

Europeana Learning Scenario  
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## Title

The Evolution of Fashion

## Author(s)

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## Summary

### Table of summary

Subject	English- History
Topic	Simple Past Tense Cultural History
Age of students	16
Preparation time	10 minutes
Teaching time	2x40 minutes
Online teaching material	A video for ice-breaker <a href="https://www.youtube.com/watch?v=9r2byM4_iYQ">https://www.youtube.com/watch?v=9r2byM4_iYQ</a> <a href="https://www.europeana.eu/portal/en/exhibitions/past-to-present/fashion-reinterpretations-part-1#ve-anchor-section_13662-js">https://www.europeana.eu/portal/en/exhibitions/past-to-present/fashion-reinterpretations-part-1#ve-anchor-section_13662-js</a>
Offline teaching material	Colored Paper/ Glue Stick
Europeana resources used	<a href="https://www.europeana.eu/portal/en/exhibitions/past-to-present/fashion-reinterpretations-part-1#ve-anchor-section_13662-js">https://www.europeana.eu/portal/en/exhibitions/past-to-present/fashion-reinterpretations-part-1#ve-anchor-section_13662-js</a> <a href="http://blog.europeana.eu/2019/03/marie-jeanette-de-lange-dutch-reform-dress-movement/">http://blog.europeana.eu/2019/03/marie-jeanette-de-lange-dutch-reform-dress-movement/</a>

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## Integration into the curriculum

*The evolution of fashion is no relevant subject to our curriculum. I just wanted to use Simple Past Tense teaching by a very interesting and attractive topic to the teenagers, and fashion is one of the best of all.*

## Aim of the lesson

*Specific aims related to History lesson: The students are able to identify the styles of dresses people wore in the past and now. They can create new designs for next centuries' fashion.*

*General aims: The students are able to use Europeana collections to search for information related to this topic; understand the importance of working collaboratively; develop English language skills; understand and apply the basic principles of copyrights; develop their ICT skills regarding the development of digital products; realize how important cultural heritage in order to create a better future.*

*To English lesson: The students have learned Past Simple tense, irregular verbs and their uses. They will implement the Past Simple tense knowledge while they are writing the scenario.*

## Trends

*PBL: Project Based Learning- The students learn by developing a project in groups, based on a driving question.*

*Collaborative- Peer Learning: They work as a group and learn by sharing ideas, peer assessment as well.*

*Peer Learning: Students learn from peers and give each other feedback*

*BYOD: Students bring their own mobile devices to search on the net and download some data on their Google Drive account to use later.*

## 21<sup>st</sup> century skills

*Collaboration: by working in teams, students will need to interact, plan, make decisions as a group to develop the tasks of this learning scenario.*

*Creativity: they will create new designs of dresses for the next century*

*Communication: students will have to present their designs to their peers. This will allow them to develop communication skills.*

*Curiosity: They need to search for some information about the styles and also about the centuries to create a new design .*

*Critical Thinking: The students will discuss about the effects of the lifestyles on the clothing styles and they will talk about the how things are going to change in the next hundred years.*

## Activities

*Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.*

Name of activity	Procedure	Time
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<b>1. Warmup</b>	The teacher shows the Youtube video Ask the students what they already know about fashion	10min
<b>2. Introduction</b>	The teacher presents the main goal of this learning activity: <i>to able to identify the conditions of life during WW1; The students are able to identify the styles of dresses people wore in the past and now. They can create new designs for next centuries' fashion.</i> The teacher presents the Europeana project, the website, what it is for, explains how to search for information	10 min
<b>3. Discussion</b>	The students discuss about the effects of life styles in the centuries onto the clothing styles and they take some notes.	10 min
<b>4. Search</b>	The teams create teams of four and they search on the net about the centuries ( 21-18) life styles and their effects on fashion.	10min
<b>5. Data Collecting</b>	The students will collect and select all the relevant data needed to desgn new clothes for the 22 <sup>nd</sup> century according to their investigation on Europeana, and the plan designed previously. They decide what to use. They will decide the colors, patterns, materials to us for their new designs.	10min
<b>6. Designing</b>	The students begin to design their new clothing style by using colored papers and glue sticks and prepare a five minutes speech to describe their clothes.	10 min
<b>7. Presentation</b>	The students present the 22 <sup>nd</sup> Century fashion from their point of view.	10 min
<b>8. Discussion</b>	The students discuss about the designs they evaluate their styles. The students will prepare a questionnaire about the evolution of fashion, they will ask some questions to their school - mates. Then, they will prepare a pie chart according to the answers they get.	10 min

### Assessment

Peer assessment is applied. After both groups' presentation, students discuss about the effects of the life style onto fashion, effects of changes centuries onto fashion, the cultural importance of evolution of fashion and about the heritage which was passed down to us.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

The teacher creates a Padlet for this topic and students leave their recording information, comments about the fashion and its effects on people.

### Teacher's remarks

*The most useful way to do this is to write a post for the school Facebook page or institutional website. Or the teacher creates a flip on Flipgrid. The students will use it to comment on the topic, on Europeana project and how useful it was to them. They can assess and evaluate the lesson.*

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.