

Clothing & Personal Adornment

What information can you tell about a person or a time period by looking at their clothing and accessories such as hats and jewelry? How does clothing convey history of Alutiiq, Russian and early American periods and on Kodiak Island?

Grade Level: Grades 2-4

Alaska Standards Addressed (see page 2)

Timeframe: 1 hour

Materials:

- *Clothing & Personal Adornment* (graphic organizer)
- Timeline of Alaskan History
- Digital & print versions of photos from Baranov Museum's collection: (see attached list)
- Background information on various photos
- Digital projector & screen or flat surface
- Highlighter

Procedure:

1. Ask students if they've heard the term "a picture is worth 1,000 words"? Explain how pictures can tell detailed stories if we take the time to look closely.
2. Review the Alaskan timeline of history and explain that each time period was special, and had certain characteristics that define it—often based on technology.
3. Share sets of photos with small groups of students; each set contains examples of costume, dress and adornments used by various generations of people of Kodiak:
 - a. Native Dress (Tikhonov paintings)
 - b. Russian Costumes
 - c. 1910-1930s (American Period)
 - d. 1930s-1950s (World War II)
 - e. 1950s-1970s
 - f. 1970s-1990s
 - g. Today – 2000-2020
4. Share digital copies of the photographs (listed on page 3) through the ages on a projection system.

Discuss the similarities and differences students observe

through the time periods.

5. Students will work in pairs to interpret and compare two(2) photographs from two distinct time periods with their own clothing. They will inspect and describe various details, e.g. pants/skirt lengths, hair styles, shoes, jewelry or costumes that typify each period.
6. Students will complete *Clothing & Personal Adornment* (graphic organizer) with their reflections and questions, spending at least five minutes studying each photograph with a partner.
7. Display each photo again. Discuss students' perceptions, any "ah ha!" moments, and confirmation of their ideas and any questions that arise. Why would one student have a different interpretation from another? Explain they have engaged in the work of a historian or archivist whose job it is to interpret the past.

Assessment:

1. Success will be determined by:
 - a. students compare and contrast various time periods and lifestyles with their own;
 - b. students' analyses of the photographs are completed with specific examples and conclusions drawn from interpretation;
 - c. discussion confirms or justifies students' interpretation;
 - d. a variety of ideas and interpretations are exchanged and discussed. Students learn that individuals have varied interpretations of visual media.





Alaska Standards Addressed:

Alaska Cultural Standards

E, Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

A student who meets the content standard should:

- 5) recognize how and why cultures change over time

Alaska Geography Standards

D: A student should understand and be able to interpret spatial characteristics of human system, including ...interactions of cultures

A student who meets the content standard should:

- 1) know that the need for people to exchange good, services and ideas creates population centers, cultural interaction, and transportation links;

- 4) analyze how changes in technology, transportation and communication impact social and cultural, activity

Alaska History Standards

C: A student should develop the skills and processes of historical inquiry

A student who meets the content standard should:

- 2) use historical data from a variety of primary resources, including...photos...

- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and

- 4) use historical perspective to solve problems, make decisions, and understand other traditions.

McRel Language Arts Viewing standards*:

9: [Students] use viewing skills and strategies to interpret visual media

Levels III & IV: 1). Understands a variety of messages conveyed by visual media;

2) Use a variety of criteria to evaluate and form viewpoints of visual media;

7) Understand reasons for varied interpretations of visual media

*found online:

<http://www.iste.org/docs/excerpts/MEDLIT-excerpt.pdf>

