


## ESL LESSON: LEVEL3 (INTERMEDIATE)

### HNL20 Lesson Plan 1: Wardrobe Cultural Dress

<b>Course:</b> HNL20	<b>Unit:</b> practical sewing	<b>Topic:</b>	<b>Approx. Time Frame</b>
HNL20	<b>Influences on Clothing Choices/Design and Clothing Constructions</b>	<b>Cultural Dress</b>	<b>5 x 75 minute periods</b>
<b>Lesson Title: T-Shirt Sewing Project and Cultural Traditions</b>			
See below for lesson description.			
<b>Learning Goals/ Big Ideas</b>		<b>Success Criteria of Lesson</b>	
Student will learn how to design and make a T-shirt Student will learn about how dress is a part of culture		Students demonstrate how to sew a T-shirt by using a pattern. Students will find examples of different cultural dress and describe them	
<b>OVERALL Learning Expectation(s) for this lesson:</b>			
B1. The Functions and Social Impact of Clothing: demonstrate an understanding of the functions clothing serves, the kinds of messages it conveys, and the impact it can have on social interactions; B2. Wardrobe Planning and Clothing Selection: demonstrate an understanding of various factors affecting personal wardrobe planning and clothes selection. D2. Tools and Technologies: identify a variety of tools and technologies associated with the creation of clothing and accessories, and use tools and technologies safely and correctly when creating and/or repairing clothing and accessories; D3. Procedures, Skills, and Techniques: demonstrate the ability to use appropriate procedures, skills, and techniques to create and repair clothing or accessories			
<b>SPECIFIC Expectations for this lesson</b>			
B1.1 describe the functions of clothing and accessories and the messages they convey (e.g., to protect against the weather; to convey status, power, or occupation; to adorn; to satisfy social conventions with respect to modesty or gender roles; to signal membership in a group) B2.2 describe various criteria used in wardrobe planning (e.g., price, style, storage space, availability, what peers are wearing, family rules or traditions, cultural traditions, physical needs), and explain how these criteria affect their personal clothing and accessory selections D2.3 use tools and technologies correctly when creating personal clothing or accessories (e.g., tools/technologies associated with cutting, pressing, pinning, sewing, knitting, crocheting) D3.1 demonstrate the ability to follow preconstruction procedures (e.g., measuring, interpreting pattern envelopes and patterns, laying out patterns, preparing fabric and other materials, understanding knitting or crocheting instructions) when creating clothing or accessories D3.3 demonstrate the ability to create clothing or accessories using basic construction techniques (e.g., machine and/or hand sewing, knitting, crocheting, beading) D3.4 demonstrate the ability to create new clothing or accessories from recycled materials or garments (e.g., turn drink boxes into a bag; candy wrappers into a necklace; neckties into a skirt; a necktie into a handle for a bag; jeans into a skirt or a bag; tea towels into a dress; fabric samples into a tote, cosmetic bag, laptop case, or music player pouch)			
<b>ASSESSMENT OF EXPECTATIONS</b>		<b>PRIOR LEARNING AND SKILLS</b>	
<p>Assessment <b>for</b> learning:</p> <ul style="list-style-type: none"> <li>General discussion about cultures and each student shares any prior knowledge they have about their cultural dress.</li> </ul> <p>Assessment <b>as</b> learning:</p> <ul style="list-style-type: none"> <li>"Before I Sew Checklist in the T-shirt Sewing Project" – should be used by the student and reviewed by you before the student is permitted to sew</li> </ul>		<p>Fashion lab safety and safety the ability to use the sewing machine, irons, and other equipment.</p> <p>How to read patterns and follow directions to produce a garment</p> <p>Familiarity with types and uses of fabric jersey fabric</p>	

