

LESSON 7

CULTURE

9-11 YEAR OLDS

PURPOSE

To introduce cultural influences on clothing styles and choices.

OBJECTIVES

Youth will be able to:

- ◆ identify how and why cultures have different clothing styles.
- ◆ develop an appreciation of cultural differences in clothing, including historical perspectives.
- ◆ identify cultural influences on modern trends.
- ◆ identify traditional dress of several cultures and the geographic location of other countries.

LESSON TIME

45 Minutes

LEARNING ACTIVITIES

FABRIC FAMILY HISTORY
CLOTHES FROM AROUND THE WORLD!
THE DRESS OF INDIA
TIE-DYEING FUN
SEMINOLE PATCHWORK

ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Culture.
2. Review the activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

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Do

The following is suggested for using the activities in Lesson 7. Materials needed for each are listed within the activity.

- ◆ Learn the history of fibers with **FABRIC FAMILY HISTORY**.
- ◆ Explore clothing trends in other countries with **CLOTHES FROM AROUND THE WORLD!**
- ◆ Dress up in the clothing of another culture with **THE DRESS OF INDIA**.
- ◆ Experiment with African dyeing techniques with **TIE-DYEING FUN**.
- ◆ Learn about Seminole Indian patchwork by creating a pin cushion in **SEMINOLE PATCHWORK**.

REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ Where on the map is India, Mexico, Scotland, Japan, Hawaii, Africa, Dutch, China?
- ◆ What other countries have you learned about through this project?
- ◆ Do people from different countries dress the same way as Americans?
not generally, this is because the people of each country have different customs and live in different climates
- ◆ What evidence of other cultures can you see in today's fashions and fabrics?
- ◆ What kinds of dyes do African use?
natural dyes: berries, mud, clay, crushed leaves, urine, bark, etc.

APPLY

Help youth to apply what they have learned to their daily clothing choices.

- ◆ Take a trip to the library to find books or magazines on other cultures and their clothing.
- ◆ Share what you have learned with your friends and family.
- ◆ Study maps and identify the locations of other countries and their culture.

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BACKGROUND BASICS...Culture

Cultural identity is one of many forms of identification that an individual may express through clothing. Conformity helps determine characteristics of a culture because the members often want to show they belong. Clothing is one very visible way to demonstrate culture.

Some aspects of conformity include loyalty to an organization, university or country. Conformity creates a sense of solidarity with others. Individualism is present in every culture, but it is more common in Western cultures. Individualism is shown through our clothes, jewelry and our actions. Whether we are expressing conformity or individuality, much can be observed from our appearances. Our clothing can tell others many things about yourself and we can learn from the clothing of other cultures.

When studying other cultures, be sure to have a map handy so that you can locate the country you are talking about. Note the surrounding countries. How close is the country to the equator? What kind of weather do you think they have? Does this affect the clothing worn in that country?

Why do we study other cultures? So that we can learn about how other people live and also to discover influences in our own culture.

CLOTHES FROM AROUND THE WORLD

Eskimo Culture

Eskimos still live as their ancestors did carrying on the same traditions and way of life. The name *Eskimo* means "eaters of raw flesh." Eskimos live in Greenland, the northern fringe of North America and in Eastern Siberia. They mainly live in the coastal regions of these areas.

In the regions where Eskimos live, there are short summers and very long winters. They dress in heavy fur coats most of the year, and they used to build houses out of ice blocks. Hunting was a way of life for the Eskimos. They would hunt seals, walruses and in Canada, they hunted caribou. They also hunted white whales in groups. The Eskimos also eat a lot of fish.

Caribou skins were used to make hooded parkas. Fitted trousers, fur mittens and boots with seal skin soles complete the Eskimo winter wardrobe. Today the Eskimos have adopted the culture of the country in which they live and many of the old clothing traditions have been abandoned. In hunting communities, the seal skin soles are still used to an extent. The Eskimos have welcomed new technologies to make live in the cold climate easier.

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Mexico

Traditional clothing in Mexico consists of hand woven cotton cloth. This cloth is often embroidered with wool to create designs. The traditional dress for a male is the *mestizo* (mās-tē'zō) which is cotton pants that come below the knee and a cotton shirt, a wool poncho and a *sombrero*. The sombrero is good protection from the hot sun. Because of the influence of Western culture, this traditional dress has given way to Western fashion trends.

The sombrero is a broad-brimmed, high-crowned hat made of felt or straw. It is worn especially in Spain, Mexico and the Southwestern United States. The sombrero derived its name from the Spanish word *sombra*, meaning shade, and first appeared in the 15th century. Gentlemen often wore tan, white or gray felt sombreros while the peasants wore straw ones. The sombrero was modified into the cowboy hat we know today.

Scotland

Clans became associated with the tartans, a skirt or kilt, with distinctive plaid on it. A clan is made up of people who trace a their ancestry to a common descendent. All members of a clan are considered to be kin. They fight together and are very territorial. In the 18th century the kilt became a common characteristic of each clan. The clans developed different plaid designs that distinguished them.

India

The dhoti (dō'tē) and the sari (sā'rē) are common garments that have been worn in India for thousands of years and are still worn today.

In India, the men wear the *dhoti* (dō'tē), similar to pants, and the women wear a *sari* (sā'rē), a cloth wrapped around to make a dress. All classes wear variations of these garments, but the quality of the fabric varies with class.

Men wear the close-fitting dhoti as pants, and shoes are sometimes worn. Often a scarf is thrown on one shoulder and tucked in at the waist. The dhoti is worn by men of all castes not depending on social or economic status. The dhotis worn by the Hindus always have distinctive narrow borders.

More indication of social and economic status can be seen in the women's attire. Also changes in fashion are also more easy to follow in women's clothing than in men's clothing.

Saris are made of many different weights of fabric, and they are not always completely concealing. Often tie-dyed scarves are worn over the sari as decoration. Women of different localities wear varying garments under the sari also. The Bengali women only wear the sari, but the women of Maharashtra wear a sort of petticoat underneath the sari.

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In some regions, when the yellow mustard plant blooms, the men and women deck themselves in yellow-colored dress. Sparkling green garments are worn during the rainy season. Dark-red garments are commonly worn the rest of the year, and white garments indicate purity.

The color and decorations of the saris and dhotis indicate in what region one resides. There are as many variations of the dhotis and saris as there are localities in India, but the basic design remains the same as it did two thousand years ago.

For men, headdress is very distinctive. Aside from the many ways to wrap a turban, a small black hat in the shape of a rimless bowler may be worn, or an angora wool hat. Women do not wear any particular headdress other than a shawl or the end of the sari.

Often religion can be distinguished by the colors of the saris or dhotis and the way in which they are worn.

The turban is of Oriental origin consisting of a long scarf wound around the head or an inner hat. Today, however, we associate the turban with the Turks and those of the Islam faith. The turban varies in shape, color and size, some reach lengths of up to 50 yards. The length of a turban depends on one's position in society. The longer the turban, the higher the status. In wearing a turban, the forehead must be left bare so the forehead can touch the ground when praying.

Japan

In Japan, it is important to always dress neatly and to have your garments well-pressed and clean. Their use of color is traditional. Elderly people avoid wearing bright colors and stick to somber, muted colors. The Japanese *kimono* (ki-mō'nō), worn by the women, is reserved for special occasions and the Japanese generally wear Western style clothing. Men wear somber gray or dark suits that almost seem like a uniform for the businessman of today's Japan.

Japanese women are just as comfortable in the traditional kimono as they are in Western clothing like we wear in the United States. Men often wear business suits and have embraced Western business wear as the norm.

The sash worn around the kimono is called the *obi* (ō'bē). The obi is tied tightly behind the back in an ornate bow. An obi is used to decorate a kimono for different occasions, and it is also meant to accent the waist. Some obis are embroidered with designs of pine, bamboo, plums, orchids or chrysanthemums. Thin obis are worn in the summer and thicker ones in the winter. Young girls wear a simple obi with their kimonos, but with age, the obis become wider and more elaborate.

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Hawaii

Hawaii's climate is subtropical and the temperature is generally in the mid-70s. The ancient Hawaiian customs provide entertainment for visitors. The luau, a traditional feast, and hula dances are performed for the tourists. Soft flowing sundresses are worn by the women and the necklace of flowers traded as a sign of welcome are called a *lei* (lā).

The Hawaiian culture has had many influences as the discovery of the new world expanded. In the 1850s, the Chinese were a gradual influence and then missionaries from American brought a New England influence. The Hawaiian culture was one of oral history and not written so not much is know of the Hawaiian history before the 18th century. Hawaii became our 50th state in 1959.

Africa

Dress patterns are our symbolic language. Dress tells others many things about ourselves. Our clothing shelters us from the elements and reveals the conscious and unconscious priorities we hold.

The *dashiki* (da-shē'kē) is a tunic-like garment worn by males in parts of Africa. The dashiki is often decorated through tie-dying or beads are sewn on the fabric.

In Africa, where the dashiki is worn, another form of adornment is skin decorations, both permanent and temporary. We call them *tattoos*. It is a sign of bravery for boys and girls to endure this painful process. Skin demarcations are made all over the body.

Strands of beads and jewelry have great significance. The number of strands indicate rank. Royalty is shown by the adornment of expensive and rare beads. In Nigeria, in order to wear certain beads, it is necessary to receive permission from the king (Oba). Punishment for disobeying this law is death. It is common to wear sixty iron rings around the left arm and on the right wrist to wear a brass bracelet engraved with patterns. An ornate pattern signifies wealth.

Islam has brought much improvement to the clothing of the Nigerians. Improved methods of weaving and decorating garments has made it easier for the people to clothe themselves. Tie-dying is a common form of decoration. The cloth after being dyed is laid over a flat log and beaten with heavy mallets. This process caused the cloth to shine like satin, producing a much desired effect. Favored colors are blue, natural shades and crimson.

Seminole Indians

Deep in the Florida Everglades, around the turn of the century, the Seminole Indians used their ingenuity and pattern making skills to develop Seminole patchwork. It was probably the first time that patchwork was made on a sewing machine. It is known that they used horizontal bands of simple patchwork in their clothing as early as the 1920's.

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Seminole patchwork is the art of sewing long, narrow strips of fabric together, then cutting into rectangular or triangular shapes. These shapes are re-assembled into geometric patterns. Originally these strips were torn in order to have strips on grain.

In authentic Seminole patchwork, solid color (plain) fabric and very bright colors were used, especially red, blue, yellow, and green. Background colors were frequently black and white. Fabric type was typically broadcloth. By varying the number and width of strips, the angles, offsets of pieces, an unlimited number of variations can be created.

Batik

Batik (bă' ēk) is a method of dying where areas of the fabric are covered with wax so they will not receive the color. This is mainly done on cotton fabric in the colors of blue, brown and red. Multicolored and blended effects are obtained by repeating the dying process several times. It is not known where batik started, but it is commonly practiced in Southeast Asia.

Sabot

The *sabot* is a heavy wooden shoe worn by the European peasants in the late 19th century and through World War I. There are two kinds of sabots, one is shaped and hollowed from a single piece of wood. This kind is called *klompen* by the Dutch. The other is heavy leather shoe with a wooden sole.

Toga

The toga is a loose, draped outer garment of Roman citizens. The toga was originally worn by both sexes of all classes, but it was gradually abandoned by the women. It remained the dress of state officials and the Roman emperor. The color of the toga was also very important. Senators and public officials wore white togas. Roman boys until wore purple bordered togas and they men wore plain togas. People in mourning wore dark colors and those celebrating wore richly embroidered togas.

Bloomers

Bloomers were named for Amelia Jenks Bloomer who advocated their use. The fad was short lived but the name persists to be used for divided skirts, knickerbockers, and for loose, baggy underwear.

