

Examining Hats and Headdresses of Various Cultures

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| **Introduction**  |
| Clothing and other similar artifacts, as well as the customs and traditions that involve such artifacts, can provide much insight into what a cultural group values. In this lesson, students will analyze a variety of prestige hats to explore the ways in which their materials and purposes are similar and different. While the focus of the study surrounds two different prestige hats from peoples in Cameroon, the lesson does involve an investigation of a variety of hats from different cultural groups and time periods.  |
| **Indiana Standards Connections:** 7.3.3 – Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific. Examples: language, religion, recreation, clothing, diet, fine arts, family structure, and traditionsES.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. 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. S.2.1 – Define culture and identify the material and non-material components of culture. S.2.5 – Identify culture conflict, cultural similarity, cultural diversity.  | **Compelling Question(s):** What signifies a culture? How are customs part of culture?How can different cultures have similar customs?How do different cultures acknowledge who is important in their community?How do customs and traditions help us understand the values of a culture? |
| **Lesson Objectives:** Students will be able to: * describe the use of headdresses in various cultures.
* describe ways different cultures signify importance and stature of individuals.
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| **Materials**  |
| * Class Projection Device
* Access to and printed copies of the following ASP items in the Indiana University Digital Toolbox:
	+ Bamileke Feathered Prestige Hat
	+ Prestige Hat
* Additional images of prestige hats
* Printed images and descriptions of additional prestige hats (the following resources can be used for this):
	+ <https://artmuseum.indiana.edu/collections-online/browse/object.php?number=2009.1>
	+ <https://artmuseum.indiana.edu/collections-online/browse/object.php?number=2006.368>
	+ <https://artmuseum.indiana.edu/collections-online/browse/object.php?number=2006.357>
	+ <https://artmuseum.indiana.edu/collections-online/browse/object.php?number=2006.331>
	+ <https://www.whatcommuseum.org/exhibition/the-global-language-of-headwear/>
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| **Learning Plan** |
| **Activities** 1. Via a projection device (i.e., document camera, computer to projector, SmartBoard, etc.), show students a collection of prestige hats from various cultures including the Bamileke Feathered Prestige Hat. Additional hats could include a European crown, Lakota headdress, Papal mitre, etc. Ask students to think about what they notice, what they know, and what they wonder about these various objects.
	* This could be done either by allowing students a few minutes to just examine the images and think or through giving students a Notice, Know, Wonder graphic organizer (example attached below). Note: Students could also write out their wonderings in this graphic organizer format on their own (e.g., if students keep a class journal in which they take notes, etc.).
2. Have students share their observations with the class. Be sure to facilitate thinking when necessary. You may also choose to record on a whiteboard what they share. After students have been given ample time to share out their observations and inferences, if it has not already been addressed, be sure to inform students that these are all various examples of prestige hats. Inform students what culture each of these hats represents, who would typically wear them, and why. Focus lastly on the Bamileke hat.
3. Now display the Bamileke Prestige hat next to the other Prestige hat from the Digital Toolbox collection. Ask students to compare these hats. You could have students do this in a Think, Pair, Share before having them share out to the whole class. Students may note the differences in style, materials, etc. After students have been given time to share their observations, be sure to note for students that both of these can be considered prestige hats and that both are from cultural groups from the grassland areas of Cameroon. Provide students a brief description of the Prestige hat in its use as compared to the Bamileke hat.
4. Share with students that, at this point, we have examined several examples of prestige hats from different cultures. These hats indicate how different cultures may signify who is important in their society or who has particular roles. They also have differences in their shapes, materials, etc. Inform students that they will now analyze more examples of prestige hats.
5. Either prior to the start of the lesson or during this transition, place the printed handouts of various prestige hat images and descriptions around the room; these should also be numbered for reference. Inform students that they will be engaging in a [Gallery Walk](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk) activity. Provide each student a copy of the Gallery Walk handout (attached below). Inform students that, as they walk around the room, they will examine each item and read the brief description included. On their handout, they should record what item, from where/what culture the item is, who would wear it, and then what they notice and wonder about the item. The first three should come from the description of the item. Provide students ideas of what they may note for the notice section; this could be the materials, the shape, etc. Then the questions could be anything that comes to mind.
6. Provide students ample time to engage with a variety of the sources. This may depend on how many items you include in the Gallery Walk as well as how many students you have in the class. Students should also be reminded that they do not have to go in any particular order as that would cause a backup; they should treat this as they would in an art gallery where they may roam from item to item around the room.
7. After students have had time to explore at least several of the items via the Gallery Walk, have students return to their seats and share out their observations. You may choose to fill out the graphic organizer with them for students who may need additional support. You may also choose to complete a follow-up organizer of similarities and differences (such as a T-chart).
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| **Assessment Suggestions**  Simple formative assessment: Students could write a brief paragraph in which they identify one of the cultural headdresses/hats they examined in the class activity and describe how this item provides them an understanding of what the culture values. Students could be given the following prompt: How can headdresses or hats signify a culture? How can such items be similar and different? In your answer, include at least two examples from today’s activity. * Students should then use evidence from the activity in their answer, such as how they are similar in that they signify who is important in the culture but are also different because they use different materials.

