

## Lesson Plan

# Revolution of Fashion

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## Summary

1. Subject(s): History
2. Grade/Level: 9-12
3. Length: 1-2 (45 Minute Period)
4. Objectives:
  - Students will identify key events surrounding the end of the US War of Independence and the French Revolution
  - Identify the impact of French Immigrants on American Culture
  - Students will explain the impact of the US war of independence and the French Revolution on the development of fashion trends
5. PA History Standards:
  - a. 8.3.6 A Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.
  - b. 8.3.6. C Explain how continuity and change has influenced United States history from Beginnings to 1824.
  - c. 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

## Implementation

### Learning Context

Students should be familiar with key events surrounding the US War of Independence and a very basic understanding of the French Revolution.

### Procedure

- a. Warm Up
  - a. Have students brainstorm what they know about fashion during the late 1700s
- b. Students will read the Revolution of Fashion and complete the Revolution of Fashion Guided Reading Questions.

- a. Have students read the exhibit and watch the videos provided in the exhibit to complete the provided worksheet
- b. Have students work in pairs and have them create a timeline of events that impacted American Fashion (Homespun movement, introduction of French Styles pre-French Revolution and post French Revolution).
- c. Review the images from the Fashion Archive and the videos as a class and ask students questions about the different styles displayed such as:
  - i. What are the differences between George Washington's inaugural suit and General Jonathon Williams?
  - ii. Why was George Washington's suit simpler than Jonathon Williams' suit?
  - iii. What events led to the homespun movement?
- d. Have students complete the "What Impacts The Way People Dress" worksheet.
  - a. Review as a class or collect as a grade
- e. Have students complete the "Impact of Styles" worksheet
  - a. Optional second Warm Up for day two:
    - i. How did French influences on fashion in the US differ before and after the French Revolution?
  - b. Review the class timeline as well as notes from past discussion
- f. Have students complete the "impact of styles" worksheet and create their own fashion plates.
  - a. Distribute worksheets and review each scenario with students mentioned in the worksheets via class discussion
    - i. Optional: Point out the fashion plates in the Exhibit and explore and review the information about fashion plates with students using the link to the National Portrait Gallery provided in the exhibit.
    - ii. Optional: Do a Think-Pair-Share activity for each scenario
  - b. Ask students to work in pairs or individually to create a fashion plate based on the scenario of their choosing.
    - i. Students can use the template outlines. As an option they could use the outlines and paste them into separate paper to create their fashion plate.
    - ii. Have students share in small groups their fashion plates and select a favorite fashion plate to share with the class
    - iii. Ask presenters/audience questions on how their design matches their chosen scenario



## Materials & Resources

- a. Instructional Materials:
- b. Resources: Fashion Archive Website, National Portrait Gallery (UK) website, Printout of “What Impacts The Way People Dress”, and “Impact of Styles”, Paper for paired timelines, Scissors/Glue and construction paper (optional).

## Assessment

Formative Assessment: Responses to worksheets and discussion questions