BIBLIOGRAPHY:

- Dar, S.N. (1969). *Costumes of India and Pakistan*, D.B. Taraporvela Sons and Co. Private Ltd.: India
- de Negri, Eva (1976). *Nigerian Body Adornment*, Academic Press Ltd.: Lagos

OBJECTIVES:	For youth to: <ul style="list-style-type: none">○ tell the history of different natural fibers.○ identify countries where natural fabrics are produced or grown.
LIFE SKILLS:	○ Work on group interaction skills.
MATERIALS:	Copies of the HISTORY STORIES for each youth Copies of the CROSSWORD PUZZLE for each youth Pencils Swatches of cotton, linen, wool and silk fabrics Map or globe
TIME:	45 Minutes
SETTING:	A comfortable room with tables and chairs.

INTRODUCTION

Did you ever wonder how cotton was discovered or how silk was first made? Today we will read stories of how natural fibers were discovered and how they are made into fabric.

Do

- ◆ Let youth take turns reading the stories to the group.
- ◆ Use map or globe to locate countries where each fiber is grown. Talk about when the fibers were first used.
- ◆ Divide into groups of three or four. Have youth complete the crossword puzzle together.

REFLECT

- ◆ Name something new you learned about cotton, linen, wool, silk.
- ◆ What fiber was first used in the history of man?
wool was first used during the Stone Age about 10,000 years ago
- ◆ What fiber does the flax plant produce?
linen

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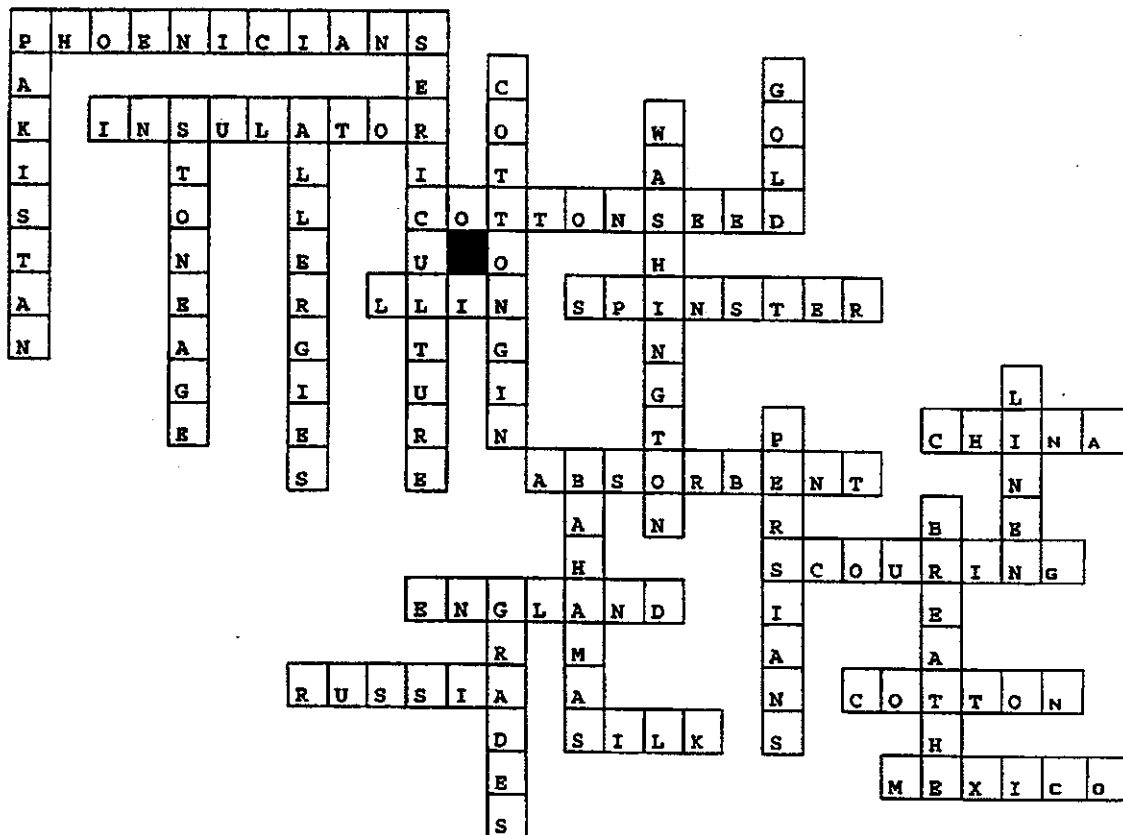
Activity 1: Fabric Family History!

- ◆ What fiber has the longest, strongest and shiniest fibers?
silk
- ◆ What is the most widely used fiber in the world?
cotton

APPLY

- ◆ Share the history of your favorite natural fiber by writing a story in your local 4-H newsletter.
- ◆ Give a speech telling the history of a natural fiber. (Be sure to do more research to find out more facts!)

CROSSWORD PUZZLE ANSWERS



HISTORY OF NATURAL FIBERS

SILK



Silk was discovered in China about 2640 B.C. It is the longest, strongest and shiniest of all natural fibers. The story goes like this:

To shield herself from the hot Spring sun, the Empress of China, Si-Lang-Chi, moved to the shade of the mulberry trees. From the low branches, she noticed silk-moth caterpillars spinning cocoons. Fascinated by the way the tiny animals spun yards of lustrous silk around their bodies, she plucked a golden-white cocoon from the branch. Finding the end of the silken strands, she unwound the threads of the cocoon.

Together with her ladies-in-waiting, Si-Lang-Chi began to unwind several cocoons, rewinding the silken threads on to reels made from twigs. With the silken fibers, the Empress wove the threads into a beautiful cloth.

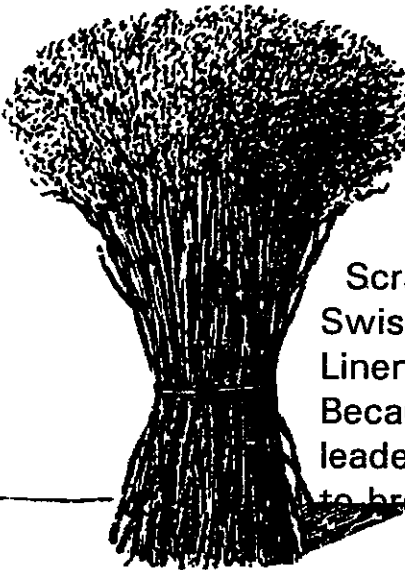
They presented this robe to the emperor. The Chinese kept the process of sericulture a secret until the first century. Japan was the first to unfold the secret of silk production, but it was years before the Western world understood the mystery of silk cloth.¹

Throughout history silk has been a treasured fiber. Greeks made their finest togas out of silk, and in Rome, silk was worth its weight in gold. American colonists wore silk as a status symbol. Silk remains the queen of fibers and is very desired in America, Europe and the Far East.

Today there are many different kinds of silk: satin, faille, chiffon, brocade, shantung, taffeta, charmeuse and velvet. China, Japan, Italy and India are countries that produce silk today.

¹MAKING IT! Spring, 1986 p.12

LINEN



Linen is a fiber that was used in biblical times and is a popular textile. The Phoenicians called linen the "golden yarn". Linen was given its name by the Celts. Linen is derived from the Celtic word *llin*.

Scraps of linen were found to be used by Swiss Lake dwellers as early as 8,000 BC. Linen is a strong, highly durable, absorbent fiber. Because of its coolness and luster it is the leader of fabrics consistently used. Linen is said to breathe in the summer.

In the ancient world, white linen was worn only by those of royal birth as a sign of purity.

Linen is a vegetable fiber plant grown in Europe, Russia, China, Argentina, Chile, Korea and Japan. Russia cultivates over 50% of the linen today.

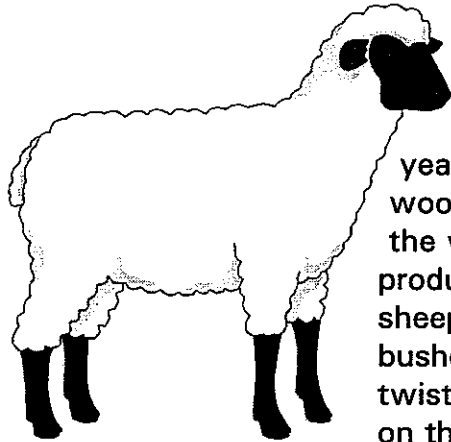
Linen is made from the flax plant. Most of the fabric comes from Italy and Ireland. The fiber that linen is made of is found between the center and the outer skins of the flax stem.

The flax plants are harvested by hand or by machine. The flax is then tied in bundles and left in the field to dry. Through a combing process, the seeds and leaves are then removed. The bundles are untied and the stalks soaked in water for two or three weeks.

The stalks are then dried again and the linen fibers are separated from the woody sections of the stalk by steel or iron combs. This process is called *retting*. The long fibers are then spread into a continuous sheet that is then spun into yarn. The yarn is then woven.

Linen is perfect for people with allergies because of its

WOOL



During the Stone Age, man used sheep for the three basic human needs: food, clothing and shelter. After many years, man stopped killing sheep for their wool coats and learned to harvest only the wool, leaving the animal alive to produce more wool. One theory is that the sheep's wool would get caught on bushes and brambles and the shepherds twisted strands of yarn from the loose wool on the shrubs.

Sheep were easy to move and soon flocks were spread across the world. Between 3,000 and 1,000 BC, the Persians, Greeks and Romans distributed sheep and wool throughout Europe. A wool factory was established in England as early as 50 AD. Wool trade and industry helped fund Columbus' journey to the new world. In the American colonies, Massachusetts required young people to spin and weave wool. It was tradition that the oldest unmarried daughter of the family do the spinning. This is where the term *spinster* comes from. Both President Washington and President Jefferson maintained flocks of sheep and were inaugurated in wool suits.

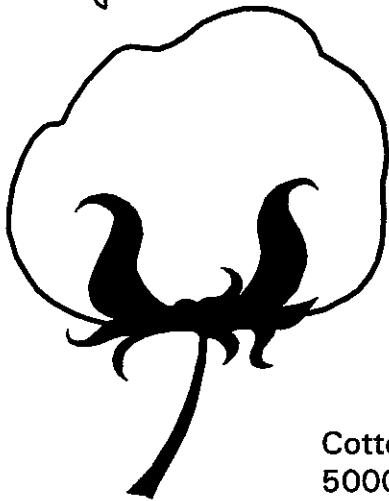
Flocks of sheep are rounded up once or twice a year to be sheared. The shearer separates the animal from its fleece with electric clippers. The fleece is then laid on a table and is sorted into various grades of wool.

The wool is separated by length of fibers, fineness, strength, and color. The wool is shipped to a warehouse where it is given a soapy bath. This is called *scouring*. The wool is then dyed.

To dye the wool, it is gathered into five-hundred-pound lots and dumped into kettles. After the wool is rinsed it is put through a drier. The wool is then carded, combed, and spun into yarn. Different breeds of sheep produce varying grades of wool.

Because of its fine fibers, wool is a good insulator. It traps air between the fibers creating a warm insulating layer.

Sheep thrive in all 50 states and in most nations. They often live in barren ranges or high altitudes where other animals cannot survive because of lack of vegetation.



COTTON

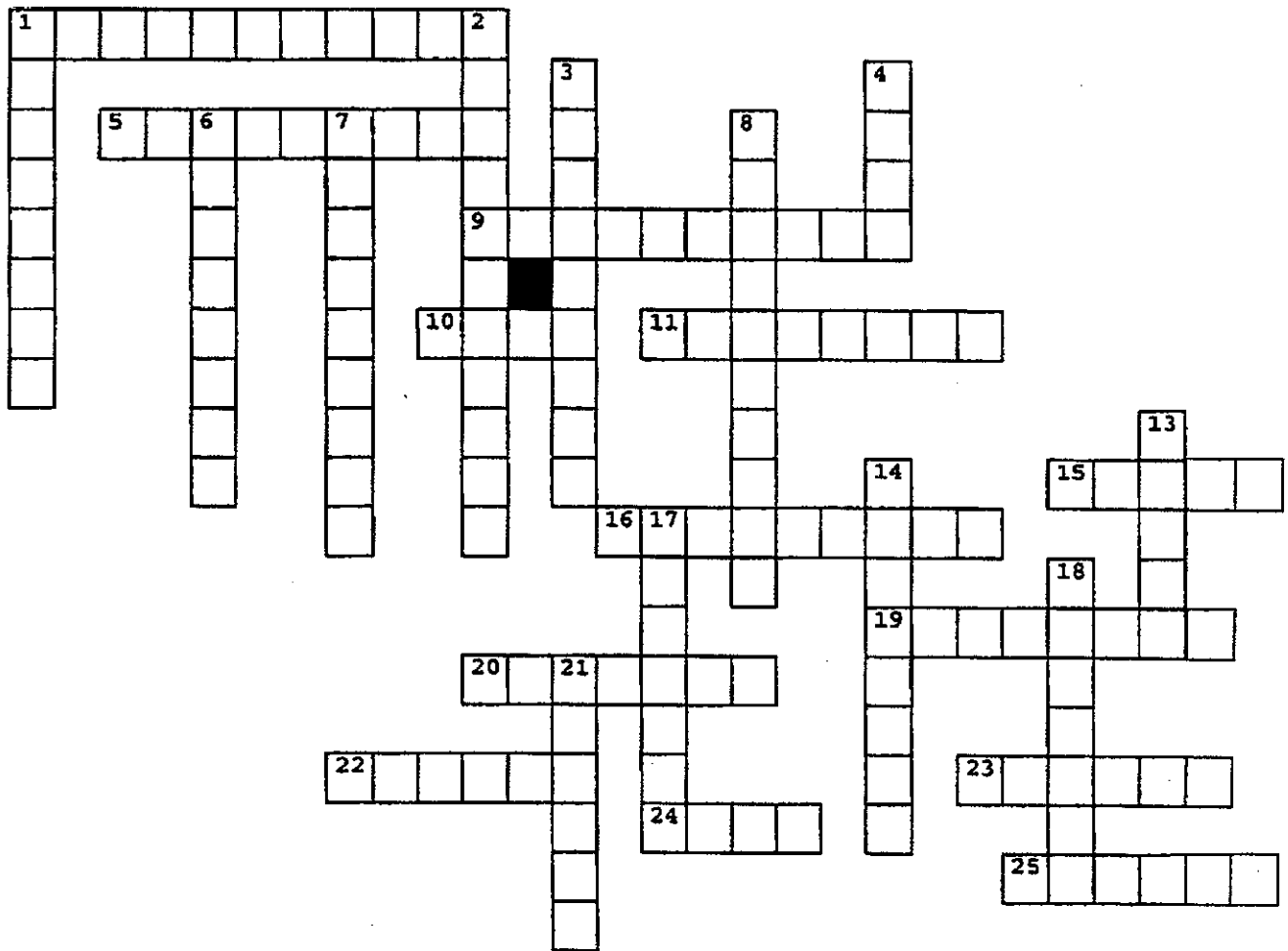
Cotton is the most widely used fiber in the world. The cotton plant is a small brushlike plant with broad leaves. Cotton is picked from the plant and the seeds are separated from the fibers by machine.

Cotton was first cultivated in Mexico about 5000 BC. The spinning and weaving of cotton was practiced in Pakistan about 3000 BC.

Cotton textiles existed in Peru about 2500 BC, and it was used by the Hopi and Zuni Indians in the Southwestern United States about 500 BC. Arab merchants brought cotton cloth to Europe about 800 AD, and when Columbus discovered America in 1492, he found cotton growing in the Bahamas. Cotton was known around the world by 1500 AD.

The cotton blooms into white puffs. These blooms contain seeds that must be removed. For every 100 pounds of fiber which the cotton plant produces 162 pounds of cottonseed are produced. Eli Whitney invented the cotton gin. The gin made it much easier to remove the seeds from the cotton. This invention increased cotton production by 50 times. Today, the United States produces most of the world's cotton, but the most valuable cotton comes from the Sea Island in the Bahamas.

CROSSWORD PUZZLE



ACROSS

1. They called linen the "golden yarn".
5. Because of its fine fibers, wool is a good _____.
9. For every 100 pounds of fiber, the cotton plant produces 162 pounds of this.
10. The Celtic word for linen.
11. The name of the oldest, unmarried daughter who spun wool.
15. The country where silk was discovered.
16. Linen is an _____ fiber.
19. The process of giving wool a soapy bath.
20. Country where the first wool factory was established in 50 AD.
22. This country cultivates 50% of linen today.
23. The most widely used fabric in the world.
24. The Queen of fibers.
25. Country where cotton was first cultivated about 5000 BC.

DOWN

1. The spinning and weaving of cotton was practiced here in 3000 BC.
2. The process of farming silk worms to produce silk.
3. Invented by Eli Whitney.
4. Silk was considered as valuable as this in Rome.
6. The time period in which wool was first used.
7. Linen is the perfect fabric for people with these.
8. This president was inaugurated in a wool suit.
12. The plant linen is made from.
13. The fiber that goes through a process called retting.
14. These people distributed sheep all over Europe.
17. Columbus discovered cotton growing here.
18. Linen is said to _____ in the summer.
21. Different varieties of sheep produce different _____ of wool.

- OBJECTIVES:** For youth to:
- identify items of clothing that represent a culture.
 - match these items with the country of origin.
 - find examples of other cultures in our own society.
- LIFE SKILL:** ◦ Locate different countries on a map or globe.
- MATERIALS:** Map or globe
'ROUND THE WORLD POEM
POEM BACKGROUND SHEET
'ROUND THE WORLD WORKSHEETS
Crayons
Magazines, newspaper and ads
Scissors
Glue or paper cement
Paper
- TIME:** 45 Minutes
- SETTING:** A comfortable room with tables and chairs or large floor area to work.

INTRODUCTION

Clothing can tell others many things about you. People learn from observing what you wear and how you wear certain items. They can even tell what country you are from.

Our culture is influenced by the dress and customs of other nations because our nation is made up of immigrants from every other country in the world. Let's look for evidence of these influences in our society.

Do

Learn about CLOTHES FROM AROUND THE WORLD!

- ◆ Read the 'ROUND THE WORLD POEM to the youth. Ask them if they know what each of the words mean.
- ◆ Discuss each of the items mentioned in the poem. First discuss crinoline, its use, where it originated from, who used it. This information can be found on the POEM BACKGROUND SHEET. Continue for each item mentioned.
- ◆ Have the youth complete the 'ROUND THE WORLD WORKSHEET and locate each originating country on the map or globe.

REFLECT

- ◆ Could you identify any of the items mentioned in the poem before this activity?
crinoline, sabot, toga, bloomers, sombrero, dashiki, poncho, jellaba, clogs, turban, kimono
- ◆ Have you ever worn any of these items? Was it a special occasion? Was it part of a costume?
- ◆ Can you identify the country from which each of these items originates?
crinoline/England, sabot/Europe/Japan, toga/Rome, bloomers/Europe, sombrero/Mexico, dashiki/Africa, poncho/South America, jellaba/Islam, clogs/Holland, turban/Middle east, kimono/Japan
- ◆ Can you identify how any of these items influence current trends and fashion?

APPLY

- ◆ Write your own poem about another culture. Create a rap, a song or a play.
- ◆ Have a parents night on culture and have food, songs and games from another culture.

Do

Make a **CULTURE COLLAGE**

- ◆ What are some examples of the dress of other cultures? Have the youth identify some examples such as tie-dyeing, braids, plaids, etc.
- ◆ Have the youth make a collage with pictures found in the magazines and newspapers.
- ◆ Have the youth present their collage to the group and identify the cultures that they have represented on their collage.

REFLECT

- ◆ Did everyone end up with the same collage? Why?
no, because we are all different

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Activity 2: Clothes from Around the World!

- ◆ Are all examples of one culture the same? Are they similar?
each culture will have dominant characteristic, but the pictures will still be different
- ◆ How can we tell the difference between different cultures? What are some examples?
every culture will have dominant characteristics that distinguish it from other cultures

APPLY

- ◆ Put up your collage in your classroom or your room at home.
- ◆ Look for examples of other cultures in your daily life, the people you meet, the places you go.

'ROUND THE WORLD BACKGROUND SHEET

- crinoline:** a coarse, stiff fabric of cotton or horse hair used to stiffen garments, especially skirts; a petticoat, a hoop skirt used in America and England during the 18th, 19th century.
- sabot:** a wooden shoe with the toes pointed upward in a tip worn in several European countries.
- toga:** a loose one-piece outer garment worn in public by male citizens of ancient Rome.
- bloomers:** a costume formerly worn by women and girls that was composed of loose trousers gathered about the ankles and worn under a short skirt; worn in the 19th century by women as under garments and athletic costumes; used in western cultures.
- sombrero:** a large straw or felt hat with a broad rim and tall crown worn especially in Mexico and the American Southwest.
- dashiki:** a loose brightly colored African tunic, usually worn by men.
- poncho:** a blanket-like cloak having a hole in the center for the head; vinyl version now used as raingear; worn in Spain, usually of woolen fabric.
- clogs:** a heavy, wooden soled shoe.
- turban:** a headdress of Moslem origin, consisting of a cap attached to a long scarf of linen, cotton, or silk that is wound around the head.
- kimono:** a long, loose, wide-sleeved Japanese robe worn with a broad sash (obi), mainly worn by women on special occasions.



'ROUND THE WORLD AND LONG AGO

'Round the world and long ago,
Here are words you may not know:

Crinoline and sabot,
Toga, bloomers, sombrero,
Dashiki, poncho, jelleba,
Clogs and turbans, kimono.
Join your hands, and let's all go
'Round the world and long ago.



CLOTHING CAPERS

'ROUND THE WORLD AND LONG AGO

MATCH THE WORD WITH THE PICTURE.

turban



kimono



crinoline



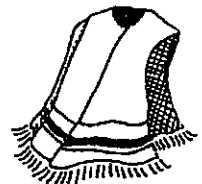
sabot



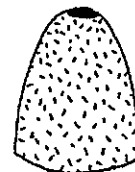
poncho



clogs



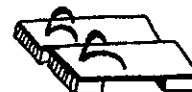
toga



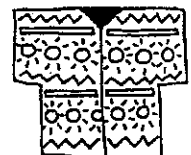
dashiki



bloomers



sombrero



- | | |
|--------------------|--|
| OBJECTIVES: | For youth to: <ul style="list-style-type: none"> ○ identify the dress of other cultures. ○ experience the traditional dress of a foreign culture. ○ discover comforts they take for granted in their own society. |
| MATERIALS: | 6 yards of soft fabric, 36 to 45 inches wide for each SARI
4 yards of fabric, 36 to 45 inches wide for each DHOTI
One safety pin for each DHOTI
A globe or world map, preferably with natural resources or products signified on the map
DHOTI and SARI instruction sheet for each participant |
| TIME: | 1 Hour |
| OPTION: | Play Indian music during the parade of costumes. |
| NOTE: | Read information from the background piece for supplemental topics to cover during this activity. |

INTRODUCTION

Every culture has very distinctive styles of dress. The clothes are usually designed specifically to fit the weather of the country or the activities generally done by the person wearing the clothes.

The DHOTI is a type of pants worn by men in India. The pants are made from a cotton or silk fabric that sometimes has a printed border. The pants are made differently in each region of India. Usually a large tunic is worn to cover the upper body.

The SARI is the garment worn by women in India. This garment is generally worn over a close fitting top with short sleeves (called a CHOLI), and a long petticoat that reaches the ankles. Sari's are made differently in different parts of the country, but is usually out of silk, cotton or nylon. Some sari's have simple patterns and some have elaborate. This type of dress is still worn by Indian women today.

Do

- ◆ Using the globe or map, have the youth locate India. Discuss what products are made in India, what they can grow, and what language they speak. (Use the background piece for this information.)
- ◆ Have one girl and one boy volunteer to be the models. Drape one SARI and then one DHOTI. After you have made one model of each, have the other participants put on their own Indian garments.

- ♦ **Draping the SARI:** Have the model tuck one corner of the fabric in the waist of their pants or skirt on the right side. Wrap the fabric once around the waist of the model going counter clockwise. Wrap the fabric over the model's head, gathering it over the left of the shoulder. Then wrap the fabric around the model's back. The fabric is then wrapped under the model's right arm and around the front of the model. Gather the remaining fabric and drape it over the model's left shoulder.
- ♦ **Draping the DHOTI:** Have the model stand in the middle of the length of the fabric. Bring one side of the fabric to the center front of the model and fold it towards the back. Bring the other side to the center front and fold it towards the back. Be sure to overlap the two sides slightly. Pin the fabric together. Wrap one side of the fabric around the models leg, bringing it to the front by going between the legs. Tuck this loose edge into the waist. Repeat with the other leg.
- ♦ Help the other participants dress in either a SARI or DHOTI. Have a parade around the building or for the parents. Play Indian music if possible.

REFLECT

- ♦ What are some things that you have learned about India?
answers will vary
- ♦ Where is India located? What countries are it's neighbors? Would you ever like to visit?
- ♦ Do people from different countries dress in the same way?
Why?
no, because the people of each country have different customs and live in different climates
Do you know of any other cultures that dress in this same manner? Where are those countries located?
- ♦ Why do you think Indians wear clothes like this? Are they designed for a special purpose?
- ♦ Do the people who wear SARI's and DHOTI's have the same feelings as you?
yes, just because they dress differently does not mean that they do not have the same feelings or wants

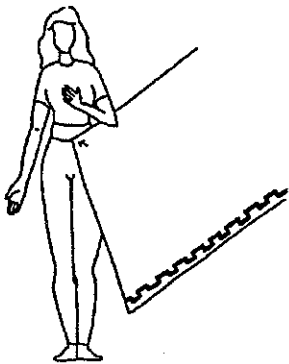
APPLY

- ♦ Share what you have learned with someone else.
- ♦ Show a friend how to drape a Sari or Dhoti.
- ♦ Go to the library to learn more about the Indian culture and their dress for special events; ie. weddings, funerals.

SARI

The Sari is a garment worn by women in India. The Sari is generally worn over a close fitting midriff top with short sleeves called a choli. Under the Sari, Indian women also wear a long petticoat which reaches the ankles and is tied at the waist with a drawstring. Saris are worn different ways in various parts of the country. The fabric used is between 5 and 9 yards long and a yard wide. It may be made of a variety of fibers including cotton, silk, and nylon. The Sari may have a simple pattern or be elaborately adorned. The end of the Sari which is draped over the shoulder often has a decorative pattern. Saris are still worn by Indian women today.

MATERIALS: 6 yard piece of 36 inch or 45 inch wide fabric.



1. Have the model tuck one corner of the fabric in the waist of their pants or skirt on their right side.



2. Wrap the fabric once around the waist of the model going counter clockwise.



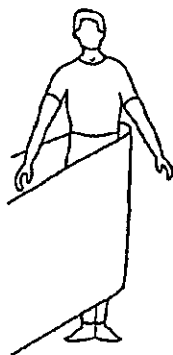
4. The fabric is then wrapped under the model's right arm and around the front of the model. Gather the remaining fabric and drape it over the model's left shoulder.

3. Wrap the fabric over the model's head, gathering it over the left shoulder. Then wrap the fabric around the model's back.

DHOTI

The Dhoti is a type of pants worn by men in India. A length of cotton or silk fabric, sometimes printed with a border, is used for the pants. There are numerous ways to make the garment depending on the region. A shirt or loose tunic is worn to cover the upper body. The upper garment also varies from region to region. Some men also wear turbans to cover their hair which, for religious reasons, is never cut.

MATERIALS: 4 yards of 36 inch or 45 inch fabric
1 safety pin



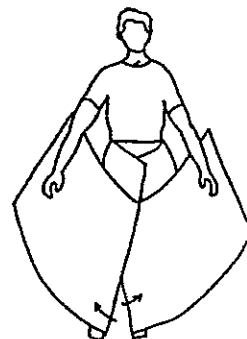
Have the model stand in the middle of the length of fabric.



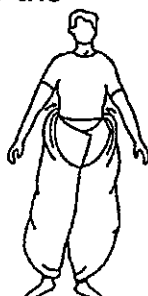
2. Bring one side of fabric to the center front of the model and fold it towards the back.



3. Bring the other side to the center front and fold it towards the back. Be sure to overlap the two sides slightly. Pin the fabric together.



4. Wrap one side of the fabric around the models leg, bringing it to the front by going between the legs.



5. Tuck this loose edge into the waist. Repeat with the other leg.

- | | |
|---------------------|--|
| OBJECTIVES: | For youth to: <ul style="list-style-type: none">○ learn how to properly tie-dye.○ tell the history of this practice.○ list the natural dyes the Africans used. |
| LIFE SKILLS: | <ul style="list-style-type: none">○ Appreciate the clothing of other cultures.○ Express creativity and individuality. |
| MATERIALS: | T-shirts
Rubber bands
Several colors of dye
Bowls for the dye
Clothes hanger, or place for the shirts to dry
Newspapers or sheets to protect the working space |
| TIME: | 1 hour |
| SETTING: | This activity is best done outside because it is often messy. |

INTRODUCTION

Other cultures decorate their clothes in different ways than we might, but copying what they do can be a fun and educational experience. Let's learn about the way African cultures dye their clothing. You might even like to try some projects on your own.