More extensive assessment activity: Students could conduct brief research projects about another traditional headdress/hat that a culture adorns and/or that holds significance in a particular culture. They could then prepare any of the following: a brief presentation, a one-pager, a flyer, etc. These could even be put together as a class and displayed to showcase student work and learning.  |
| **Extensions** Students could examine other cultural clothing items of importance. They could also explore the reasons behind the materials used in various cultural clothing items. For example, students could explore why feathers may have been used in the Bamileke Feathered Prestige Hat and how cultural items may reflect differences in access to materials. Lastly, students could examine other hats that are signifiers of different cultures and analyze the materials, shapes, and uses of such hats. The following video provides details about seven different hats that are from various parts of the world, including the sombrero, the fez, etc. It provides details about why the design, etc. <https://www.youtube.com/watch?v=UL4v-qtrJQQ> |

**Notice, Know, Wonder**

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| **What do you Notice?** | **What do you Know?**  | **What do you Wonder?** |
| What do you observe? Make notes about what you see.  | What knowledge do you have that can help you understand this? | What questions do you still have about this?  |
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**Prestige Hats and Headdresses**

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| Item # | Location/Culture | Who would wear this? | What do you notice about this? | What other questions do you have? |
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**Gallery Walk**

Bamileke and Other Prestige Hats 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 curriculum.**

**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:Re7.1.1a | *Select and describe works of art that illustrate daily life experiences.* |
| VA:Re7.1.6a | *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:Cn11.1.2a | *Compare and contrast cultural uses of artwork from different times and places.* |
| VA:Cn11.1.3a | *Recognize that responses to art change depending on knowledge of the time and place in which it was made* |
| 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.* |
| VA:Cn11.1.7a | *Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses* |
| VA:Cn11.1.8a | *Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity* |
| VA:Cn11.1.IIa | *Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.* |
| VA:Cn11.1.IIIa | *Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.* |

*In examining the headdresses, students can be asked to consider how these artifacts represent the customs and daily life of the cultures from which they originate.*

**Social Studies**

**Grade Contents**

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| K.3.6 | *Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.* |
| 1.1.1 | *Identify continuity and change between past and present in community life using primary sources.* ***Examples****: Clothing, the use of technology, methods of transportation, entertainment and customs; Compare the roles of men, women, and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation* |
| 1.3.8 | *Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food* |
| 3.3.7 | *Compare the cultural characteristics of the local community with communities in other parts of the world.* |
| 7.3.3 | *Describe and compare major cultural characteristics of regions in Africa, Asia, and Southwest Pacific.* ***Examples****: language, religion, recreation, clothing, diet, fine arts, family structure, and traditions* |

**Sociology**

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| **S.2.1** | *Define culture and identify the material and non-material components of culture.*  |
| **ES.4.1** | *Identify culture conflict, cultural similarity, cultural diversity.* |

**Ethnic Studies**

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| **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* |
| **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.*  |

*The Social Studies standards noted here all revolve around students examining cultural customs and traditions. The activity included above could be explored at the different age levels with alterations, scaffolding, and support for students.*

**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 brief research projects on various cultural items of clothing or other fashion artifacts.*