<p>Assessment <b>of</b> learning:</p> <ul style="list-style-type: none"> <li>Evaluate the T-shirt assignment. Single Point Rubric – this can be found on the back of the T-Shirt Sewing Project BLM Handout.</li> <li>Cultural Traditions Activity BLM (if you choose to mark it)</li> </ul>	<p><b>Special Notes for ELL's (e.g., adaptations, extension activities, ways to check for understanding, etc.)</b></p> <ul style="list-style-type: none"> <li>Have regular student conferences during the sewing project for questions that arise, and to share progress.</li> <li>Provide technology to use Google Translate or text-to-speech software for ELLs to aid them with understanding text.</li> <li>Post all lessons and slides in advance of the lesson and guide students through making their own copy and using Google Translate.</li> <li>Provide opportunities to practice vocabulary together (teach a partner, do oral presentations, pronounce words.)</li> <li>Depending on their history, students may or may not feel comfortable discussing their home country. Follow the student's lead with regard to the cultural portion of the lesson.</li> </ul>
<p><b>Lesson Terminology(e.g. word walls, vocabulary list)</b></p>	<p><b>Materials, Supplies, Equipment Required for Lesson</b></p>
<p>Pattern Measure Upcycle Culture</p>	<p>Sewing Machine Pattern Pins Jersey Fabric T-shirt Sewing Project BLM Handout Canadian Wardrobe Slide Deck T-shirt exemplar</p>

TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS – see step-by-step lesson plan below	MINUTES
<p><b>MINDS ON / INPUT</b></p> <ul style="list-style-type: none"> <li><i>Establishing a positive learning environment</i></li> <li><i>Connecting to prior learning and/or experiences</i></li> <li><i>Setting the context for learning for ELLs</i></li> </ul>		
<p>Word Wall – use handout</p> <p>Provide handouts – Cultural Traditions Activity and T-shirt Sewing Project</p> <p>Post slide show and guide students through making their own copy and using Google Translate</p>	<p>Students establish familiarity with new words</p>	<p>15 minutes</p> <p>5 minutes</p> <p>5 minutes</p>
<p><b>ACTION / CONTENT</b></p> <ul style="list-style-type: none"> <li><i>Introducing new learning or extending/reinforcing prior learning</i></li> <li><i>Providing opportunities for practice and application of learning (guided &gt; independent)</i></li> </ul>		

<p>Canadian Wardrobe: Cultural Traditions Slides and Cultural Traditions Activity</p> <p>T-shirt Sewing Project - Lesson 1: Students are introduced to T-shirt assignment,</p>	<p>Students gain familiarity with cultural dress</p> <p>Students will choose their design and are walked step by step though their website</p>	<p>75 minutes</p> <p>4 X 75 minutes</p>
<p><b>CONSOLIDATION</b></p> <ul style="list-style-type: none"> <li>▪ <i>Providing opportunities for consolidation and reflection</i></li> <li>▪ <i>Helping students demonstrate what they have</i></li> </ul>		
<p>1:1 Teacher Meetings during project</p> <p>Cultural Traditions Activity</p>	<p>Lesson 2, 3 and 4 – cut pattern and sew T-shirt</p> <p>3 cultures, including their own are researched</p>	
<p><b>Accommodations/Modifications</b></p>		<p><b>Follow-up or Extension Activities</b></p>
<ul style="list-style-type: none"> <li>- photo cues</li> <li>- scaffolding</li> <li>- use of L1</li> <li>- additional processing time</li> <li>- peer review and support (e.g. read with a friend)</li> </ul> 	<p><b>Extension #1:</b></p> <p>Cross-curricular lesson with Communication Technology class</p> <p>Short- or long- sleeve T-shirt logo – Orange Shirt Day or Pink Shirt Day</p> <p>Indigenous T-shirt with logo design of cultural significance</p> <p>Examples:</p> <p><a href="https://www.indigenousspring.ca/orangeshirtday">https://www.indigenousspring.ca/orangeshirtday</a></p> <p><a href="https://www.indigenousspring.ca/pinkshirtday">https://www.indigenousspring.ca/pinkshirtday</a></p> <p><b>Extension #2:</b></p> <p>Nazjaa. (2020). Black Lives Matter: How Black Culture Influences the Fashion and Beauty Industries. Retrieved from <a href="https://www.youtube.com/watch?v=ue9uJ5ZrMPg&amp;t=930s">https://www.youtube.com/watch?v=ue9uJ5ZrMPg&amp;t=930s</a></p> <p>- T-shirts and other fashion is included</p> <p>beginning-1:00 - Montage</p> <p>1:00-9:19 - Background on Black Lives Matter Movement</p> <p>9:19-11:29 - Creative Background</p> <p>11:29-13:42 - Hairstyles</p> <p>13:42-end - Fashion</p> <p><b>Extension #3:</b></p> <p>Environment and Sustainability Discussion</p> <p>Chang, A. (2017). The Life-Cycle of a T-shirt. TED-Ed. Retrieved from <a href="https://www.youtube.com/watch?v=BiSYoegb_VY">https://www.youtube.com/watch?v=BiSYoegb_VY</a></p>	

