

Europeana Learning Scenario

Title

Having Fun with Levi

Author(s)

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Abstract

Using Europeana pictures of different clothing items students think about fashion, how it changes and how it is connected to the way of living. The blog text about the invention of Levi Strauss and Jacob Davis tells a story of an idea becoming a high quality product. They learn about patents and try to create their own imaginary product. English language skills are developed through reading comprehension and language production (describing an item of clothing and presenting an invention).

Keywords

fashion, jeans, patent, indigo, invention

Table of summary

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Subject	<i>English as a Foreign Language, History</i>
Topic	<i>Inventions, Fashion styles and clothes</i>
Age of students	13-15
Preparation time	30 minutes
Teaching time	90 minutes (two 45 minute lessons) and a flipped classroom lesson (My invention)
Online teaching material	https://new.edmodo.com/?go2url=%2Fhome https://www.google.com/ https://edpuzzle.com/assignments/5e11d9425171d840ad6c49e2/watch (video used in EdPuzzle: https://www.youtube.com/watch?v=Aj5oA0YxCi0) https://dictionary.cambridge.org/ https://www.puzzle-maker.com/CW
Offline teaching material	<i>Paper / notebook, pencil</i>
Europeana resources used	<i>Pictures:</i> https://www.europeana.eu/portal/en/record/2048213/item_096573.html?q=#dclid=1576701918490&p=1 https://www.europeana.eu/portal/en/record/2048213/item_098510.html?q=#dclid=1576701918490&p=1 https://www.europeana.eu/portal/en/record/2048213/item_092375.html?q=#dclid=1576701918490&p=1 https://www.europeana.eu/portal/en/record/2048213/item_092186.html?q=#dclid=1576701918490&p=2 https://www.europeana.eu/portal/en/record/2048213/item_084710.html?q=#dclid=1576701918490&p=4



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https://www.europeana.eu/portal/en/record/2048213/item_O82513.html?q=#dclid=1576701918490&p=6
Blog:
<https://blog.europeana.eu/2019/12/denim-and-jeans-making-of-a-fashion-icon/>

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Integration into the curriculum

This learning scenario fits the national curriculum (primary school, 13/14 year old students) by dealing with the topic of inventions, famous people, fashion, clothes, materials and jobs. Moreover, the national curricula have citizenship, social life, ICT skills and entrepreneurial skills integrated in the majority of subjects. The topic of fashion and clothes allows students to express their likes and dislikes and think about the differences and similarities between people. The topic of inventions sets a context for describing a past situation and thinking about fashion styles throughout history. The ideas of inventions and patents give the students an opportunity to be creative while designing their own imaginary products, describing them with regard to use, form/shape and material and creating an ad for them.

Aim of the lesson

Students will compare different fashion styles, describe an item of clothing, learn new vocabulary (materials and clothes) and understand the process of creating a product.

Outcome of the lesson

Students will create a crossword puzzle and a poster ad of their imaginary product.

Trends

Personal Learning Environment

Visual Search & Learning

Learning Materials

Edutainment

Peer Learning

Flipped Classroom

21st century skills

Creativity and Innovation - Students create new documents using ICT tools.

Critical Thinking and Problem Solving - Students analyze each other's outcomes, search for information and try to identify the key elements in a text.

ICT Literacy - ICT tools are used to introduce the topic, find information and work on the tasks.

Activities

Name of activity	Procedure	Time
<p>A Variety of Clothes</p>	<p>Students get the links (for example, on Edmodo). They look at the pictures and do the following task:</p> <ul style="list-style-type: none"> Name the items of clothing and describe them (colour, material, year): <p>https://www.europeana.eu/portal/en/record/2048213/item_O96573.html?q=#dclid=1576701918490&p=1 https://www.europeana.eu/portal/en/record/2048213/item_O98510.html?q=#dclid=1576701918490&p=1 https://www.europeana.eu/portal/en/record/2048213/item_O92375.html?q=#dclid=1576701918490&p=1 https://www.europeana.eu/portal/en/record/2048213/item_O92186.html?q=#dclid=1576701918490&p=2 https://www.europeana.eu/portal/en/record/2048213/item_O84710.html?q=#dclid=1576701918490&p=4 https://www.europeana.eu/portal/en/record/2048213/item_O86599.html?q=#dclid=1576701918490&p=4 https://www.europeana.eu/portal/en/record/2048213/item_O84797.html?q=#dclid=1576701918490&p=4 https://www.europeana.eu/portal/en/record/2048213/item_O82513.html?q=#dclid=1576701918490&p=6</p> <p>Students say which items they (don't) like and think about how and why fashion changes.</p>	<p>15'</p>
<p>The Story of Jeans</p>	<p>Students read the article on: https://blog.europeana.eu/2019/12/denim-and-jeans-making-of-a-fashion-icon/ and find:</p> <p>3 types of clothes and find them on Google image search 3 materials 6 jobs</p> <p>Students answer the questions:</p> <ol style="list-style-type: none"> Which two cities are mentioned in the text? How are the cities related to the topic of the article? What are the two names for the material used for making working clothes? <p>Students decide if the statements are True or False:</p>	<p>30'</p>

Name of activity	Procedure	Time
	<p>1 Denim and jeans are the same thing. 2 Indigo is a kind of material. 3 Levi Strauss and Jacob Davis made the first jeans. 4 Film stars made jeans popular and fashionable.</p> <p>Students describe Levi's patented jeans from 1873. (colour, material, parts – 5 characteristics)</p> <p>Students use the Cambridge online dictionary and find the explanation of the word „patent“.</p>	
<p>The Great Indigo</p>	<p>Students watch the video on You Tube or on EdPuzzle and answer the questions while watching. The link to EdPuzzle task can be distributed on Edmodo, too. https://edpuzzle.com/assignments/5e11d9425171d840ad6c49e2/watch</p> <p>Students answer the following questions while watching:</p> <ol style="list-style-type: none"> 1 What is indigo? 2 What does “dye” mean? 3 How does the river help with the growing of indigo? 4 What is Osamu's job? 5 How were indigo-dyed clothes important for the Samurais? 6 Indigo was used by firemen. It is flame-retardant. What does it mean? 7 The process of preparing indigo takes three steps: flipping, harvesting and drying. In which order is it done? 8 Time-consuming and labor-intensive means the job takes a lot of: _____, _____ 9 As time goes by, the blue indigo colour only gets more... 10 Why are his nails blue? 11 In your opinion, what is needed for creating a good product? 	<p>15'</p>
<p>My Crossword</p>	<p>Students choose 10 (or more) words – key vocabulary from the blog and the You Tube video – and describe their meaning (they can use the Cambridge dictionary definitions). They create a crossword puzzle using: https://www.puzzle-maker.com/CW</p> <p>Crosswords are later printed and distributed among the students in the class for homework.</p>	<p>30'</p>

Assessment

The assessment is a part of the lesson: the EdPuzzle task includes questions which are supposed to be checked by the teacher and the crosswords will be checked by peer students (as homework). Students will also have to hand in their poster/ad.

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

Student feedback

Students share in a discussion all the challenges and problems they had while working with ICT tools and on their inventions.

Teacher's remarks

Students could experience troubles with trying out apps and ICT tools. The pace of individual work differs from student to student so the teacher should help with additional instructions (in mother tongue) and with opening the links and the apps/online tools. The estimated time for the lessons can change when working with heterogeneous groups of students.

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.

