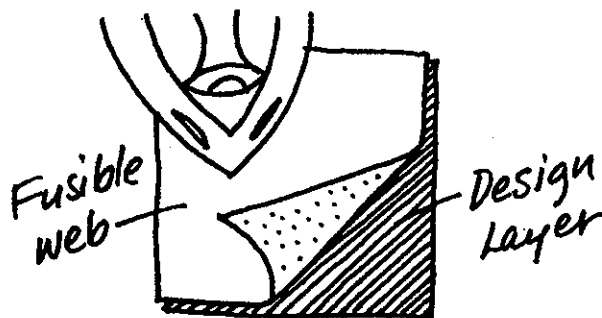
What You Need:

- ☑ 100% cotton fabrics, in bright colors
- ☑ paper-backed fusible web
- ☑ 100% cotton or rayon coordinating thread
- ☑ iron-on transfer marking pens
- ☑ suitable design for mola
- ☑ iron
- ☑ ironing board
- ☑ scissors



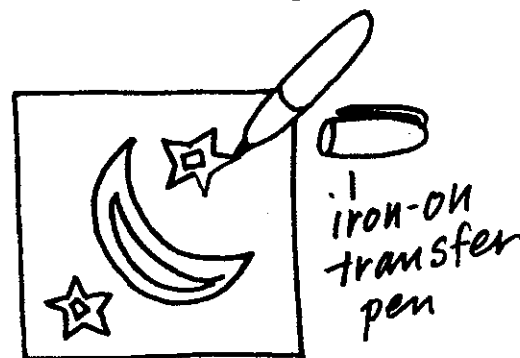
What You Do:

Select a design and foundation fabric. A dark color should be selected for the design layer and a lighter color is suitable for the foundation layer.



Fuse the paper-backed web to the design layer.

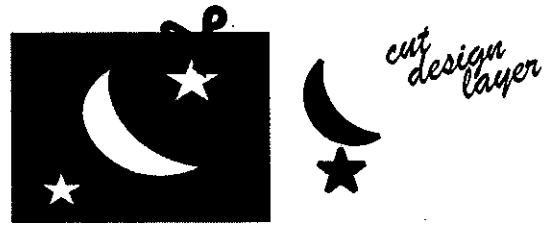
Trace your mola design with the iron-on transferable pen, lay design face down on the fused paper side of the design layer.



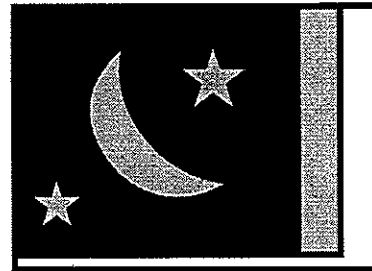
Transfer design with heat. It is best to hold iron in place a few seconds then pick up and move to another area of design, hold and move. Do not slide side-to-side.



Cut design layer according to where you wish to see foundation layer or inlay fabric.

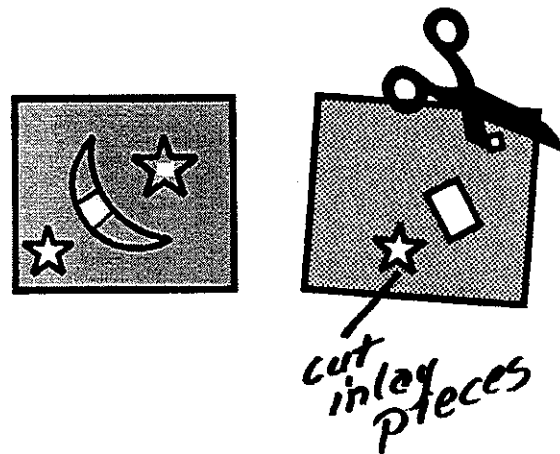


Lay design layer over foundation layer, but DO NOT fuse yet! Decide where and what colors will be the inlay appliqué.



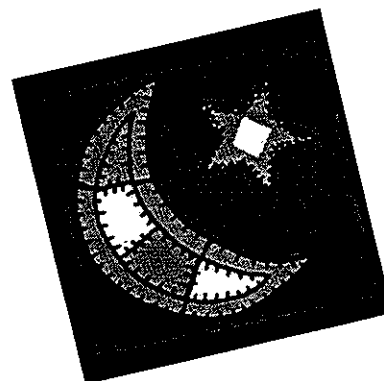
Fuse inlay fabric with fusible web. Trace design on paper back as you did with the first design layer. Place inlay fabric between the design layer and the foundation layer and decide areas to cut.

Cut inlay pieces so that there will be no foundation uncovered in that area. However, be careful not to over use the inlay or you will lose the effect of the foundation color.

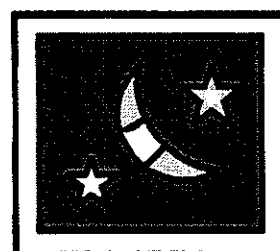


After cutting inlay, remove paper backing, fuse to the foundation layer. Then, remove paper backing from design layer, place it on top of inlay and fuse it.