## Canadian Wardrobe - T-shirt Project and Cultural Traditions – Lesson Plan

### Lesson 1 – T-shirt Project

#### Sewing using Sewing Machine

Post and handout the “T-shirt Sewing Project BLM” Handout before you explain the assignment.

Pass around a T-shirt exemplar

#### **1. Choose one (1) Long- or Short-sleeve T-shirt shirt you want to sew (required):**

a) Life Sew Savoury. Long- or Short-sleeved T-shirt  
Long Sleeve T-Shirt Pattern Free. Retrieved from <https://lifesewsavory.com/womens-t-shirt-pattern-free/>

or

b) Johanson, M. (2020). 10 Free Clothing Sewing Patterns  
The Spruce Crafts. Retrieved from <https://www.thesprucecrafts.com/free-patterns-to-sew-clothing-2977357>  
(Elise (scoop neck) T-shirt #9)

or


c) It's Always Autumn (2018). 20 Free T-shirt Patterns You Can Print and Sew at Home. Retrieved from <https://www.itsalwaysautumn.com/free-t-shirt-sewing-patterns.html>

or

d) Tiana's Closet. (2020). Free PDF Sewing Pattern: Men's Basic Round Neck Tee. Retrieved from <https://tianascloset.com/index.php/2020/05/18/free-pdf-sewing-pattern-mens-basic-round-neck-t-shirt/>

#### **2. For a second project to complete, make a T-shirt bag made from an old, upcycled T-shirt (optional – students who already know how to sew may finish quickly):**

Mana Creative Corner. (2020). Old Tshirt Shopping Bag. Retrieved from <https://www.youtube.com/watch?v=YHd8XyEz96Y>

<b>Before I Sew Checklist. Did I?</b>	
Choose a T-shirt to sew	
Discuss my plan with my teacher and have my pattern choice approved?	
Review all safety rules before beginning and ensure my Passport to Safety is complete?	
Measure material twice, cut material once?	

### Single Point Rubric and Scoring Grade: Formative Assessment

*Evidence will be gathered and recorded during the creation of your product and the final product.*

Levels 0-1-2 Comments:	Standard Expectation (Level 3)	Level 4 Comments:
	B2.3 describe the steps and processes involved in personal wardrobe planning (e.g., using a decision-making model, evaluating current wardrobe, identifying needs and wants)	
	D2.2 demonstrate the safe use of tools and technologies when creating and/or repairing clothing and accessories (e.g., safe practices when using sharp objects such as pins, needles, or scissors)	
	D3.3 demonstrate the ability to create clothing or accessories using basic construction techniques (e.g., machine and/or hand sewing)	

/12 Marks Total

### Lesson 2 - Cultural Traditions

Post the slides in advance of the lesson.

Note: You may need to lead a discussion surrounding what culture is first


Sleeve length is a factor that applies in choice of T-shirt to sew.

