

Estimated Time

One 45 minute session
and homework session

Materials

- ☞ Moments in Time video - “Fashioning New Mexico”
- ☞ Chart paper and pens

Vocabulary

- ☞ Victorian
- ☞ Corset
- ☞ Bustle
- ☞ Silhouette
- ☞ Chamise

Standards Met

New Mexico State Standards
for 4th grade
Language Arts 2.1, 2.3
History 1.2, 1.4

for 7th grade
Language Arts 1.2, 2.1
History 1.4

for 8th grade
Language Arts 2.3
History 1.4

Extensions

- ☞ If students collected images, these may be mounted with excerpts from interviews as a classroom exhibition.
- ☞ Invite one interviewee to come to the classroom and share experiences or if possible, some articles of clothing or images of themselves from the past.
- ☞ Host a party for students and elders where everyone has to come in what was fashionable 50+ years ago.

Goal

To explore how fashion has changed over time

Student Learning

Students interview a family member or community member about fashion when they were growing up.

Procedure

1. If possible, have students watch the *Moments in Time - Fashioning New Mexico: Victorian Secrets* video on their own or in class. We may think about fashion as a way of looking good and expressing ourselves, but some historians and academics consider fashion as a social statement. For example, what a woman wore in Victorian times might communicate a message about her values, lifestyle, status and employment. Do you think fashion makes a social statement? How?
2. Explain that students will be interviewing an adult about fashion - family member, neighbor, friend. (Consider partnering with your local eldercare facility to pair students up with elders). In small groups, students brainstorm interview questions. What was considered stylish when you were a kid? Where did you buy things? Do you or your family make any? Where your outfits considered “proper”? Were any for special occasions? What, if anything, did your outfit “say” about you? Each group reports back to the whole class. Record questions on chart paper.
3. Students identify someone they can interview and decide on interview questions. They may choose from the list on the chart paper or come up with their own. Then, they write these questions down (6 - 8 questions max) as an interview script.
4. For homework, students interview an adult using their interview script. They record their answers on paper and prepare a summary to share information gathered with other students. What were some of the interesting points and key findings?

Suggested Forms of Assessment

- ☞ Brainstormed interview questions
- ☞ Student participation in discussion
- ☞ Written record of interview

