

*Examining Global Trends via Artifacts*

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| **Introduction**  |
|  The early 20th century was a time of growth and globalization, with the Second Industrial Revolution and World War I, which allowed for new innovations and goods and ideas to spread globally. The following lesson can be taught during a unit examining this time period and with the focus on industrialization and globalization. While the lesson focuses on fashion trends, the learning regarding the impact of industrialization can be translated to other aspects of life and innovation. This lesson can serve as part of a larger study of the spread of goods and ideas during this time period.  |
| **Indiana Standards Connections:**  6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world. 6.1.16 Discuss the benefits and challenges related to the development of a highly technological society. WH.6.11 *Describe and analyze the global expansion of democracy and globalization in the late 20th century.* ES.3.1 Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.    | **Compelling Question(s):**  How did industrialization and globalization impact life? How can examining fashion artifacts help us understand the impact of industrialization and globalization? How are different cultures influenced by each other? How do ideas and trends spread?        |
| **Lesson Objectives:** Students will be able to: analyze the impact the second Industrial Revolution had on the spread of ideas by examining several purses from different European countries in the early 20th century. Students will be able to: describe the impact the second Industrial Revolution had on the spread of trends by researching an additional trend of their choice.   |
| **Materials**  |
|  1. Image of [King Tut’s tomb (found on this article)](https://www.racked.com/2017/4/28/15345696/sequin-history) to display
2. Image of [Callot Soeurs evening gown](https://www.smithsonianmag.com/arts-culture/a-history-of-sequins-from-king-tut-to-the-king-of-pop-8035/) to display
3. Projector/screen
4. Images of the three purses (copies for students)
5. Triple Venn diagram (copies for students)
6. Downton Abbey images
7. Student access to computers for additional research

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| **Learning Plan**  |
| **Activities** 1. Begin by projecting the image of King Tut’s tomb beside the Callot Soeurs evening gown. Ask students to think about what these artifacts may have in common. Give them a minute to think of a response, then have them turn to a partner and discuss.
2. Have students share out what they notice. Students may mention that they both have patterns, colors, etc. More than likely, the students won’t know what materials are in the images that are similar. Point out to the students that King Tut’s tomb influenced the design of the evening gown via the use of sequins.
3. Walk through a brief lecture about the history of sequins from King Tut’s tomb’s discovery to the design of the evening gown (this can be done either by presenting the URL on a projector screen or via a presentation using the information/images on the website). Lead students in a discussion about how industrialization led to the spread of this trend in fashion.
4. Provide students the images of the three purses and the triple Venn diagram. Have them in small groups examine the three purses and determine the ways these artifacts are similar. Have them share out what they found and then discuss how these purses came from three different countries.
5. Students then can examine the images from the show Downton Abbey. First, they should note how the purses in the show are reflective of the style of the time period. Then, students can examine other items adorn or carried by the characters. Students could explore the spread of these trends as well (i.e., the oil umbrella from China).
6. At the conclusion of the activity, students should be asked to describe how these fashion items reflect the impact of industrialization and globalization.
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| **Assessment Suggestions**   Students can write a paragraph in which they describe the impact of industrialization and globalization during the 20th century. Students can conduct independent or group research projects on another innovation, trend, good, or idea that spread due to the rise in globalization during this time.   |
| **Extensions**  This lesson can be extended to examine additional trends and innovations that spread due to the growth of industrialization and globalization during the 20th century. Students can conduct research on innovations of their choice or work in small groups where they are assigned one. They then can share about their findings with the class.  |

Beaded Purses Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic workEnduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?  |
| VA:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understanding the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life?  |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |

*Students can be asked to consider how art reflects time periods, cultures, traditions, etc. Part of their exploration of industrialization could be focused on how cultural aspects such as fashion can be seen as a result of this time period just as much as economic innovations, etc. How do people show their connectedness through clothing and accessories? What do trends tell us about what people cared about or what was popular? Why were certain artistic expressions popular? How does this connect to the goods and ideas that were being spread globally at the time?*

**Social Studies**

**Grade 6: History, Places, and Cultures in Europe and Americas**

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| 6.1.15 | Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world. |
| 6.3.4 | Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.  |
| 6.3.10 | Explain the ways cultural diffusion, invention, and innovation change culture.  |
| 6.3.11 | Differentiate between the terms anthropology, archaeology, and artifacts while explaining how these contribute to our understanding of societies in the present and the past.  |
| 6.4.2 | Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.  |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. While this lesson is focusing on European countries, there can be an exploration into how these trends spread to the Americas as well. A larger exploration of trade can also be a focus of study. Discussion of cultural diffusion is imperative when considering trends in art, fashion, architecture, etc. and the exploration of the impact of globalization.*

**Ethnic Studies**

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| ES.4.1 | *Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.*  |

**Geography and History of the World**

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| GHW.6.2 | *Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.*  |
| GHW.8.2 | *Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.*  |

**World History and Civilization**

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| WH.6.11 | Describe and analyze the global expansion of democracy and globalization in the late 20th century.  |

*The incorporation of these artifacts is broadly applicable when teachers are covering the 20th century in Europe and the Americas. This portion of the curriculum is rich in examining the interconnectedness of our world during a time of expansion and growth. There could be exploration into how globalization became even more prevalent as the century continued and even connections to modern day could be explored to make the content more relatable to students’ lives.*

**Language Arts**

**Writing Skills:**

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| 4.W.5  | Conduct short research on a topic. * Identify a specific question to address (e.g., What is the history of the Indy 500?).
* Use organizational features of print and digital sources to efficiently locate further information.
* Determine the reliability of the sources.
* Summarize and organize information in their own words, giving credit to the source
* Present the research information, choosing from a variety of formats.
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| 5.W.5 | Conduct short research assignments and tasks on a topic.* With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).
* Identify and acquire information through reliable primary and secondary sources.
* Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
* Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
* Present the research information, choosing from a variety of sources.
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*Students could conduct research projects in which they examine innovations and trends that spread due to the growth of industrialization and globalization during the 20th century. In doing so, they would be incorporating Writing standards that ask them to consider the organization features of their writing and their sources of information. Students could also be asked to present their findings in a way that allows for Speaking and Listening standards to be highlighted as well.*