Weather is another.

See slides – Canadian Wardrobe – Cultural Traditions

Activity – Students research their cultural dress (or fabric) and that of two other cultures they are not familiar with, bring in a garment or a photo. You may wish to mark this.

If student does not choose their own culture, have them choose another culture with which they are familiar.

<b>Before I Sew Checklist. Did I? BLM</b>	
Choose a T-shirt pattern to sew	
Discuss my plan with my teacher and have my pattern choice approved?	
Review all safety rules before beginning and ensure my Passport to Safety is complete?	
Properly cut out my pattern pieces. laid out, pinned an marked out my material.	
Gather all supplies. Materials and equipment that I need.	

List of supplies that I require:

My Time Management Plan to Sew my T-Shirt:

Other notes and instructions from the teacher:

### Cultural Traditions Research Activity

Objective - Research your cultural dress (or fabric) and research two other examples of dress from other cultures than your own.


Describe the garment and what culture or country of origin it comes from.

Then find a photo of each on the Internet to paste in the chart. Ensure that you reference the picture.

<b>Culture, Country and Description of Traditional Garment</b>	<b>Photo of Garment</b>
Yours –	
1 –	
2 –	


## Canadian Wardrobe - T-shirt Sewing Project - BLM

Choose one (1) Long- or Short-sleeve T-shirt shirt patterns that you want to sew:

Choice	Pattern
	
	e) Life Sew Savoury - Long Sleeve T-Shirt Pattern Free <a href="https://lifesewsavory.com/womens-t-shirt-pattern-free/">https://lifesewsavory.com/womens-t-shirt-pattern-free/</a>
	f) The Spruce Crafts: 10 Free Clothing Sewing Patterns (Elise (scoop neck) T-shirt #9) <a href="https://www.thesprucecrafts.com/free-patterns-to-sew-clothing-2977357">https://www.thesprucecrafts.com/free-patterns-to-sew-clothing-2977357</a>
	g) It's Always Autumn - 20 Free T-shirt Patterns You Can Print and Sew at Home <a href="https://www.itsalwaysautumn.com/free-t-shirt-sewing-patterns.html">https://www.itsalwaysautumn.com/free-t-shirt-sewing-patterns.html</a>
	h) Tiana's Closet - Free PDF Sewing Pattern: Men's Basic Round Neck Tee <a href="https://tianascloset.com/index.php/2020/05/18/free-pdf-sewing-pattern-mens-basic-round-neck-t-shirt/">https://tianascloset.com/index.php/2020/05/18/free-pdf-sewing-pattern-mens-basic-round-neck-t-shirt/</a>

3. For a second project to complete, make a T-shirt bag made from an old, upcycled T-shirt (optional):

Mana Creative Corner. (2020). Old Tshirt Shopping Bag. Retrieved from <https://www.youtube.com/watch?v=YHd8XyEz96Y>

Before I Sew Checklist. Did I?	
Choose a T-shirt to sew and appropriate fabric?	
Discuss my plan with my teacher and have my pattern choice approved?	
Review all safety rules before beginning and ensure my Passport to Safety is complete?	
Properly lay out my pattern on the material, "measure material twice, cut material once"?	



### Single Point Rubric and Scoring Grade

*Evidence will be gathered and recorded during the creation of your product and the final product.*

Levels 0-1-2	Standard Expectation (Level 3)	Level 4 :
	B2.3 describe the steps and processes involved in personal wardrobe planning (e.g., using a decision-making model, evaluating current wardrobe, identifying needs and wants)	
	D2.2 demonstrate the safe use of tools and technologies when creating and/or repairing clothing and accessories (e.g., safe practices when using sharp objects such as pins, needles, or scissors)	
	D3.3 demonstrate the ability to create clothing or accessories using basic construction techniques (e.g., machine and/or hand sewing)	

/12 Marks Total

Comments and Descriptive Feedback: