Literacy Network Sample Lesson Plan

Teacher: **Date:**

Topic/Subject/Grade Level: 6-12

Aim/Objective: What are your specific learning goals in this lesson? What will the students be able to do at the end of the lesson?
Choose:
- Students will be able to analyze women's fashion from various ethnic backgrounds using primary sources.
- Students will be to compare and contrast women's fashion from various ethnic backgrounds using primary sources
- Students will be able to differentiate women's fashion from various ethnic backgrounds in the past and the present.

Common Core or State Standard addressed in the lesson:
Comprehension & Collaboration CCSS.ELA-LITERACY.SL.6-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners. Building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Writing CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Language CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Arts Standards Addressed: Creating

- Anchor Standard #1
  Generate and conceptualize artistic ideas and work.

Performing/Presenting/ Producing

- Anchor Standard #6
  Convey meaning through the presentation of artistic work.

Responding

- Anchor Standard #7
  Perceive and analyze artistic work.
- Anchor Standard #8
  Interpret intent and meaning in artistic work.

Connecting

- Anchor Standard #10
  Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11
  Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Essential Questions: (What are the key questions that students will answer by the end of the lesson?)
- How has women's fashion changed over the years?
- How has women's fashion in the past made an impact on women fashion today?
- In what ways is women's fashion the same between ethnic backgrounds?
- In what ways is women's fashion different between ethnic backgrounds? (If they are)

Motivation/**Link:** (How will the students hook into the lesson? How will you connect this lesson to other subjects?)
- How many of you like to wear designer brands, the latest sneakers or nice clothing?
- How many of you have ever looked at an elder in your family's attire or fashion and compared it to your own and questioned why theirs is out of style? Have students create a conversation about fashion.

- This will connect with other lessons because learners will begin to recognize how individuals have different views or perspectives when it comes to things they like.
- This will connect with other lessons because learners will recognize how the world around them is always changing over time.

Materials & Primary Sources: Please list the materials and primary sources you will use.

- Pictures of women's fashion of various ethnic backgrounds (Gallery)

- Analysis Tool (Analyzing Photos & Prints)

    Use some sources found in the <u>Women's Fashion Source</u> set on the literacy network page

    https://literacynetwork.net/her-story

- Venn Diagram

- KWL Chart

- Chart paper

- Pencils

- Markers

- Crayons

- Online browser

- Magazines

- Vocabulary words

Guided Practice: (How will the teacher practice and/or model with the students? How will this be differentiated for individual students?)

- Teacher will choose a picture from the gallery and analyze the picture. Teacher will demonstrate the second time with a different image.

Teacher will provoke thinking:

- Is this in the early/mid/late century??? I Think
- Are they in fashion/vogue now?
- No, they aren't/completely/out of fashion/still very popular/they are in.
- Practice further with all the different styles of fashion referring to the pictures around the classroom.
- Present newer vocabulary using pictures in the room and realia based on what the students are wearing.
  -What kind of pants/trousers/palazzos do you prefer?
  -I usually prefer: (skin tight/plain/patterned/embellished) ones.
  -Are skin tight trousers/pencil skirts/fitted dresses comfortable?

-Can you walk around/dance easily in them? {Yes/No}
-Are they practical? {Yes/ NO they are impractical}

- Using the analysis tool, the teacher will go over some sample questions as he or she observes the picture. (For example: Describe what you see, what's happening in the image? What do you wonder about?)

Independent Practice: (What will the students do independently to practice the skills being taught?)

Differentiation:

Lows

- Students will do a gallery walk analyzing women's fashion from various ethnic backgrounds and choose one image. Using the analysis tool, students will complete the questions chosen by the teacher from the analysis tool in their notebooks. (For example: Describe what you see? What's happening in the image? What can you learn from examining this image? · What do you wonder about...)

- Image to-Self" Connection: How does this story/image remind me of my own life and experiences?

Mids

- Students will do a gallery walk analyzing women's fashion from various ethnic backgrounds and choose one image. Using the analysis tool, students will complete the questions chosen by the teacher from the analysis tool in their notebooks. (For example: Describe what you see? What's happening in the image? What can you learn from examining this image? · What do you wonder about...) the two.

- Image-to-Self Connection: How does this story remind me of my own life and experiences?

- Image to-Text Connection: What have I read before that might connect to this image? What books, stories, poems or other newspaper or magazine articles does this remind me of? Why?

Highs

- Students will do a gallery walk analyzing women's fashion from various ethnic backgrounds and choose one image. Using the analysis tool, students will complete the questions chosen by the teacher from the analysis tool in their notebooks. (For example: Describe what you see? What's happening in the image? What can you learn from examining this image? What do you wonder about?)

- Image-to-Self Connection: How does this story remind me of my own life and experiences?

- Image to-Text Connection: What have I read before that might connect to this image? What books, stories, poems or other newspaper or magazine articles does this remind me of? Why?

- Image-to-World Connection: How does the content of this image relate to the real world around me? What connections can I make between what I've observed here and other events or issues in the world today or in history?

Classroom staffing roles/ grouping: (What type of groups are the students in and why?)
 Group assignment

- Students will work in groups, Lows, Mid's, High's will be mixed and grouped accordingly. In addition, students who chose the same images will be placed together in a group.
- Students will work on Venn diagrams and compare and contrast the images using fashion vocabulary, then share with class.

Group Art assignment

- Students can use chart paper, magazines, online images and get creative and differentiate women's fashion out now to one of the images of the women's fashion then using fashion or clothing vocabulary. Students will research fashion vocabulary words to describe clothing in the past and present. (For example: silk, satin, damask, high lace collars, trendy, funky)

Formative Assessment: (How will you determine what students already know?)
- Independent Assignment
- Group Assignment
- Participation
- Venn Diagram
- KWL Chart
- Group Art Assignment

Share: (How will students demonstrate mastery?)
- Students can use chart paper, magazines, online images and get creative and differentiate women's fashion out now to one of the images of the women's fashion then using fashion or clothing vocabulary. Student will research fashion vocabulary words to describe clothing in past and present. (For example: silk, satin, damask, high lace collars, trendy, funky) Each student must share.
- Students can write a one-page report based off what they learned in class using their KWL chart.

What questions/problems might the students have about the material being covered? (Write at least two.)
- I'm not into fashion
- I don't know the terms used to describe women's fashion.

Homework:

Choose 1
- Choose one ethnic background from class and differentiate women's fashion from the past to fashion your life. Describe how fashion then made an impact on fashion today. (You can search online for information or use magazine.)
- Create your own fashion board using images, printouts, real fabric items using fashion terms. Then student will share with class their board and discuss how it may be the same or different from women's fashion of the past.