

LESSON 7

CULTURE

5-8 YEAR OLDS

PURPOSE

To introduce cultural influences on clothing styles and choices.

OBJECTIVES

Youth will be able to:

- Discover historic and cultural influences on fashion choices.
- Identify and celebrate national costumes with cultural heritage.

LESSON TIME

30 Minutes

LEARNING ACTIVITIES

CULTURE CONCENTRATION
HATS AROUND THE WORLD!

ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Culture.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.



Lesson 7— **CULTURE**

Do

The following is suggested for using activities in Lesson 7. Materials needed for each are listed within the activity.

- Play CULTURE CONCENTRATION to match clothing with different cultures around the world.
- Identify some different geographic regions and cultural influences on clothing in HATS AROUND THE WORLD!

REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- What does clothing tell you about a culture?
- What different cultures can you identify by looking at their clothing?

APPLY

Help youth learn to apply what they have learned to their daily clothing choices

- Take a trip to the library to find books on other cultures and their clothing.
- Choose some clothing for yourself that resembles that of another culture.



BACKGROUND BASICS...Culture

Cultural identity is one of many forms of identification that an individual may express through clothing. Conformity helps determine characteristics of a culture because the members often want to show they belong. Clothing is one very visible way to demonstrate culture.

Some aspects of conformity include loyalty to an organization, university or country. Conformity creates a sense of solidarity with others. Individualization is present in every culture, but it is more common in Western cultures. Individualism is shown through our clothes, jewelry and our actions. Whether we are expressing conformity or individuality, much can be observed from our appearances. Our clothing can tell others many things about yourself and we can learn from clothing of other cultures.

When studying other cultures, be sure to have a map handy so that you can locate the country you are talking about. Note the surrounding countries. How close is the country to the equator? What kind of weather do you think they have? Does this affect the clothing worn in that country?

Why do we study other cultures? So that we can learn about how other people live and also to discover influences in our own culture.

ESKIMO CULTURE

Eskimos still live as their ancestors did carrying on the same traditions and way of life. The name eskimo means “eaters of raw flesh”. Eskimos live in Greenland, the northern fringe of North America and in Eastern Siberia. They mainly live in the coastal regions of these areas.

In the regions where Eskimos live, there are short summers and very long winters. They dressed in heavy coats most of the year, and they used to build their houses out of ice blocks. Hunting was a way of life for the Eskimos. They would hunt seals, walrus, and in Canada they hunted caribou. They also hunted white whales in groups. The Eskimos also eat a lot of fish.

Caribou skins were used to make hooded parkas. Fitted trousers, fur mittens and boots with seal skin soles complete the Eskimo winter wardrobe. Today the Eskimos have adopted the culture of the country in which they live and many of the old clothing traditions have been abandoned. In hunting communities, the seal skin soles are still used to an extent. The Eskimos have welcomed new technologies to make life in the cold climate easier.

MEXICO

Traditional clothing in Mexico consists of hand woven cotton cloth. This cloth is often embroidered with wool to create designs. The traditional dress for a male is the mestizo (mas-te-zo) which is cotton pants that come below the knee and a cotton shirt, a wool poncho and a sombrero. The sombrero is good protection from the hot sun. Because of the influence of Western culture, this traditional dress has given way to Western fashion trends.

The sombrero is a broad-brimmed, high-crowned hat made of felt or straw. It is worn especially in Spain, Mexico, and the Southwestern United States. The sombrero derived its name from the Spanish word *sombra*, meaning shade, and first appeared in the 15th century. Gentlemen often wore tan, white or gray felt sombreros while the peasants wore straw ones. The sombrero was modified into the cowboy hat we know today.

SCOTLAND

Clans became associated with the tartans, a skirt or kilt, with distinctive plaid on it. A clan is made up of people who trace their ancestry to a common descendent. All members of a clan are considered to be kin. They fight together and are very territorial. In the 18th century the kilt became a common characteristic of each clan. The clans developed different plaid designs that distinguished them.

The Scottish kilt is a knee-length, pleated skirt worn by the men of the Scottish Highland. The kilt is usually made of wool and has a distinctive plaid. The modern kilt is made of six yards of fabric and is pleated except for the end sections. It is wrapped around the waist and belted. The two unpleated sections cross over each other in the front.

The dwellers of the Scottish Highlands lived in clans and were very isolated by mountains and water. Each clan colored their cloth with vegetable dyes. Since the color choice was limited to local flora, different patterns and colors became predominant in each area. The pattern of the chief's tartan was copied by his followers so that the plaid design became common for that region, and each clan developed a distinctive plaid.

The kilt is usually made from a cross-checked repeating pattern called the tartan plaid. The kilt is the only national costume of the British Isles that is still used for ordinary purposes rather than just festive garb. The kilt is worn by the Scottish regiments of the British Army and was last worn in battle during World War II.

INDIA

In India, the men wear the dhoti (do te), similar to pants, and the women wear a sari (sa re), a cloth wrapped around to make a dress. All classes wear variations of these garments, but the quality of the fabric varies with class. For men, headdress is very distinctive. Aside from the many ways to wrap a turban, a small black hat in the shape of a rimless bowler may be worn, or an angora wool hat. Women do not wear any particular headdress other than a shawl or the end of a sari. Often religion can be distinguished by the colors of the saris or dhotis and the way in which they are worn.

The turban is of Oriental origin consisting of a long scarf wound around the head or an inner hat. Today, however, we associate the turban with the Turks and those of the Muslim faith. The turban varies in shape, color, and size, some reach lengths of up to 50 yards. The length of a turban depends on one's position in society. The longer the turban,

JAPAN

In Japan, it is important to always dress neatly and to have your garments well-pressed and clean. Their use of color is traditional. Elderly people avoid wearing bright colors and stick to somber, muted colors. The Japanese kimono (ki mo no), worn by the women, is reserved for special occasions and the Japanese generally wear Western style clothing.

Businessmen today wear somber grey or dark suits that almost seem like a uniform for them. Japanese women are just as comfortable in the traditional kimono as they are in Western clothing like we wear in the United States.

The sash worn around the kimono is called the obi (o be). The obi is tied tightly behind the back in an ornate bow. An obi is used to decorate a kimono for different occasions, and it is also meant to accent the waist. Some obis are embroidered with designs of pine, bamboo, plums, orchids or chrysanthemums. Thin obis are worn in the summer and thicker ones in the winter. Young girls wear a simple obi with their kimonos, but with age. The obis become wider and more elaborate.

HAWAII

Hawaii's climate is subtropical and the temperature is generally in the mid-70s. The ancient Hawaiian customs provide entertainment for visitors. The luau, a traditional feast, and hula dances are performed for the tourists. Soft flowing sundresses are worn by the women and the necklaces of flowers traded as a sign of welcome are called a lei (la).

The Hawaiian culture has had many influences as the discovery of the new world expanded. In the 1850s, the Chinese were a gradual influence and then missionaries from America brought a New England influence. The Hawaiian culture was one of oral history and not written, so not much is known of the Hawaiian history before the 18th century. Hawaii became our 50th state in 1959.

AFRICAN

The dashiki (da she ke) is a tunic-like garment worn by males in parts of Africa. The dashiki is often decorated through tie-dyeing or beads are sewn on the fabric. Another form of adornment is skin decorations, both permanent and temporary. We call them tattoos. It is a sign of bravery for boys and girls to endure this painful process. Skin demarcations are made all over the body.

Strands of beads and jewelry have great significance. The number of strands indicate rank. Royalty is shown by the adornment of expensive and rare beads. In Nigeria, in order to wear certain beads, it is necessary to receive permission from the king (Oba). Punishment for disobeying this law is death. It is common to wear sixty iron rings around the left arm and on the right wrist to wear a brass bracelet engraved with patterns. An ornate pattern signifies wealth.

Improved methods of weaving and decorating garments has made it easier for the people to clothe themselves. Tie-dyeing is a common form of decoration. The cloth after being dyed is laid over a flat log and beaten with heavy mallets. This process causes the cloth to shine like satin, producing a much desired effect. Favored colors are blue, natural shades, and crimson.

**AMERICAN
INDIAN**

Plainsmen wore a semi-tailored shirt with half-length sleeves, a breech cloth and full-length leggings. The women wore a full-length dress with half-length sleeves. The men and the women wore moccasins of buckskin, the women's moccasins being knee length. This clothing was made from elk skins with the fur removed. The Indians made their clothing from the animals they were able to hunt in each region. In the cold weather, they wrapped themselves in robes of buffalo skin.

The Pueblos lived in what is today Arizona and New Mexico. They lived in buildings made of stone blocks that were plastered with clay. Their diet consisted mainly of corn, beans, and squash. They made their clothes of cotton and wore moccasins made of buckskins and buffalo hides.

The Eastern Woodlands Indians are best known for their massive burial mounds. These Indians lived in the wilderness areas east of the Mississippi reaching into Canada and to the Gulf of Mexico. They lived in houses with rectangular log frames with roofs of bark to thatch using mud to plaster. These Indians lived in villages and clans.

DUTCH

The sabot is a heavy wooden shoe worn by the European peasants in the late 19th century and through World War I. There are two kinds of sabots, one is shaped and hollowed from a single piece of wood. This kind is called klompen by the Dutch. The other is a heavy leather shoe with a wooden sole.

The traditional costume of baggy pants, full skirts, and lace caps are seen only in tourist centers. Wooden shoes are far more resistant to the damp than stitched leather shoes, and they are still worn in the farm fields.

Half of the Netherlands' land lies below the high-water levels of its many rivers and of the bordering North Sea. Nearly 60% of the population lives in the dike-protected areas. The Netherlands is Europe's third most densely populated country. The two official languages are Dutch and Frisian, both of these are of Germanic origin.

CHINA

In Asia, the main cultural influence is that of China. The Chinese traditional dress for men is bloomer-like trousers and a loose jacket tied with a bow. Women wear a short blouse called a cholori tied together by a bow and a high waisted, long full skirt called the chima. The sleeves of the women's and children's festive jackets are colorfully decorated, often with stripes. Pointed rubber shoes with the toes slightly turned up are the normal footwear.

Western dress has taken over the traditional dress, but the dress is often drab and kept to colors of grey, khaki, or black. In communist China, it was dangerous to show personal expression through clothing and this promoted this drab way of dress. Now, however, the Chinese dress is very colorful and western.

Additional References:

- The New Encyclopedia Britannica, 1992, Encyclopedia Britannica, Inc.: Chicago.
- The Encyclopedia American International Edition, 1990, Grolier Inc. : Danbury, Connecticut
- Nigerian Body Adornment, de Nigri, E., 1992, Academic Press Ltd: Lagos

SUGGESTED AGE:

5-8 years

Lesson 7— **CULTURE**

OBJECTIVES:

Youth will be able to:

- Discover historical, geographical and cultural influences on fashion choices.
- Demonstrate social skills by working as a group
- Increase memory skills
- Demonstrate use of classification skills.

MATERIALS:

CULTURE CONCENTRATION CARDS

Globe or world map (optional)

TIME:

30 Minutes

SETTING:

Comfortable room with tables and chairs.

ADVANCED PREPARATION:

Paste the concentration cards to cardboard or construction paper before cutting (optional). Color the cards before the game is played.

Activity 1: Culture Concentration

LEADER INFORMATION

You may wish to have colored examples of each child from a different culture, then let the children color the cards before playing the game, if time permits. Another suggestion is to point out on the globe or pin the picture to the region on the map. (Let older children find for themselves.)

INTRODUCTION

People can often be identified by the clothing that they wear. Cultures have certain types of garments that are significant and are often used in cultural celebrations. By playing Culture Concentration we will identify children from the following cultures by the clothes they are wearing: Eskimo, Dutch, Scottish, Mexican, Hawaiian, Japanese, African, and Indian.

Do

Play CULTURE CONCENTRATION!

- Give the concentration cards to two groups of children. (This can be played with two small groups, letting individuals within the group take turns.)
- All of the cards should be shuffled and placed face down.
- Each group of children should take turns turning over two cards, trying to match the pictures.
- If no match is made, the child turns the two cards back over and allows the next group to have a turn.
- If a match is made the child must identify the culture before keeping the cards. If the child correctly identifies the culture of the child on the card, the two cards are kept by that group until the end of the game. The child then proceeds with another turn until no match is made.
- If the culture is not correctly identified they must be turned back over.
- The game is over when all of the cards have been matched and collected.
- The winner is determined by the group having the most matches.

REFLECT

- What did you learn by playing Culture Concentration?
About the clothing of various cultures
- What are some cultures that were identified in the game?
Eskimo, Dutch, Scottish, Mexican, Hawaiian, Japanese, African, Indian
- What and where are the geographical origins of these different cultures?



ACTIVITY 1

Lesson 7— **CULTURE**

- What were some of the parts of their clothing that helped you identify the children from different cultures?

Let children identify and describe the unique clothing features. Help children think about the clothing features and to associate this with geographical/climatic requirements.

APPLY

- If the resources are available, Culture Concentration cards can be made for each child. Allow them to color the cards and play the game at home.
- Visit a museum with an exhibit of clothing from other cultures.
- Have a visitor that represents a different culture come to the meeting to show and tell them about their lifestyle and clothing styles.





Indian



Scottish



Dutch



Eskimo



Japanese



Hawaiian



African



Mexican

SUGGESTED**AGE:**

5-8 years

Lesson 7— **CULTURE**

OBJECTIVES:

Youth will be able to:

- Discover historical and cultural influence on fashion choices
- Demonstrate social skills by speaking to the group
- Strengthen cooperative group skills

MATERIALS:

"HATS AROUND THE WORLD"

Game Board

Globe or World

Map (optional)

TIME:

30 Minutes

SETTING:

Comfortable room for children to sit in a circle.

ADVANCE**PREPARATION:**

Make the Game Board, color the pictures of the hats and paste to the board.

Activity 2: Hats Around the World!

INTRODUCTION

People from different cultures wear different types of clothing. Their choices are influenced by their cultural heritage. We are going to identify some hats from various cultures.

DO

Play HATS AROUND THE WORLD!

- Sit children in a circle around the wheel.
- Large group option: Divide children into 2 groups and play as team game, letting children take turns for their team.
- Allow children to spin the wheel one at a time, and discuss the hat the spinner lands on and the culture that the hat identifies. Locate on World Map or Globe.
- Allow children to respond to questions about the picture:
 - What do you like about this hat? Dislike?
 - Would you wear a hat like this?
 - What does this hat tell you about its culture?
 - Have you seen a hat like this? Where?

REFLECT

- What does clothing tell you about a culture?
- What are some cultures that you can identify by looking at their clothing?
- Can you think of other types of hats we wear? Are these unique to our culture?

APPLY

- Draw a picture of yourself dressed in clothing from another culture
- Take a trip to the library to find books on other cultures.
- Tell someone what you learned.



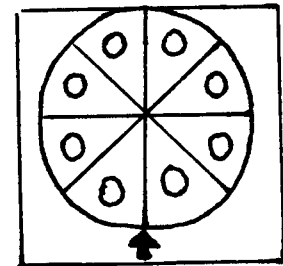
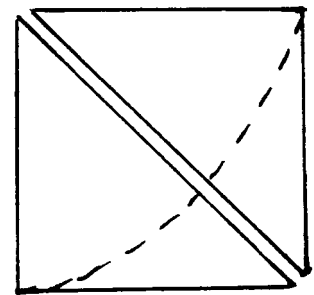
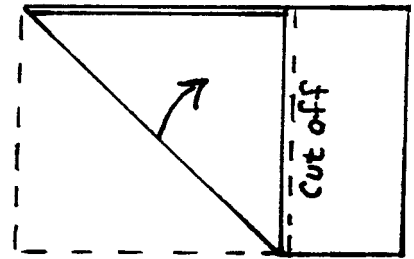
Instructions for "HATS AROUND THE WORLD" Game Board

You Will Need:

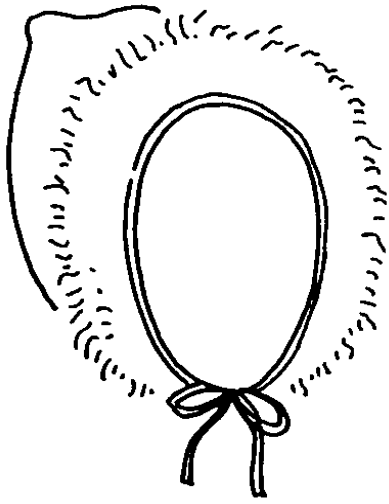
- 4 different colors of 8½ x 11 paper
- Scissors
- 2 large sheets of poster board (22 x 28 inches)
- Glue
- Spinner brad (or kitchen lazy-susan works to glue wheel to)

What You Do:

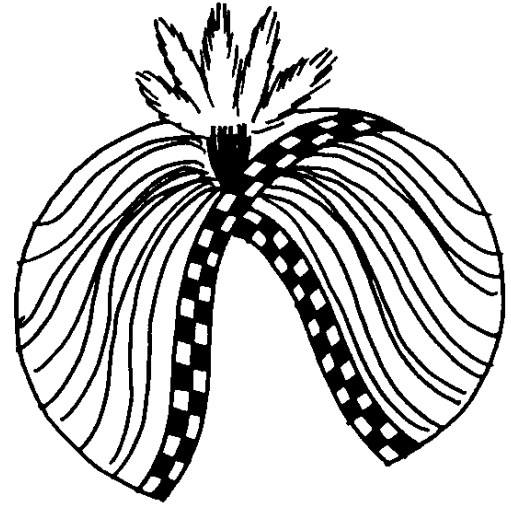
1. Fold diagonally to make 8 1/2 X 8 1/2 square
2. Cut off excess.
3. Cut along diagonal lines.
4. Trim long side to same length as short angle.
5. Glue on to 1 sheet of poster board to form multi-colored wheel. Each color makes 1/4 of wheel.
6. Cut around edges to cut off excess poster.
7. Attach to other poster board with paper brad through the center. (or mount to kitchen lazy susan).
8. Mark backboard with pointer/marker.
9. Glue picture hats to pie shaped pieces of the wheel. Add points for scoring game (optional).



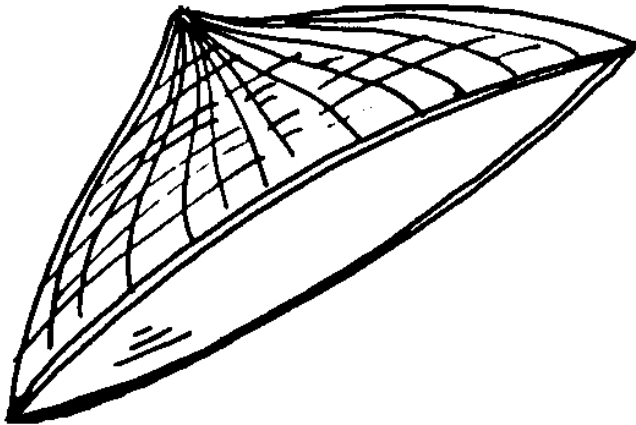
HATS AROUND THE WORLD!



