Rachel Bikshorn

Clothing of the 1800’s:

Mind Mapping

Standards: NASAFACS 16.2.1, 16.2.2, 16.6.2, 16.7.6

Objectives: Students will be able to identify the names of each garments from the

time period.

Students will be able to describe all of the materials used in the time

period.

Students will be able to write the cultural influences that affected

garments.

Students will be able to assess how the arts affected fashion of the time.

Materials: Every student will need an iPad with the *Total Recall* app (free) and internet access.

Directions

1. Each student will get an iPad and go on the internet. They will open the Library of Congress website.
2. Once on the LOC website, they will search “clothing 1800-1850” and then filter their search to photos, prints, and drawings.
3. They will then select the second image that appears titled “Woman, with chickens and ducks in baskets, facing another woman at wall of building, two dogs, and man walking with a pig”
4. Students will then have to open up the *Total Recall* application and create a new mind map
   1. They should have two starting bubbles for “Men’s clothing” and “Women’s clothing”
   2. Then they will make additional bubbles and connections identifying all of the elements of the garments and accessories that the people in the picture are wearing.
   3. They should also have bubbles explaining why that garment was popular and the influences on it.
5. Once they have completed their mind maps, they should save them and send them to me via email.
   1. There is an option in the app to save and send their mind maps easily through email.
6. When they are all sent in, we will make a class mind map on the board and compare all of the fashion components that they identified.
   1. We will also discuss the art, cultural, and technological influences of the time period that affected the garments and accessories.

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| **Item** | **Excellent**  **5 points** | **Average**  **4-3 points** | **Poor**  **2-0 points** | **Scores**  **And**  **Comments** |
| Quality of Mind Map | Mind map was complete with several items and descriptions | Mind map was complete with some items and no explanations | Mind map included very few or incorrect items and no explanations | **\_\_\_\_\_\_/5** |
| Submission of Mind Map | Student emailed their mind map to the teacher | Student emailed their mind map after the class discussion | Students did not submit their mind map to the teacher | **\_\_\_\_\_\_/5** |
| Use of *Total Recall* | Students properly used *Total Recall* and utilized special features | Students used *Total Recall* without using special features | Students did not use *Total Recall* for the activity | **\_\_\_\_\_\_/5** |
| Participation in class discussion | Students actively listened and responded to the discussion and added to the class mind map | Students listened and responded but did not off many points to the mind map | Students were inattentive and unresponsive and did not contribute to the discussion | **\_\_\_\_\_\_/5** |
| **\_\_\_\_\_\_/20** |