

## Speaking Through Clothing

Kelly Davidson – School not available

Grade Level (Req.): 6th-8th grade	Content Area (Req.): World Geography, Human Geography, Physical Geography, English/Reading	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 3-4 class periods	Goal (Req.): To understand how much clothing is a form of expression and communication.	
	Objective (Req.): Students will analyze how Gandhi used the way he dressed to communicate with the Indian people. Students will identify some of the many layers clothing can express. Students will recognize how clothing styles vary in different styles. Students will observe how clothing styles in one region influence clothing styles in another region. Students will pinpoint the five themes of geography for two different locations.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Pictures from Ask Asia website: 1886 – Gandhi in typical Gujuarat clothing, 1890 – Gandhi as a law student in London, England, 1900 – As a lawyer in South Africa, 1906 – In South Africa, 1913 – Preparing for a protest in South Africa, 1915 – Gandhi and Kasturba arriving from South Africa, 1940 – In traditional loincloth and shawl, 1942 – Wearing a loincloth</li> <li>• Place/Location Notecards: 1) Porbandar, India, 2) London, England, 3) Bombay, India, 4) South Africa, 5) Sabarmati, India, 6) Dandi, India, 7) New Delhi, India, 8) Amritsar, India, 9) Allahabad, India</li> <li>• Large wall map of the world; Large wall map of Asia or India</li> <li>• Post-it notes; World Atlas set</li> <li>• Blank World Map, one for each student; Blank India state map, one for each student</li> <li>• Costume Grid – needs to be created; Five Themes of Geography handout – needs to be created</li> <li>• Book, “Gandhi” by Demi</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Who was Mahatma Gandhi? What messages do clothing styles communicate? How do people dress in India? Do people in India dress the same or different? What are some states in India? Where are they?		

Instructional Sequence/Procedure (Req.):

1. Ask the students who Mahatma Gandhi was? What do you they know about him? Fill in any background information for them. See the Ask Asia site for bibliographical information. A&E Biography could be shown, if desired.
2. Select nine different volunteers to take a place/location notecard. He or she will be responsible for finding the location or the place on a notecard. Select eight different volunteers to examine a photograph of Gandhi from the Ask Asia site. They will be responsible for finding a similar style of dress in the picture book that will be read aloud later in class. Each volunteer will also be responsible for using a post-it to stick his/her picture or location to the world or India wall map.
3. Introduce the book, "Gandhi", by Demi. Inform students with locations that when their locations is mentioned in the book, we will pause and allow him/her to use a post-it to attach the location name to the wall map. Inform students with photographs that when a similar style of dress is shown in the book illustrations, we will pause and allow him/her to use a post-it to attach the photograph near the appropriate location on the wall map.
4. Read the book and pause as needed. Answers: 1915 – Gandhi and Kasturba arriving from South Africa – front cover; 1) Porbandar, India – 1886 – Gandhi in typical Gujuarat clothing – pg. 2; 2) London, England – 1890 – Gandhi as a law student in London, England – pg. 5; 3) Bombay, India; 4) South Africa – 1900 – As a lawyer in South Africa – pg. 7-10, - 1906 – In South Africa – pg. 7-10, - 1913 – Preparing for a protest in South Africa – pg. 11-12; 5) Amritsar, India – 1940 – In traditional loincloth and shawl – pg. 17-20; 6) Sabarmati, India – pg. 19-20; 7) Dandi, India – pg. 19-20; 8) New Delhi, India – 1942 – Wearing a loincloth – pg. 24; 9) Allahabad, India – pg. 25.
5. Discuss: How Gandhi's clothing style changed throughout time. Did certain events cause him to change? Did his style become more complex or more simple? Why? Can they relate to the power of how one dresses and looks to convey meaning? Have they ever worn something to convey a message? Hats, hair dye, piercings, name brands?
6. Randomly assign each student one of the nine locations from the wall map. Each should use an atlas and other classroom resources to find the five themes of geography for the assigned location. Students should discuss their findings. Besides the messages discussed previously, were Gandhi's changes in clothing style related to geography or culture? Climate, cultural norms, etc.?
7. Give each student a blank map of the world. Using the wall map and an atlas, students should locate and label each of the nine locations. In addition, students should trace Gandhi's journey. All maps must have a title, key, symbols, color, compass, and scale.
8. Place students in seven different groups. Give each group one picture from the "Coloring Book of Indian Costumes" website. Have them study the picture. This will serve to give the students some additional and visual information about diversity in India. Have each group locate their Indian state and answer the questions on the Costume Grid.
9. Have groups share their information and place their picture on the wall map of India. As groups share, the rest of the class should use the information given to complete their Costume Grids.
10. Discuss: How did this exercise help you learn more about the Indian subcontinent? How are the people's appearances the same/different? Is it the same in the US? How does the clothing differ in each state or region? What are the different activities the people are doing in each region? How did people in each of these areas of the India culturally adapt to the environment? What evidence can you show of this adaptation? Did each region come up with their own style of dress? Do you think they learned styles from each other? Why/why not?
11. Allow time for students to thoroughly complete their grids and to shade in and label each state mentioned in this activity on a blank state map of India.
12. Enrichment Ideas: Write a biography of Mahatma Gandhi. Create a time line of his life. Research clothing styles in India. Find photographs in books or from the Internet of clothing styles similar to the coloring book pages. Design a brochure for an Indian state. Experiment with tying a turban or sari.

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Formative Evaluation (Req.): Participation

Assessment (Req.): Five Themes of Geography handout, World map, Costume Grid, India map

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Reading for Literacy in History/Social Studies, grade 6-12: Analyze in detail a series of events described in a text and evaluate various explanations for those events.
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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- How to use mental maps to organize information about people, places, and environments in a spatial context
- Analyzing the spatial organization of people, places, and environments in a spatial context
- The physical and human characteristics of places
- That people create regions to interpret Earth's complexity
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Five Themes of Geography Used (Req.):

- Location
- Place

School District Standards and Benchmarks (Opt.):

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<ul style="list-style-type: none"> <li>• Human-Environmental Interaction</li> <li>• Movement</li> <li>• Region</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
21 <sup>st</sup> Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none"> <li>• 7 Pictures from the Coloring Book of Indian Costumes website (<a href="http://www.globaled.org/nyworld/materials/india/worksheet2.html">http://www.globaled.org/nyworld/materials/india/worksheet2.html</a>)</li> <li>• The American Forum for Global Education (<a href="http://www.globaled.org/nyworld/materials/india/towhatextent.html">http://www.globaled.org/nyworld/materials/india/towhatextent.html</a>)</li> <li>• Ask Asia (<a href="http://www.askasia.org/for_educators/fe_frame.htm">http://www.askasia.org/for_educators/fe_frame.htm</a>)</li> <li>•</li> </ul>	