Clothing Comparisons Across Countries

Kathleen Olson – Forest City High School, Forest City, Iowa

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Human Geography, Special Education, Mathematics, English	Unit (Opt.):
Connections to Other Disciplines (Opt.): • Mathematics: Compare salaries of the different jobs • English: Create a short story of the person in their country – create a name, place of living and employment, a story of their life •		

Time Frame (Req.): 9 class periods - 1 for the introduction, 3 for research on clothing from different countries (1 per country), 3 to prepare clothing outfits (1 per country), 1 to prepare the presentation, 1 to give presentation	Goal (Req.): Students will understand how the role of clothing in different countries.
	Objective (Req.): Students will be able to research the appropriate clothing used for various professions in other countries. Students will be able to prepare/locate the professional clothing using their research information with materials given. Students will be able to give an oral presentation of their clothing research.

Materials Needed (Req.): • Student IEP work goals • Computer for Internet research • Atlas • Encyclopedia • Cloth • Scissors, glue, safety pin • Container with 3 country names per student (listed separately on slips of paper)	New Vocabulary (Opt.): • • • • •

Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What do clothes tell others about a person's life? Instructor comes to class in an outfit from another country – an outfit that person would wear at their place of employment. Have students guess where this person might work and what country they are from. Give clues if guessing is not working, such as: continent, near a body of water, near the equator, etc.

Instructional Sequence/Procedure (Req.):
1. Have each student record their future work plans.
2. Each student will pick three pieces of paper from a container which list names of countries. (If a student wants a different country, they may change according to teacher discretion – just so each student has different countries).
3. Doing one country at a time, each student will research the clothing necessary for their area of employment. If there isn't a specific uniform for the job, they can choose a common outfit. Student will record research on provided form (checklist for country clothing research). Explain form before starting research.
4. Hand out and explain rubric to be used for the evaluation of the presentation.
5. When research is complete, student will create the outfit for each of the countries.
6. Student will present their information via their choice: slideshow, digital storybook, fashion

show, etc.
7. Student is evaluated by everyone in the class, self and teacher using the oral presentation rubric.
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19.
20.

Formative Evaluation (Req.): Checklist	Assessment (Req.): Oral Presentation Rubric

Iowa Core Curriculum Standards Used (Req.):
- Geography, grade 9-12: Understand how geographic and human characteristics create culture and define regions.
- Technology Literacy, grade 9-12: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Technology Literacy, grade 9-12: Apply digital tools to gather, evaluate, and use information.
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Common Core Curriculum Standards Used (Opt.):
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NGS Standards Used (Req.):
- The physical and human characteristics of places
- How culture and experience influence people's perceptions of places and regions
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Five Themes of Geography Used (Req.):	School District Standards and Benchmarks (Opt.):
• Place • Human-Environmental Interaction • Region • •	• • •

21st Century Universal Constructs (Opt.): Creativity

Other Disciplinary Standards (Opt.):
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Other Essential Information (Opt.): Special education teacher

Other Resources (Opt.):
- Oral Presentation Rubric – http://www.sites4teachers.com/links/redirect/php?url=http://www.readwritethink.org/lesson_images/lesson416/OralRubric.pdf – site no longer active
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1. Country _____

      Website used:_____

      Information on job uniforms -

_____

_____

_____

_____

      Questions to consider:

      Why do they choose this outfit/uniform? _____

      _____

      What material/cloth is the outfit/uniform made from? _____

      _____

      Customs related to the outfit/uniform? _____

      _____

      Other information: _____

      _____

2. Country _____

      Website used:_____

      Information on job uniforms -

_____

_____

_____

_____

      Questions to consider:

      Why do they choose this outfit/uniform? _____

      _____

      What material/cloth is the outfit/uniform made from? _____

      _____

      Customs related to the outfit/uniform? _____

      _____

      Other information: _____

      _____

Country _____

Website used:_____

Information on job uniforms -

_____
_____
_____
_____

Questions to consider:

Why do they choose this outfit/uniform? _____

_____

What material/cloth is the outfit/uniform made from? _____

_____

Customs related to the outfit/uniform? _____

_____

Other information: _____

_____

Oral Presentation Rubric

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS: