



Examining Similarities and Differences Between Cultural Clothing

Introduction	
<p>Different communities and cultures have symbols that are important to them. Often, these symbols can include specific styles of clothing. Examining similarities and differences in these symbols can help students better understand that while global cultures can differ from each other, they often have similarities, too. In this lesson, students will compare and contrast a Zapotec huipil and a Korean hanbok. They will also identify why they believe these symbols may be important to their communities.</p>	
<p>Indiana Standards Connections:</p> <p>2.H.4: Identify and describe community celebrations, symbols, and traditions, and explain why they are important.</p>	<p>Compelling Question(s):</p> <p>How does clothing relate to culture and not just fashion?</p> <p>What do different cultures' clothing items have in common?</p>
<p>Lesson Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the cultural significance of the huipil to the Zapotec community and the significance of the hanbok in Korean culture. • Compare and contrast the two artifacts based on both physical characteristics and cultural significance. • Identify a piece of clothing significant to the culture(s) in our community. 	
Materials	
<ul style="list-style-type: none"> • Hankbok - Windows to the World <ul style="list-style-type: none"> ○ Explanation of significance and symbolism of the hanbok ○ Additional, more in-depth resources linked on page • Hanbok – 3D Model • Hanbok - Vogue • Huipil - Windows to the World <ul style="list-style-type: none"> ○ Explanation of significance of the huipil ○ Additional, more in-depth resources linked on page • Huipil – 3D Model • Huipil - Vogue • Texas Homecoming Mums (optional) <ul style="list-style-type: none"> ○ A piece of clothing relevant to Texas homecoming culture • Blue Jeans (optional) <ul style="list-style-type: none"> ○ A piece of clothing that is uniquely American • Dirndls & Lederhosen (optional) <ul style="list-style-type: none"> ○ Examples of traditional German clothing ○ Lederhosen are for men. Dirndls are for women and the way they are tied indicates relationship status. 	

Learning Plan

Activities

1. Show students the 3D models of each item. Ask them to describe the item and make inferences about what occasions it might be worn for.
2. Put the two models side by side and ask students to describe what the similarities and differences are. I recommend using a venn diagram anchor chart for this.
3. Read the description from both Windows to the World pages to the students, it may be necessary to break down the articles further to ensure student comprehension. Ask them if they have thought of any new similarities and differences on what they read and not based on appearance, adding them to the anchor chart and highlighting the difference between visual characteristics and cultural characteristics.
4. Ask students to think about what makes something a piece of cultural clothing and not just a fashion trend.
5. Have students turn and talk with a partner about examples of clothing that represent their culture/something important to the community. Write down on the board what the students have thought of.
6. Ask students how this compares and contrasts to the huipil and hanbok. How does this fit with their idea of what cultural clothing is?

Assessment Suggestions

Create an exit ticket based on what you choose to cover that asks students to identify something they've discovered is similar between at least two communities/cultures discussed during the lesson.

Extensions

- Split students into groups to research another type of cultural clothing (could include optional examples from above or something else, though I HIGHLY recommend not comparing this with Halloween costumes). Have each group share what the clothing represents and how it differs within the community (Is it different for: boys and girls, older and younger people, and/or other groups of people?). Ask them to explain whether it does or does not fit the classes criteria for cultural clothing.
- View the Vogue articles for both garments and allow students to compare the clothing in the article with more traditional examples. Is it possible for something to be a fashion statement and culturally important?