Authentic molas use several hand stitches that are available on many of the newer models of machines. The most typical stitches found on molas are the cross stitch, blanket stitch, chain stitch and embroidery or satin stitch.



Frame the mola design with a solid coordinate that is 1 1/2 inches wide and 3 inches longer than the side it will bind. Stitch the binding on with a 1/2 inch seam allowance with right sides together.



Pin the mola in a desired placement to a shirt, jacket or use it on your next vest! Using a straight or decorative stitch, apply your completed design.

- OBJECTIVES:** For youth to:
- appreciate the cultural influences on textile designs.
 - experiment with wax resistant dyeing of fabrics.
 - apply principles learned in previous lessons through the process of creating the batik.
- LIFE SKILLS:** ◦ Planning and decision-making skills
- MATERIALS:** 100% cotton fabric (14" x 14"), prewashed for each youth
 Brushes
 Stamping tools
 Wax or paraffin
 Dye
 Electric Skillet or metal can and pot
 Container for dye
 Clothes hanger and pins
 Iron and ironing board
 OLD newspapers and paper towels
- TIME:** Quite variable depending upon design and colors chosen. Time to dry between dyeing sessions is a major factor. This activity could be done in 45 minute sessions over several days or weeks.
- SETTING:** An area with tables and chairs. An outdoor area would be appropriate.
- ADVANCE PREPARATION:**
 Pre-wash to remove all finishes and cut fabric squares. Cover work area with newspapers.

INTRODUCTION

Who knows what "batik" is? (A method of dyeing fabric using wax.) Has anyone ever made a batik product or seen examples of batik? (Show an example, if available.) The batik process is well known in Indonesia. This project will help learn to appreciate the time and skill the Indonesians used for years to create beautiful fabric designs.

Do

Discover 'BATIK... AN INDONESIAN ART!'

- ◆ Provide youth with the prewashed fabric square and paper and pencils to create their design (or provide sample designs). Ask youth why you needed to prewash the fabric and discuss the activities they experienced in CUTTING EDGE ON FABRIC FINISHES.

- ◆ Review the processes that will be used and explain how the wax resist dyeing process occurs. Review the information on pages 35 and 36 of the workbook entitled **BATIK..AN INDONESIAN ART** and provide copies of the illustrate activity sheet on **BATIK**. Show an example of finished batik, if available.
- ◆ Be sure to emphasize the planning that needs to take place in determining the color results from the dyeing processes. You must begin with the lighter colors and work toward the darker colors. Also review the color mixing activities to realize what colors mix to form other colors. Using a few drops of food coloring in glasses of water will help youth test their ideas, if needed.
- ◆ Demonstrate the steps following the procedures and instructions on the **BATIK** activity sheet for the first dye process. Continue with the process at succeeding meetings to complete the design process.

REFLECT

- ◆ What did you learn from this activity? Would you like to try this again?
- ◆ What was successful about your experience? Were there any problems?
- ◆ How much time did it take you to complete the total process? Can you imagine having to design yards and yards of fabrics using this method?
- ◆ Why did you need to prewash the fabric?
to remove any finishes to would inhibit the dye absorbing

APPLY

- ◆ What would be some clothing items or other uses for fabric prepared this way?
examples: scarves, bathing suit coverups; pillows, wall hangings, etc.
- ◆ Do you plan to use this technique again? Are there things you learned from this experience you can use in future?

Batik ...

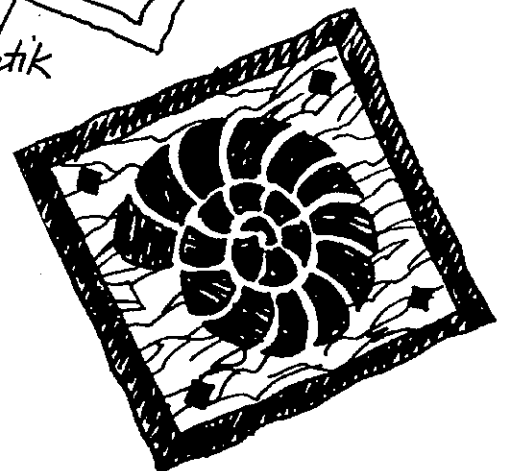
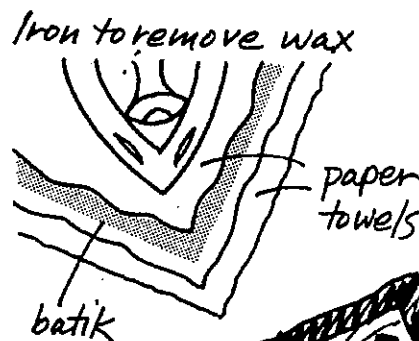
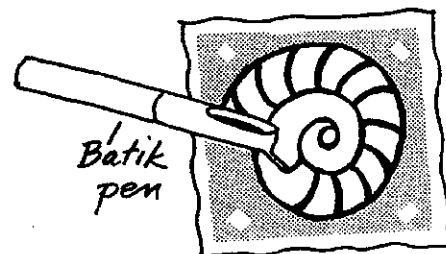
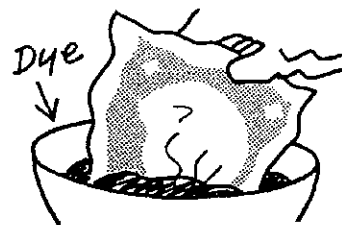
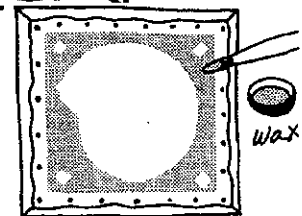
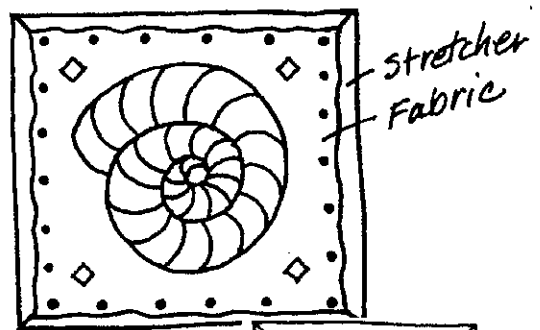
An Indonesian Art

Before Starting:

- ❑ Be sure to wash and dry your fabric before starting your project.
- ❑ Cover work area with newspaper.

Batik Process:

- ❑ Lay fabric out and create your own design or trace patterns and shape desired.
- ❑ Tack fabric to art stretcher, frame or cardboard.
- ❑ Prepare wax by melting in metal can in pot of boiling water, or in an electric skillet where you can regulate the heat easily.
- ❑ Apply wax to design areas. Wax hardens in seconds. Wax must penetrate fabric, be sure to lift the fabric every few strokes to prevent sticking, if using cardboard.
- ❑ Prepare dye according to package instructions. Some dyes require additional "fixers" like vinegar or salt to help the dyes bond to the fibers. Read dye directions before using. **WARNING:** Dye should be cool or cold before dyeing fabric since wax will melt, if it is hot.
- ❑ Rinse the waxed fabric in warm water and place it unfolded in dye bath. The warm water prevents blotching and uneven dyeing.
- ❑ Rinse carefully to not break wax.
- ❑ Remove and gently blot your batik with paper towels or newspapers to absorb excess.
- ❑ Hang in shade to dry on a clothesline. Always hang batiks loosely from line; do not drape over the line.
- ❑ Let dry completely before rewaxing and continuing the dyeing process.
- ❑ Finally, remove wax, press the batik between old newspapers (no color). Place 5-6 layers on bottom and 1 layer on top. Gently press.



OBJECTIVES:	For youth to: <ul style="list-style-type: none">○ identify how and why different cultures have different clothing styles.○ identify the dress and customs of several cultures and the geographic locations of other countries.
LIFE SKILLS:	○ Planning and decision-making skills
MATERIALS:	BE A PHOTO JOURNALIST and TRAVEL THE WORLD, Workbook Activity, pages 37-38 Pencils A world map (optional)
TIME:	30 minutes
SETTING:	A comfortable room

INTRODUCTION

Learning about other cultures is a fun and exciting activity. When you travel to other countries it becomes very important to know the clothing expectations and customs of those countries. Has anyone ever traveled to a different place, even here in the U.S. where the dress and customs were different? (Let youth share experiences.) Today's activity will take us on an imaginary trip around the world to some countries that have some particular clothing customs. Let's see what we need to pack!

Do

Pack for "A TRIP AROUND THE WORLD!"

- ◆ Divide the youth into teams of 2, 3 or 4.
- ◆ Ask for volunteers to read the country descriptions under TRAVEL THE WORLD on page 38 of the workbook. Locate the countries on a world map, if possible.
- ◆ Instruct each team to review the information and the packing list in the workbook on page 37. They are to decide what items from the list they would take to each of the countries.

REFLECT

After all teams have completed the task, share and compare their results.

- ◆ What items would you take to Saudi Arabia? What items would you NOT take? Why or why not?
- ◆ What items would you take to south Africa? What items would you NOT take? Why or why not?
- ◆ What items would you take to Japan? What items would you NOT take? Why or why not?
- ◆ Where else could you travel that you might have certain clothing restrictions?
- ◆ What impacts the clothing customs and dress of many countries and cultures?

APPLY

- ◆ What do you think would happen if you did not honor the customs and codes of countries during travels?
- ◆ Do you have dress codes for school, clubs or other organizations? How do you feel when you have to honor these? What happens if you don't?