Do

Make a TIE-DYE T-shirt

- ◆ Read directions on dye on how to use.
- ◆ Prepare the dye in bowls following the directions on the package. Be sure to place newspapers or sheets to protect the area where the participants will be working.
- ◆ Lay the T-shirts flat and then pull the center front up towards you. Place rubber bands around the fabric at two or three places. Place each section separately in the dye, wringing out excess water from each section.
- ◆ Do the same for the back of the shirt and the sleeves.
- ◆ Dip the sections in the dye. You can dye the shirt in two or three colors by carefully dyeing each section a different color.
- ◆ Leave the rubber bands on the shirts until they are dry. Do not remove the rubber bands because the colors will run into the white sections.

- ◆ While the shirts are drying, have the participants clean up the area.
- ◆ To keep the colors bright, place shirts in the drier before washing or, if recommended in dye instructions, rinse in salt water and then dry.
- ◆ Have the participants wear their new T-shirts and have a parade.

REFLECT

- ◆ Have you seen examples of African tie-dyeing before? If so, where?
- ◆ Do you know what the Africans used for their dye? Remember they did not have grocery stores!
they used natural dyes
- ◆ What are some examples of natural dyes?
berries, mud, clay, crushed leaves, urine, bark, etc.
- ◆ What else would you tie-dye if you had the chance?
shorts, hair bows, other articles of clothing
- ◆ What were the steps you followed to end up with your tie-dyed shirt?
prepare the dye, rubber band your shirt, dip t-shirt into the dyes, let it dry, remove the rubber bands, dry it in a drier.
- ◆ Why did you put your shirt in the drier and then dry it?
to lock the colors in the fabric

APPLY

- ◆ Tie-dye other items if possible and show a friend how.
- ◆ Look for other examples of tie-dyeing. Make a list of the examples you find, are any unique?

OBJECTIVES: For youth to:

- become aware of the culture of the Florida Seminole Indians.
- develop skill in creating patchwork by machine.
- make a Seminole patchwork pin cushion.

LIFE SKILLS: ○ Develop creative skills.**MATERIALS:**

Copies of SEMINOLE PATCHWORK Activity Sheet for each youth
Three 1½ x 6 inch wide solid color fabric in different colors for each youth
Two 1½ x 6 inches of fabric in one of the colors for each youth
One 4 inch x 4 inch of fabric in one of the colors for each youth
Thread
Sewing machine
Ruler
Pins
Saw dust
Scissors

TIME: 45 minutes**SETTING:** Comfortable room for youth to work.**ADVANCE PREPARATION:**

Cut fabric and put into kits for each youth. Make arrangements with a lumber store/builder to get saw dust. Set up sewing machines. Make a large poster with the steps for making the pin cushion.

INTRODUCTION

Today we are going to learn something about the cultural heritage of the Florida Seminole Indians. They developed Seminole patchwork, which is known for its bright colors and unusual color combinations and designs. It looks difficult, but it's not! It is made from long narrow strips of fabric. Let's see how it's done by making a pin cushion from a basic square.

Do

Design your own SEMINOLE PATCHWORK!

- ◆ Give each youth a kit with their fabrics.
- ◆ Demonstrate each step for making Seminole patchwork. Refer them to the SEMINOLE PATCHWORK Activity sheet for instructions or the poster.
- ◆ Let them complete each step before demonstrating the next one.

REFLECT

- ◆ What did you know about the Florida Seminole Indians culture prior to today?
- ◆ Did you know what Seminole patchwork was?
- ◆ What did you learn today?
- ◆ Why is it important to learn about other cultures?
- ◆ Describe what you did to make the Seminole patchwork.

APPLY

- ◆ Show someone else how to make Seminole patchwork.
- ◆ Share what you learned about the Seminole Indians with a friend.
- ◆ Go to the library to learn more about the Seminole Indians and their patchwork.

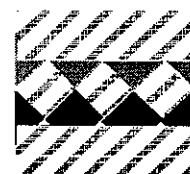
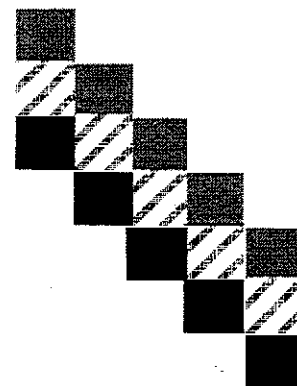
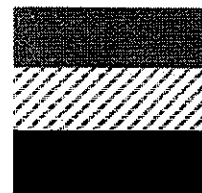
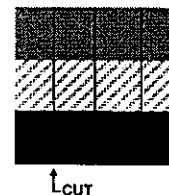
SEMINOLE PATCHWORK

WHAT YOU NEED:

- ✓ Three 1 ½ x 6 inch wide strips of solid color fabric in different colors.
- ✓ Two 1 ½ x 6 inches of fabric in one of the colors.
- ✓ One 4 inch x 4 inch fabric in one of the colors.
- ✓ Thread
- ✓ Sewing machine
- ✓ Ruler
- ✓ Pins
- ✓ Saw dust
- ✓ Scissors

WHAT YOU DO:

- Cut three 1 ½ inch wide strips of fabrics of three different colors.
- Place right sides together along the long edges of two strips. Stitch a ¼ inch seam.
- Add the third strip and stitch.
- Press seams to one side.
- Cut strip into 1 ½ inch wide strips.
- Place the same color on top. With right sides together, move one of the pieces down one square and stitch.
- Continue until all pieces have been added.
- Press seams.
- Turn so points are parallel.
- Cut off the points (top and bottom) leaving ¼ inch for seams on each side.



- Stitch 1 ½ inch piece of fabric at top and bottom.
- Add back of pin cushion by placing right sides together leaving a 1 inch opening on one side and stitch.
- Turn to right side.
- Fill with sawdust.
- Close opening with a short hand stitch.