Europeana Learning Scenario

Title

Clothes Long Ago and Now

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Summary

Table of summary	
Subject	English and Art
Topic	**English** – Discussing pictures; writing phrases and sentences with adequate adjectives.
	Social Studies - Learning how people dressed long ago.
	Art – Designing an original outfit.
Age of students	6/7 years
Preparation time	2 hours
Teaching time	2 hours 20 minutes
Online teaching material	*Europeana website, Search Engines*
Offline teaching material	**English** – Europeana photograph *Kabinettsporträtt av kvinna*; Europeana *Fieldpostcard with photo of Agnes Witte, geb. Muhrer und ihren Kindern*; Europeana photograph *Brievensmokkel* (all 3 photos to be projected on Interactive Whiteboard); Word bank with key vocabulary; writing paper. **Social Studies** – information about how people dressed one hundred years ago. **Art** – Human body outline template, colours and markers, and pre-printed face photos of the students to be stuck onto the human body outline template.
Europeana resources used	● https://www.europeana.eu/portal/en/record/2048211/europeana_fashion_NMA_0059293.html ● https://www.europeana.eu/portal/en/search?q=Fieldpostcard%20with%20photo%20of%20Agnes%20Witte%2C%20geb.%20Muhrer%20und%20ihren%20Kindern%20&view=grid ● https://www.europeana.eu/portal/en/record/2020601/contributions_13898.html?q=women#dcId=1549803563013&p=24

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Integration into the curriculum

This learning scenario is based on an integrated subjects approach. It will be linked to the current learning outcomes/syllabi in primary schools (accessible at www.curriculum.gov.mt) as follows:

English: With support begin to build sentences on a picture. Begin to show understanding of sentence structure. Demonstrate ability to use acquired vocabulary in writing.

Social Studies – Learn how traditions and customs have changed over time.

Art – Observing and reflecting. Describing and responding. Creating and designing. Using media.

Aim of the lesson

English – Students will be able to discuss, compare and contrast clothes of long ago with those of today. They will also be able to write sentences and phrases about both types of clothes, using adequate adjectives.

Social Studies – Students will learn how people dressed up long ago and the importance of gender at the time.

Art – Students will be able to create and design an original outfit for themselves on the body outline template provided.

Trends

Thematic approach learning: Different areas of the curriculum as well as the children's own experiences are connected together and integrated within a theme. Pedagogical theories emphasize that the thematic approach helps to create a richer and more lasting learning experience for students.

Think, Pair, Share: This cooperative learning technique encourages individual participation and promotes critical thinking and communication in the classroom.

21st century skills

Analytical thinking: The students will gather information from a photo and give their interpretation, whilst developing awareness of historical context.

Collaboration and Communication: The students will brainstorm, work in pairs and then as a class, to contribute to a comprehensive answer to an open-ended problem.

Initiative: The students will brainstorm and contribute ideas and suggestions; they will use their imagination to design an outfit.

Creativity: The students will create their own design and use colour combinations for their outfit.

Social skills: The students are given the opportunity to engage in conversation, and explain their ideas to a respectful class that listens well.

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
	The teacher explains to the students what they shall be doing during this learning scenario, and shares the learning intentions and success criteria with the students to help them understand the aim of each task and what they should focus on.	
English	**Think, Pair, Share** 1. The teacher shows the Europeana photo *Kabinettsporträtt av kvinna* on the interactive whiteboard. Think, Pair, Share: the students are given some time to analyze the photo on their own, then discuss their observations with their partner. Each pair is then invited to share their observations with the whole class. The students will be asked to think and come up with reasons why young boys were dressed up in skirts in the past. The students will also be encouraged to respond to each other's ideas and look at things from the perspective of the boys in the picture. The teacher records the students' observations on the board to be used as cues during sentence writing.	20 mins
Social Studies	2. Whole class explanations: teacher shows 2 other photos on the board - Europeana *Fieldpostcard with photo of Agnes Witte, geb. Muhrer und ihren Kindern* (pinpoints the little boy Franz in his mother's arms, wearing a dress). Then teacher shows the Europeana photo *Brievensmokkel*, showing boys in shorts, and explains that up to about a hundred years ago, little boys wore dresses, until anything from 2 to 8 years old or more. This made nappy changing easier and did away with fastenings on pants. Besides, dresses were economical as they had plenty of room for growing children, which pants did not. Then, once boys were old enough to do up the fastenings on pants, or old enough to be sent to work, they were allowed to wear pants instead. Over time, more comfortable clothes started to be adopted for children. The teacher asks the students for feedback and comments.	15 mins
English	3. The students write sentences to describe the photo *Kabinettsporträtt av kvinna*. A word bank with the key vocabulary is given to the students for assistance. The teacher goes round the class to assist the students as necessary.	30 mins
Art	4. **Designing an outfit:**	45 mins

	The teacher asks the students to pretend that they shall be posing for their own photo, which will be put up on display in a museum for people to see in a hundred years' time. Teacher explains that for this special occasion they have to design their own unique outfit on the template provided, which will then be given to a dressmaker to sew an identical outfit. The children design and draw the outfit, using colouring pencils, crayons or markers. The teacher encourages them to be original and to use a combination of colours and patterns. When the design is ready, the students will stick their pre-printed face photo onto it.	
English	5. The students write phrases to describe the outfit they have just drawn. They are to be encouraged to use as many adjectives as possible to describe the different parts of their outfit.	20 mins
	6. The students share their drawings and phrases with the class. The drawings will be put up on display to create a classroom fashion museum.	10 mins

Assessment

English – The teacher goes round the students to hear their discussions during Think, Pair, Share; questioning techniques; student feedback; self and peer assessment during and after sentence writing based on the success criteria; teacher feedback about written sentences.

Art – The students are praised for their effort and creativity.

****************************** AFTER IMPLEMENTATION ******************************

Student feedback

Through clear and shared success criteria, the students can evaluate and self-assess their progress during the process and they can check for themselves whether they are reaching the agreed targets. Throughout each activity, the students are encouraged to ask their own questions to clarify/delve deeper into the learning. Students' questions will be bounced onto other students to encourage more participation and thinking, while providing feedback to the teacher about their understanding.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

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.