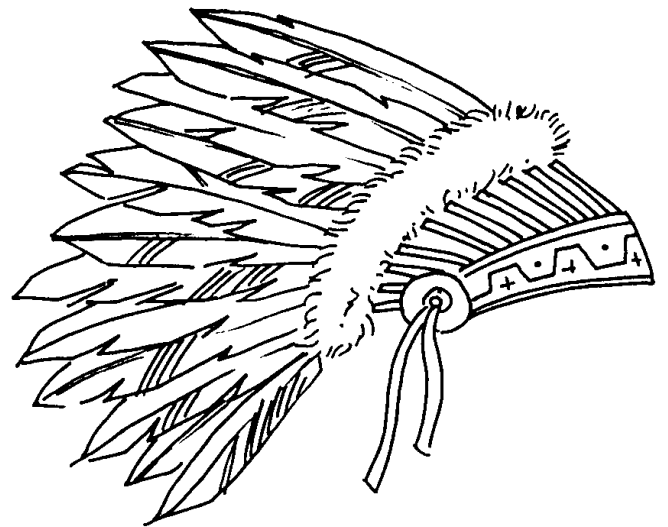
ESKIMO



INDIAN

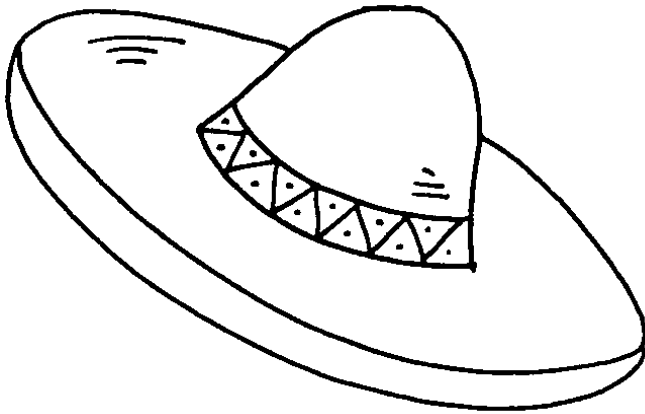


CHINESE

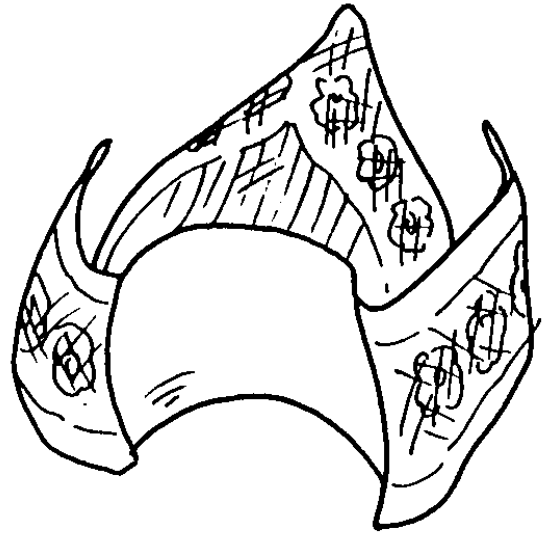


NATIVE AMERICAN

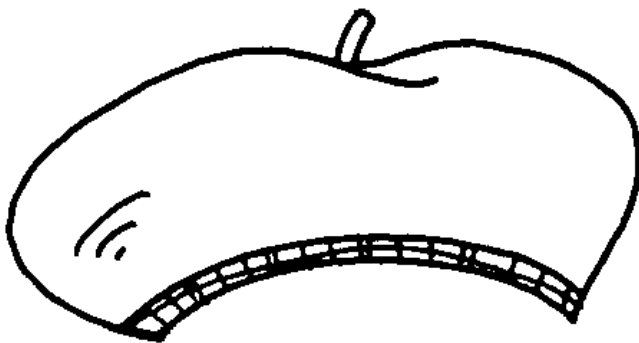
HATS AROUND THE WORLD!



MEXICAN



DUTCH

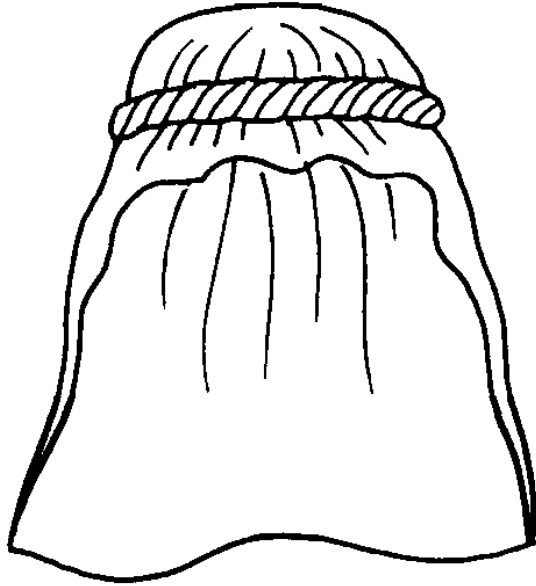


SCOTTISH

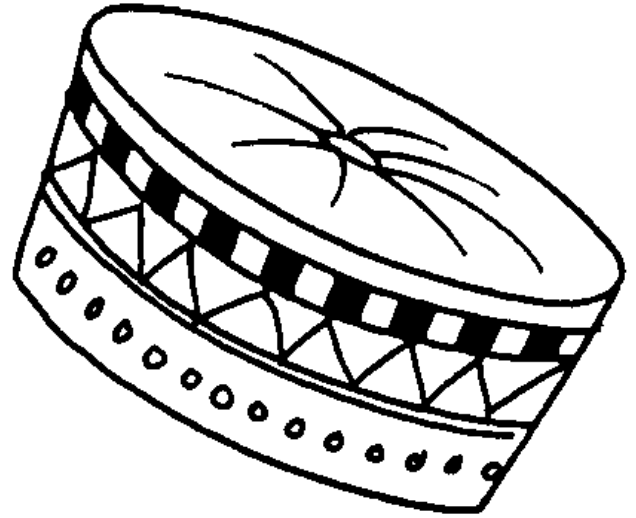


LAPLAND

HATS AROUND THE WORLD!



KUWAIT



AFRICAN

