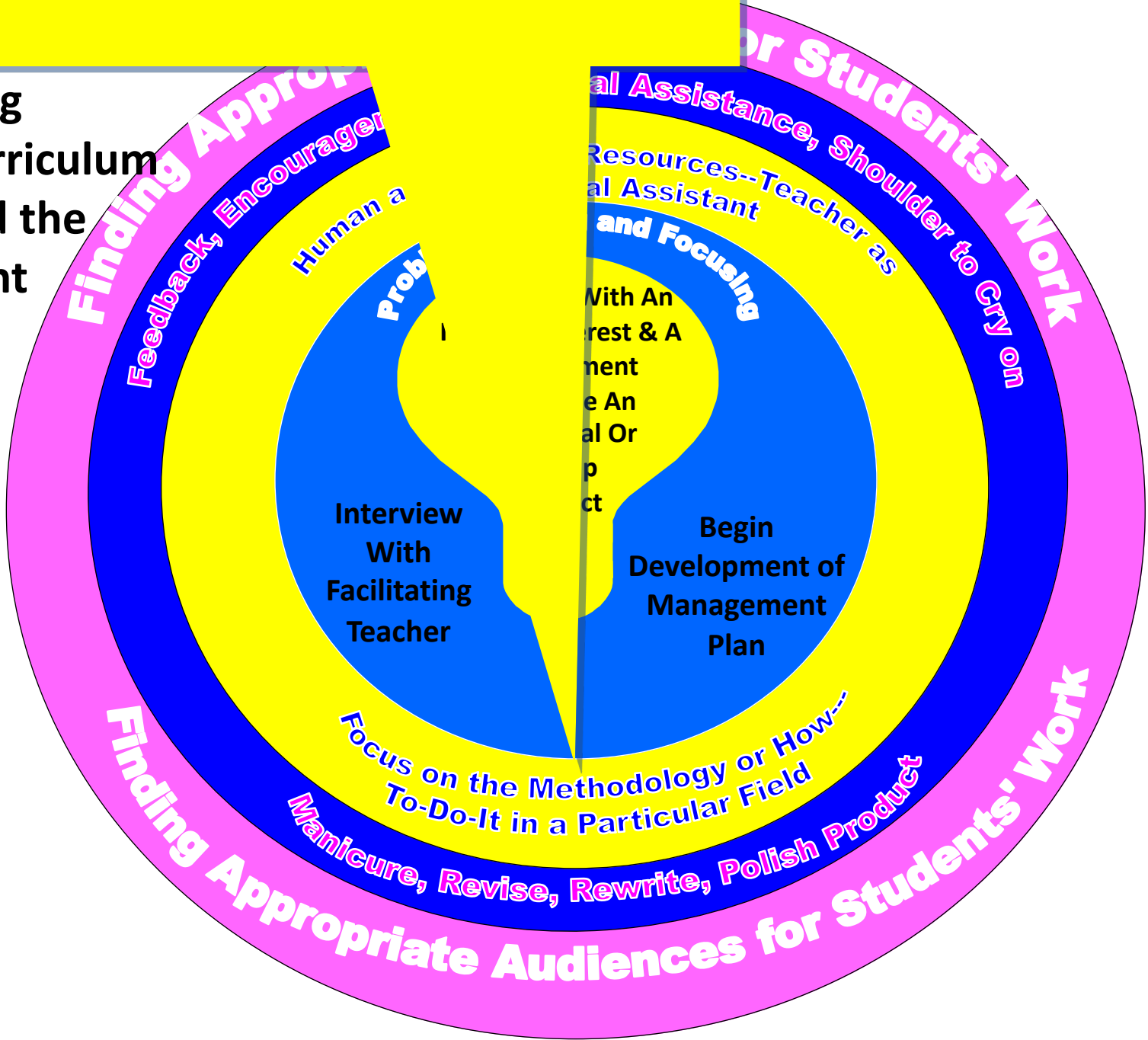


One example of authentic methodology...

Building
the Curriculum
Around the
Student





Eyed Witness TO THE PAST

Strategies for Teaching American History in Grades 5-12

JOAN BRODSKY SCHUR *Foreword by James A. Percoco*

Pennsylvania Prime



A1

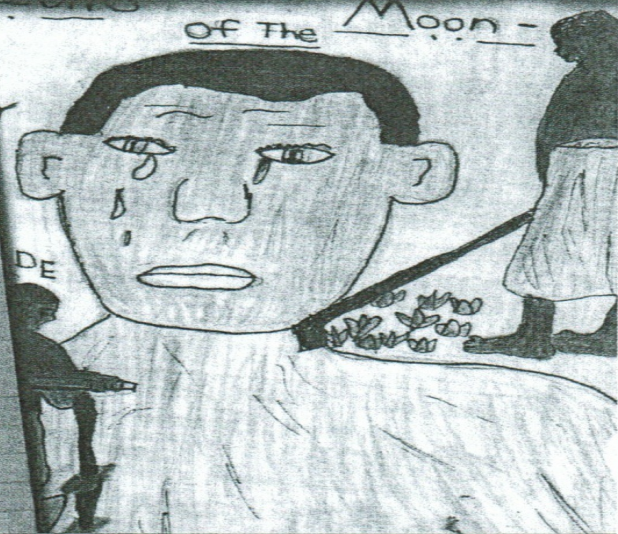
THE

OF THE Moon -



May 22, 1773

for a long time now, my
or master, has been



Scrapbook Reader's Review

Creator of the Scrapbook: _____ Scrapbook Title _____

Reader of the Scrapbook: _____

A.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Facts about the Subject's life.</th> <th style="width: 50%; padding: 5px;">Documents from which you deduced these facts.</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">1.</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">2.</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">3.</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">4.</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">5.</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> </tbody> </table>	Facts about the Subject's life.	Documents from which you deduced these facts.	1.		2.		3.		4.		5.			
Facts about the Subject's life.	Documents from which you deduced these facts.															
1.																
2.																
3.																
4.																
5.																
B.		<p>In the space below, describe one of the most interesting documents included in this scrapbook about life during the Reconstruction era. What did you learn from it and the comments the writer wrote about it:</p> <hr/> <hr/> <hr/> <hr/> <hr/>														
C.		<p>In the space below summarize what you admire about the subject's life. What were the greatest difficulties he or she faced and his or her greatest accomplishments?</p> <hr/> <hr/> <hr/> <hr/>														
D.		<p>In the space below describe three things you think the creator of this scrapbook did effectively. Describe one thing you think they could have been improved, and tell why.</p> <hr/> <hr/> <hr/> <hr/>														

Fig 7.4 Scrapbook Reader's Review

Photo Analysis Worksheet

Step 1. Observation																																
A.		Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.																														
B.		Use the chart below to list people, objects, and activities in the photograph.																														
		<table border="1"> <thead> <tr> <th>People</th> <th>Objects</th> <th>Activities</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>	People	Objects	Activities																											
People	Objects	Activities																														
Step 2. Inference																																
		Based on what you have observed above, list three things you might infer from this photograph.																														
Step 3. Questions																																
A.		What questions does this photograph raise in your mind?																														
B.		Where could you find answers to them?																														

Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.

Page URL: <http://www.archives.gov/education/lessons/worksheets/photo.html>

The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Fig 3.2 Photo Analysis Worksheet

Advertisement Analysis Worksheet

A.		In what publication did this advertisement appear? What is the date of publication? <hr/> <hr/> <hr/>
B.		Who created the advertisement? <hr/> <hr/> <hr/>
C.		What is the purpose of the advertisement? <hr/> <hr/> <hr/>
D.		Who is the intended audience for the advertisement? <hr/> <hr/> <hr/>
E.		If a product is being sold, what strategies does the ad use to convince the target audience that they should want this product? <hr/> <hr/> <hr/>
F.		How common or unique was this product for its era? <hr/> <hr/> <hr/>
G.		What does the advertisement tell us about material life in America at this time? <hr/> <hr/> <hr/>
H.		What does the advertisement tell us about social relationships in America at this time? <hr/> <hr/> <hr/>

Fig 5.3 Advertisement Analysis Worksheet

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Fig 6.1 Cartoon Analysis Worksheet

Debate Score Sheet

Topic: [The Bank War] _____	
TEAM: [Andrew Jackson] _____ DEBATOR [Marcus Adams] _____	
ARGUMENTS:	Did the speaker present convincing, well-reasoned ideas supported by facts? _____ _____ _____ _____
REBUTTAL:	Did the speaker give a point for point refutation of the opponent's speech, presenting well-reasoned arguments and facts? _____ _____ _____ _____
PRESENTATION:	Were the constructive and rebuttal speeches delivered in a clear, forceful, and convincing manner? Did the speaker win your trust? _____ _____ _____ _____
SCORE:	1-5 points with 5 the highest score possible. ___ Constructive Arguments ___ Rebuttal ___ Presentation

Fig 6.3 Debate Score Sheet

Promotional Materials Score Card

TEAM: _____		NAME OF STUDENT _____	
A.		<p>Check item produced:</p> <p><input type="checkbox"/> Poster</p> <p><input type="checkbox"/> Flyer</p> <p><input type="checkbox"/> Buttons</p> <p><input type="checkbox"/> Bumper Stickers</p> <p><input type="checkbox"/> Radio or TV Ads</p> <p><input type="checkbox"/> Political Cartoon</p> <p><input type="checkbox"/> Other _____</p>	
B.		<p>Score: 1-5 point with 5 the highest score possible.</p> <p>___ 1. Was the message of the promotional material clear?</p> <p>___ 2. Did it reflect an understanding of the issues in the campaign?</p> <p>___ 3. Was it produced with creativity and care?</p> <p>___ 4. Was it clever and did it carry emotional punch?</p>	

Fig 6.4 Promotional Materials Score Card

Document Analysis Worksheet

Your Name _____ Title of Document _____

A.		<p>Is your document (check one)</p> <p><input type="checkbox"/> Issued by a governmental agency?</p> <p><input type="checkbox"/> Issued by a private organization?</p> <p><input type="checkbox"/> A contract between two private citizens?</p> <p>How do you know? Explain: _____</p> <p>_____</p> <p>_____</p>
B.		<p>When was it issued? _____</p> <p>To whom was it issued? _____</p> <p>By whom was it issued? _____</p>
C.		<p>Are there any seals on the document, and what do they tell us?</p> <p>_____</p> <p>_____</p>
D.		<p>Are there any signatures on the document, and if so what do they tell us?</p> <p>_____</p> <p>_____</p>
E.		<p>To what does the certificate or legal document attest or certify?</p> <p>_____</p> <p>_____</p>
F.		<p>Why might it be important for the agency or person who issued this document to retain such a record?</p> <p>_____</p> <p>_____</p>
G.		<p>Why might it be important for the recipient to keep a copy?</p> <p>_____</p> <p>_____</p>
H.		<p>What can we learn about the recipient's life from this document?</p> <p>_____</p> <p>_____</p>
I.		<p>What can we learn about this time period in history from this document?</p> <p>_____</p> <p>_____</p>

Fig 7.1 Document Analysis Worksheet

Problem Finding and Focusing

The Main Features of Problem Finding and Focusing In Investigative Learning

Students Engage in Exploratory Rather than "Right Answer" Oriented Questions

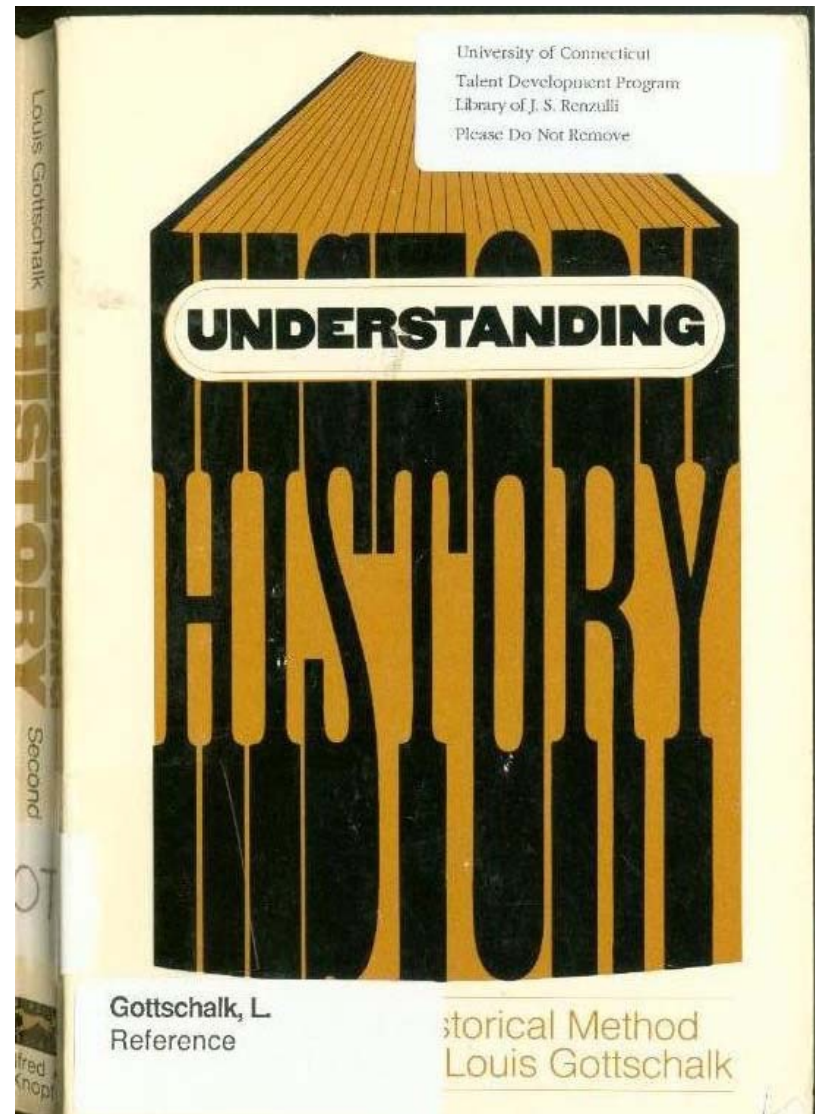
Students Give Priority To Finding Evidence When Discussing Questions

Students Formulate Explanations From Evidence

Students Connect Explanations to Pre-existing Knowledge

Students Communicate and Justify Their Explanations

How-To Books For Teaching All Types Of First-Hand Investigative Skills



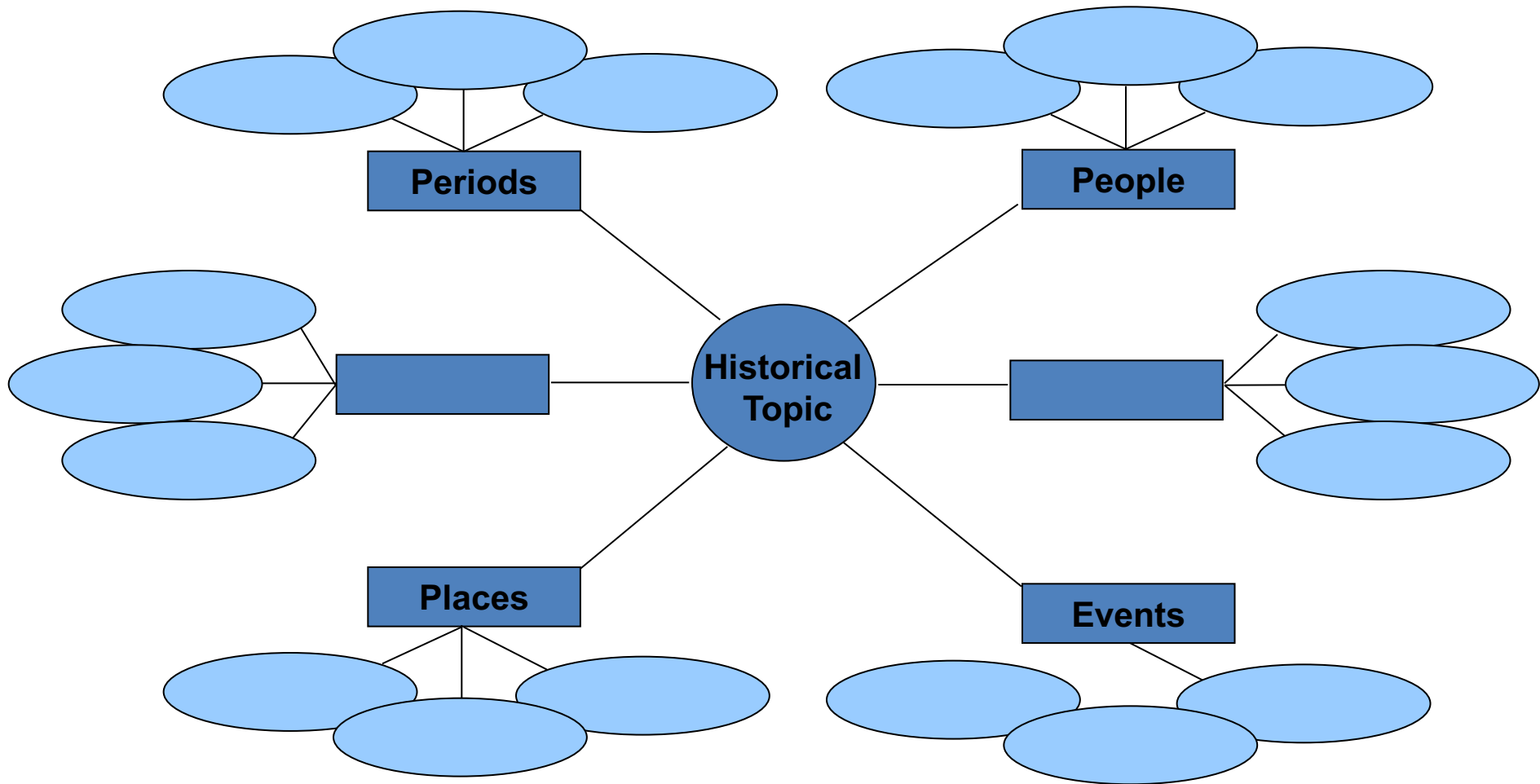
CHOOSING A SUBJECT AND FINDING INFORMATION UPON IT

The beginner, with or without aid, can easily discover a subject that interests him or her and that will be worthy of investigation—at least at an introductory level. They need only to ask four sets of questions:

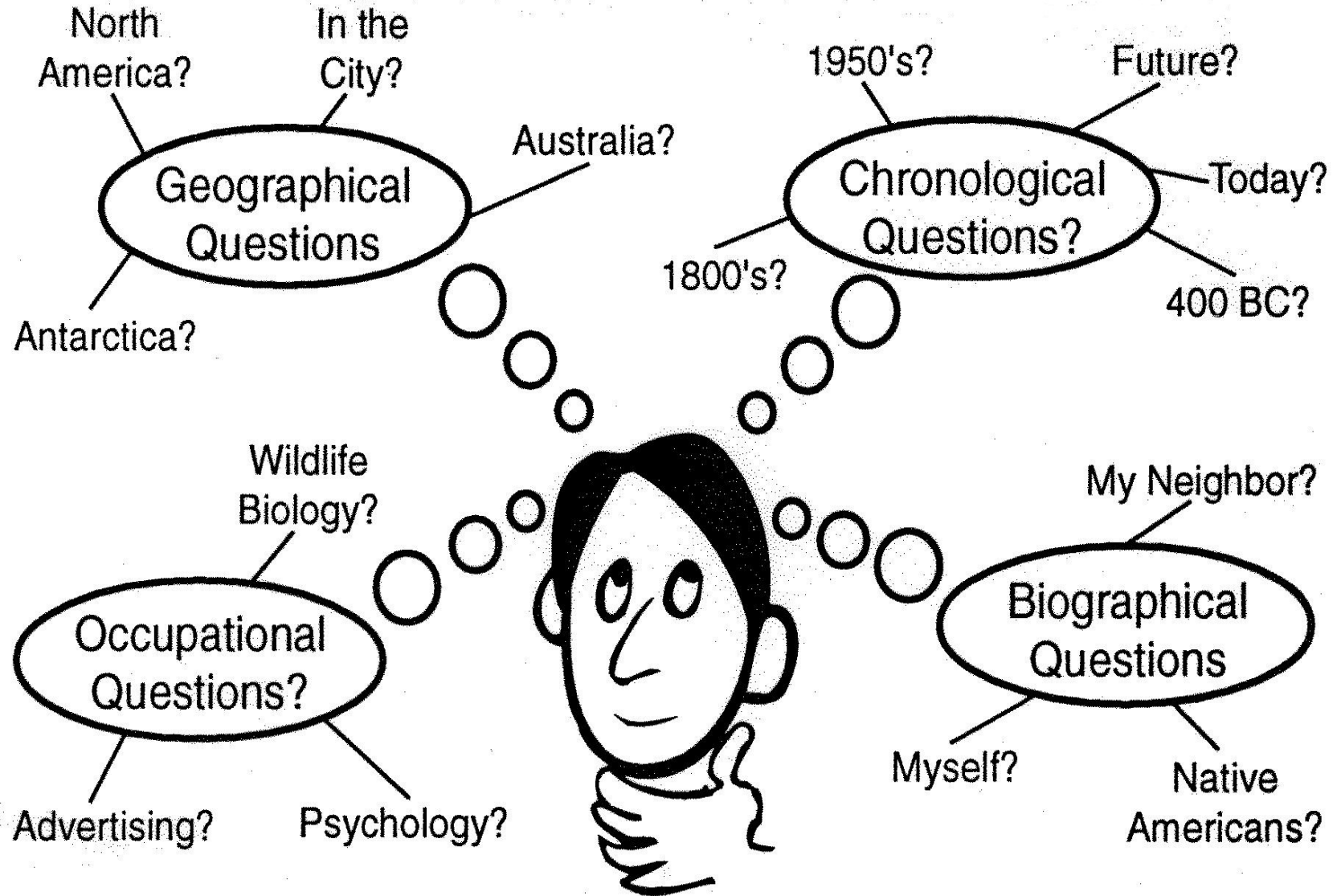
1. The first set of questions is **geographical**. They center around the interrogative: “Where?” What area of the world do I wish to investigate? The Far East? Brazil? My country? My city? My neighborhood?
2. The second set of questions is **biographical**. They center around the interrogative: “Who?” What persons am I interested in? The Chinese? The Greeks? My ancestors? My neighbors? A famous individual?
3. The third set of questions is **chronological**. They center around the interrogative: “When?” What period of the past do I wish to study? From the beginnings till now? The fifth century B. C.? The Middle Ages? The 1780’s? Last year?
4. The fourth set of questions is **functional or occupational**. They center around the interrogative: “What?” What spheres of human interest concern me most? What kinds of human activity? Economics? Literature? Athletics? Sex? Politics?

Gottschalk, Louis. (1969). *Understanding History: A Primer of Historical Method*. New York: Alfred A. Knopf.

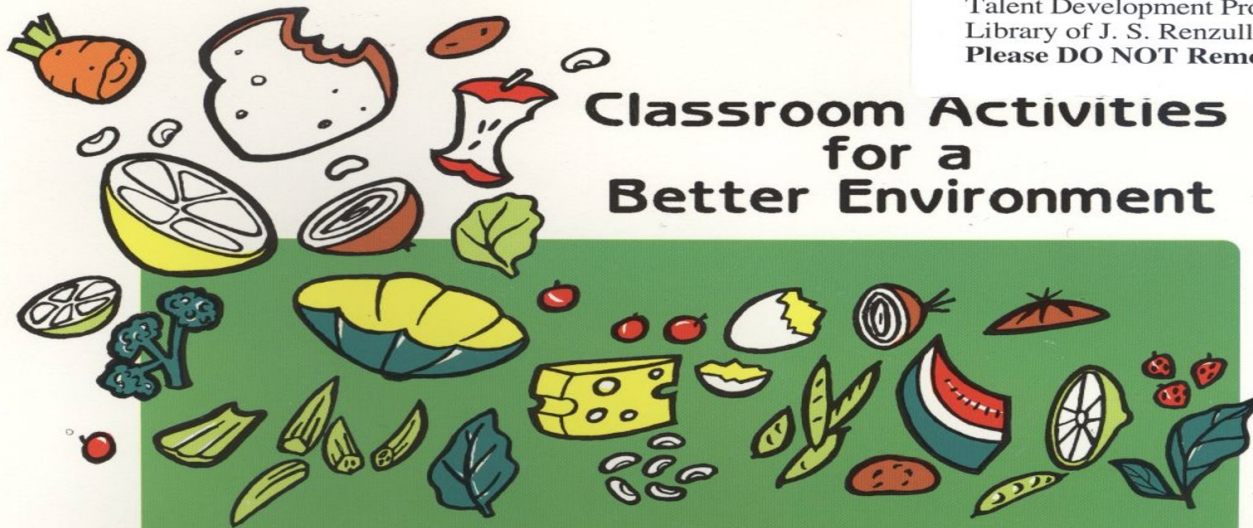
Problem Finding and Problem Focusing



Questions Raised by Historians



**Classroom Activities
for a
Better Environment**



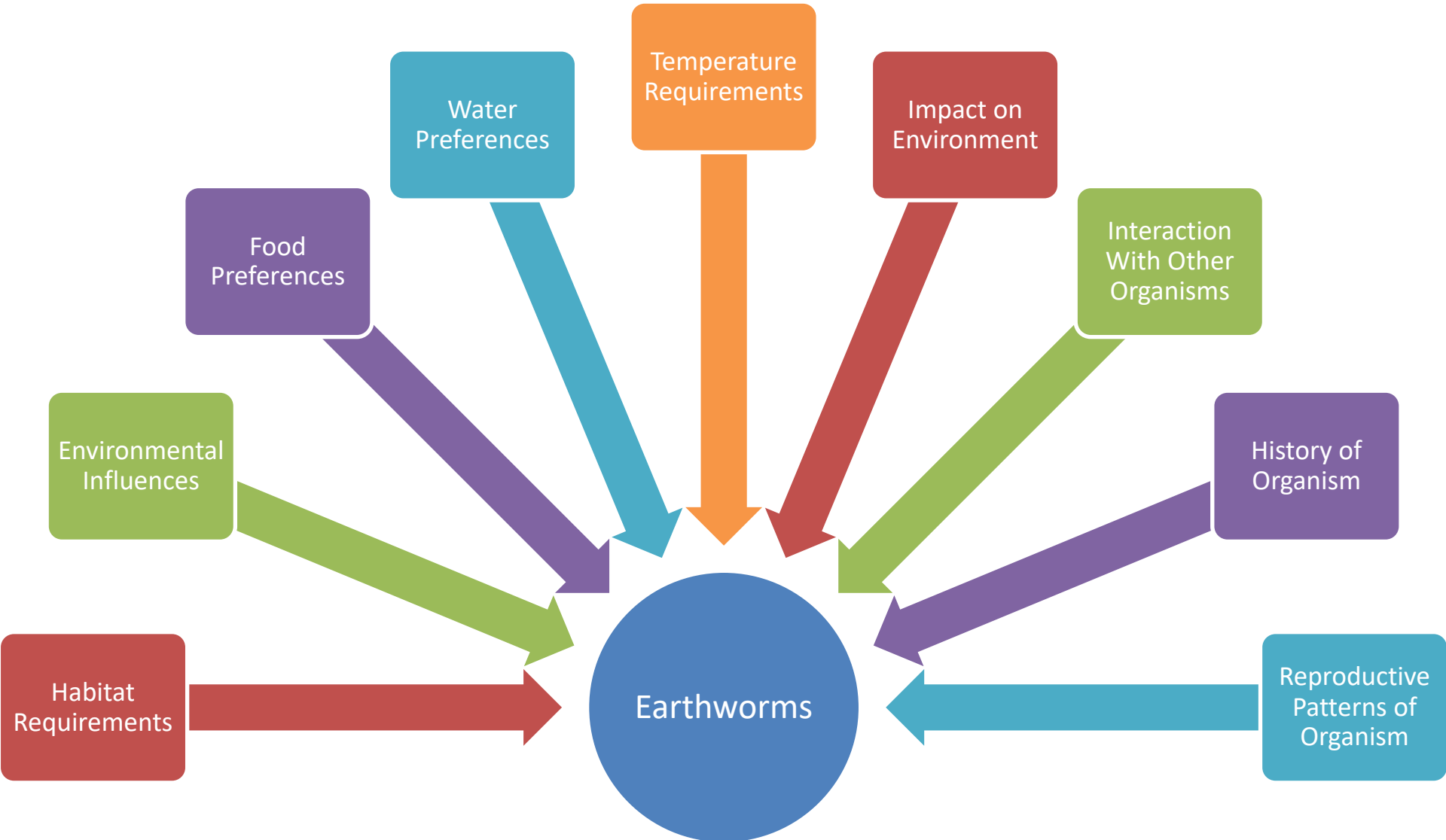
WORMS

Eat Our Garbage

**Mary Appelhof
Mary Frances Fenton
Barbara Loss Harris**



Questions Raised by Scientists - Organisms



Sample Problem Focusing Questions for Students Interested in Earthworms

How does light affect earthworms?

How does moisture affect earthworms?

How does different soil composition affect earthworms?

Are earthworms sensitive to touch?

How does temperature affect earthworms?

Are earthworms male and female, or both?

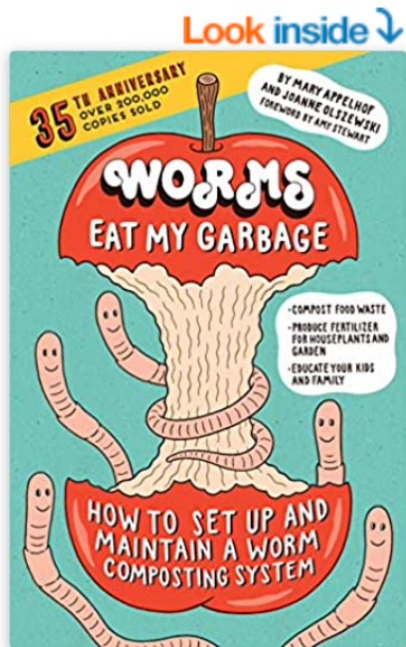
Do earthworms prefer one type of food over another?

Will two earthworms in the same container move away or towards each other?

How do earthworms behave differently if living alone vs. living with other earthworms?

Are earthworms sensitive to sound? Why or why not?

What will happen if you put an earthworm in a container with another type of worm?



Worms Eat My Garbage, 35th Anniversary Edition: How to Set Up and Maintain a Worm Composting System: Compost Food Waste, Produce Fertilizer for Houseplants and Garden, and Educate Your Kids and Family Paperback – December 26, 2017

by [Mary Appelhof](#) ∨ (Author), [Joanne Olszewski](#) ∨ (Author), & 1 more



379 ratings

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PROBLEM FOCUSING in Science

Interest	Specific Study
Human body- heart/circulatory system	Heart rate and exercise Heart rate and age Blood pressure and caffeine
Earthworms	The effect of light on earthworms The effect of pressure on earthworms
Fish	The effect of different water temperatures on the rate of respiration
Ice and water	The effect of salt on the freezing point of water. Making ice cream with rock salt - why does it work? Does ice sink or float in water? Why? Patterns in frozen ice - ice balloons
Dirt	The composition of dirt The effect of growing plants in different types of soil
Memory and learning	The effect of music on memory The effect of mnemonic devices on memory Learning sequences- do students learn better in clusters of information? What size clusters? (3, 6, 9, etc.) Do girls and boys remember different types of information? Memory and age Mice and the number of repetitions it takes to learn a maze
Force and motion	Do objects that are different weights fall at the same or different speeds?

Problem Focusing Questions for Students Interested in Motion and Force

If you drop, something heavy (like a steel ball) and something light (like a feather), will they hit the ground at the same or different times? Why?

If you swing a light weight on a pendulum, will it swing, the same number of times as if you swing a heavier weight?

What happens if you vary the length of the pendulum?

How do airplanes fly? What happens if you make paper airplanes with different wing shapes?

What happens if you push and let go of a heavy shopping cart with the same amount of force that you push and let go of a light shopping cart? How far does each roll? Why?

If you roll a rubber ball across a surface, will the distance it travels vary with the texture of the surface? Why?

If you bounce a rubber ball and a wooden ball against a wall which rolls back farther? Why?

Airplanes	<p>The effect of wind resistance on different shapes</p> <p>Go to an airport- how long does it take each type of plane to acquire "lift?" Why?</p>
Sound	<p>The effect of different carpet types/ wall coverings on acoustics in a room</p> <p>The Doppler Effect</p> <p>Go to an airport and measure decibel readings from different types of planes. Consider noise pollution.</p>
Chemicals	<p>States of matter - making polymers (e.g., <u>Gak</u>) -what happens if the chemicals vary? Why?</p> <p>Baking; soda and vinegar- an oldie but a goodie</p> <p>Using pH strips -why do they turn colors?</p>
Weather	Tracking and correlating humidity, wind, temperature, and weather conditions
Pollution	Correlating turbidity, salinity, etc. in a natural body of water to determine the health of a river – tracking it against fish kills
Genetics	<p>Do a genotype investigation with a friend. What would a child look like if you crossed your genes? (Use Punnett Squares)</p>
Natural Selection and Mutation	Trace the mutation of a modern species back through time. Now, trace it down through time, but this time change

	<p>something. What might have happened to the species had it taken a different path?</p>
Evolution	<p>Investigate evolution. Present evidence that Neanderthals were subsumed into the Homo-Sapiens line; present contrary evidence that they died out. What are the implications of each position?</p>
Microscopic Life	<p>Study the organisms in a drop of pond water. Take pictures through the lens of the microscope. Measure the effect of light, temperature, and pressure on the organisms. What type of implications does this have for the pond? (I remember this because I did it as a child .. .fascinating!)</p>

Sample Problem Focusing Questions for Students Interested in Memory and Learning

Are students who study while listening to music able to recall more information than those who do not?

Are students who use a mnemonic *device* able to recall more information than those who do not?

How many numbers can students remember at one time? Why?

Do students who learn things in context remember them for longer than students who learn them in isolation?

Do girls and boys remember different types of information?

Does age make a difference as to how much you can remember?

How many repetitions does it take for a mouse to remember his way through a maze? Would this change if you gave cheese as a reward? What implications does this have for students?

What happens if you're trying to learn something with a lot of noise in the background?

Library Research

Use this process for solving literary research problems

1. Analyze the problem: What question(s) do you need answered?

Highlight the terms used in your questions (and write down alternative words, synonyms, and pseudonyms). These are the terms you will use to retrieve information about your topic.

2. Develop a research strategy: What type of information do you need and want? What tools (databases, etc.) will lead to the types of sources you want?

Analyze the question(s) to figure out what type of information you need and want. Do you need critical works? factual data? primary sources? summaries? definitions? background reading?

3. Locate the information: Search for and find the information using the tools and sources identified.

a. Search for and find the information using the tools and sources identified in Step 2.

b. Evaluate: Is the search producing the material you need?

the right content? the right quality ? right time period? right geographical locations?

If not, are you using the right words to describe the topic? the right sources? the right tools to get to the sources?

c. Evaluate: Have you discovered additional terms that should be searched? If so, search those terms.

d. Evaluate: Have you discovered additional questions you need to answer? If so, return to Step 1 to begin to answer new questions.

4. Use the information: Engage (read, hear, or view) the

information and extract what you want to use.

a. Engage: (read, hear, or view) the information and extract what you want to use (take notes, copy, cite)

b. Evaluate: Does the material answer your question(s)? If not, return to earlier steps and continue.

c. Evaluate: Is the material appropriate? right content? right quantity? If not, return to earlier steps and continue.

5. **Synthesize the information:** Integrate the information from various sources to answer your question or complete your paper, speech, project, etc.

a. Integrate the information from various sources to answer your question or complete your paper, speech, project, etc.

b. Evaluate: Have you adequately answered your question(s)? made your decision? solved your problem? met all the requirements of your assignment, project, or other final product?

c. Evaluate: Have you cited your evidence, giving credit to those who you quoted, paraphrased, or from whom you obtained ideas?

Examples of literary sources by type

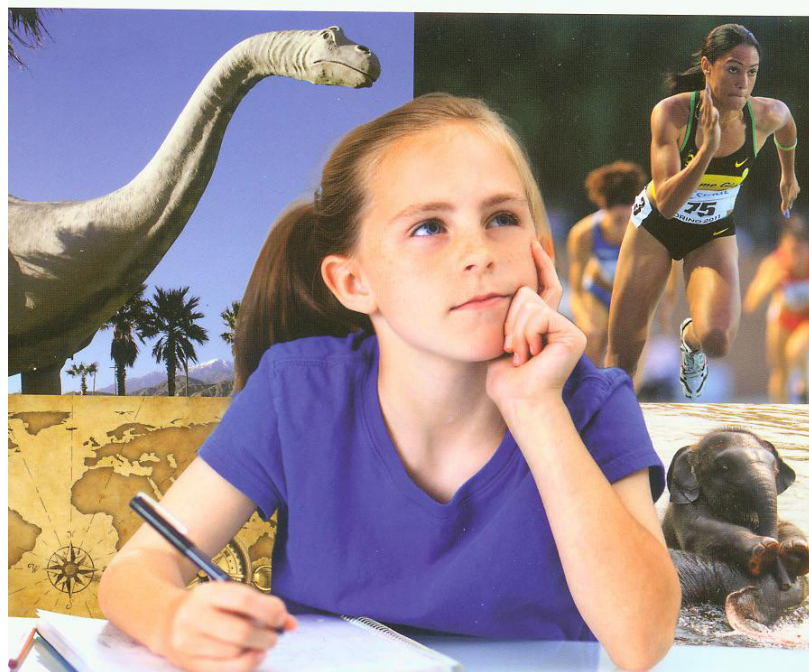
[Bibliographies](#) | [Biographical Reference Works](#) | [Chronologies/Timelines](#) | [Collections of Essays about Individual Authors](#) | [Collections of Articles/Essays about Topics](#) | [Concordances](#) | [Dictionaries](#) | [Directories](#) | [Encyclopedias](#) | [Guides to Literary Research](#) | [Handbooks](#) | [Indexes to Journal Articles](#) | [Indexes to Reference Works](#) | [Interesting Miscellanea](#) | [Library Catalogs](#) | [Internet Literary sites](#) | [Literary Works: Single & Collected](#) | [Monographs about Individual Authors](#) | [Monographs about Literary Tools](#) | [Yearbooks](#)

These five steps are based on the "big six skills" for solving information problems described by Michael B. Eisenberg and Robert E. Berkowitz in *Information Problem-Solving: The Big Six Skills Approach to Library & Information Skills Instruction* ((Norwood, NJ: Ablex Publishing, 1990).



MAKING NONFICTION FROM SCRATCH

~~~~~ RALPH FLETCHER ~~~~~

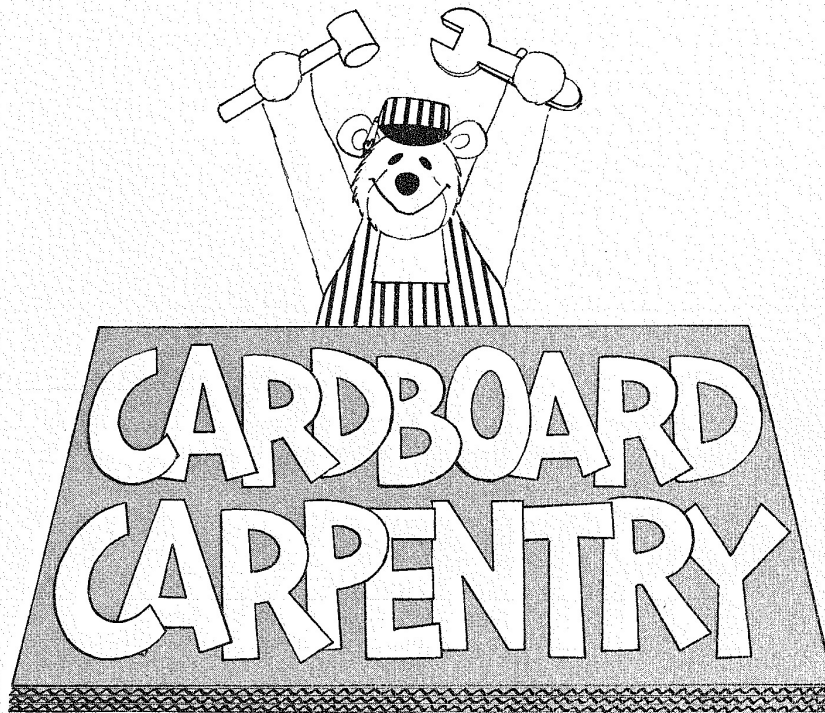


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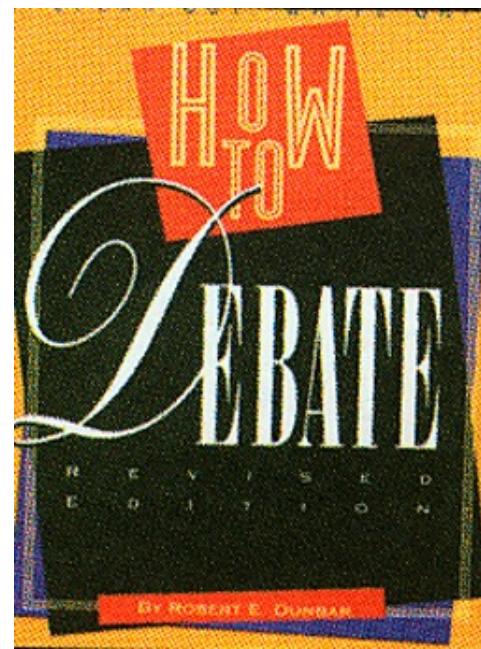
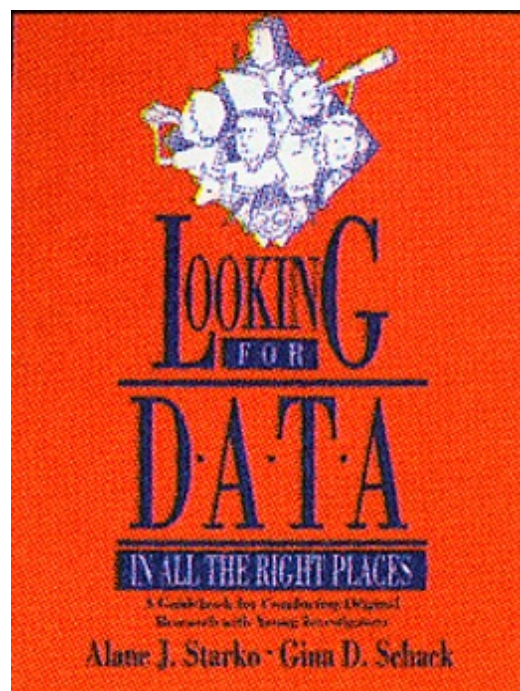
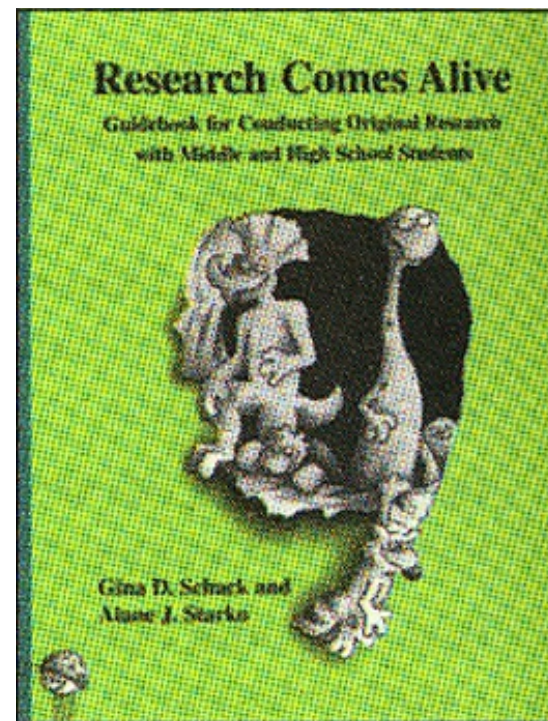
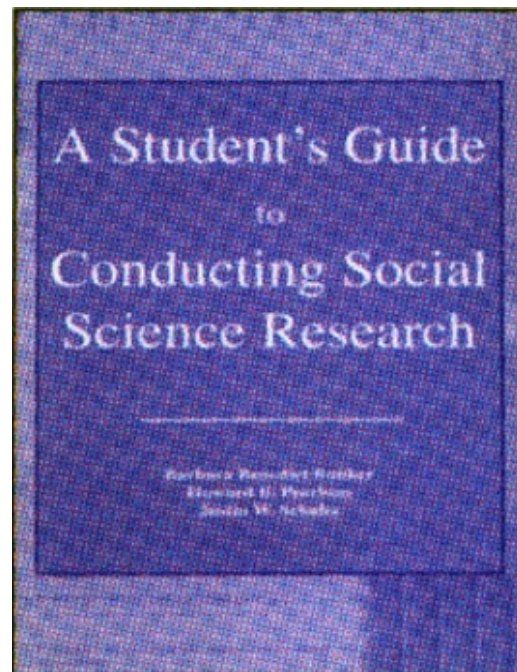
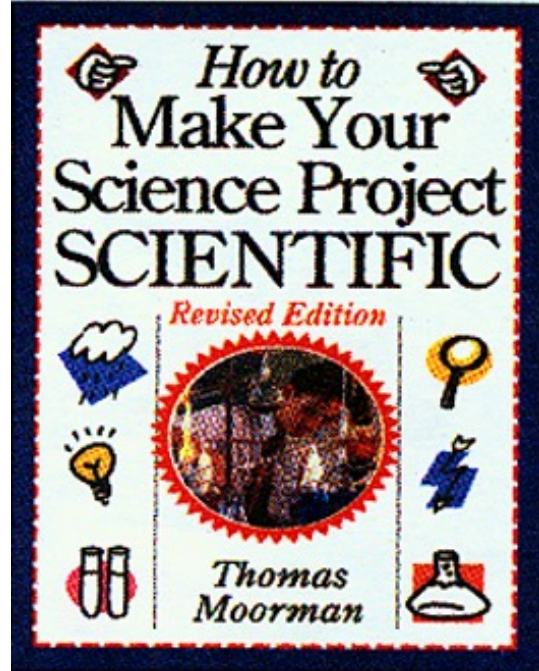


# My First How-To Book (1958)

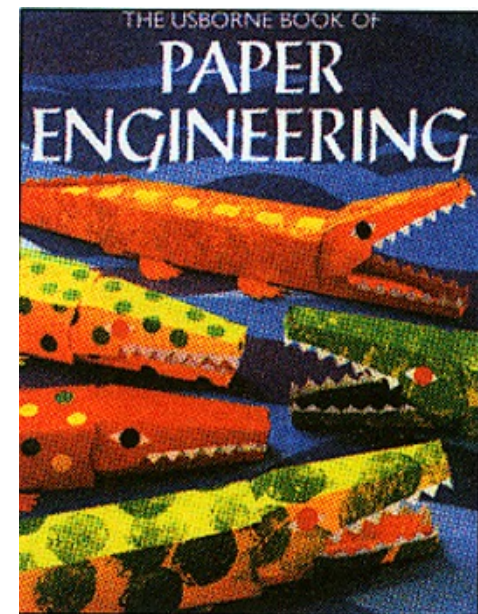
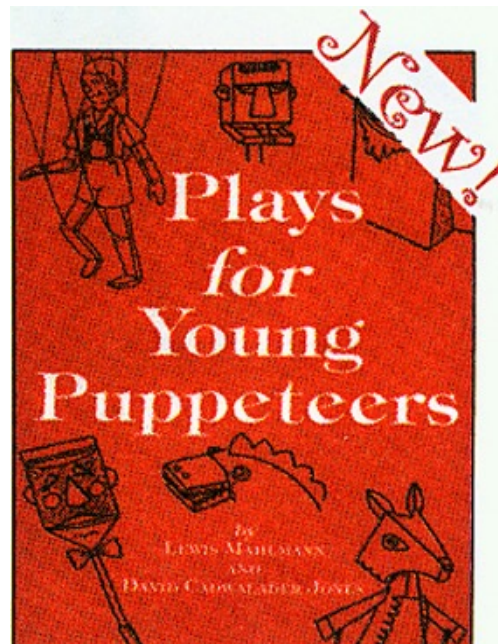
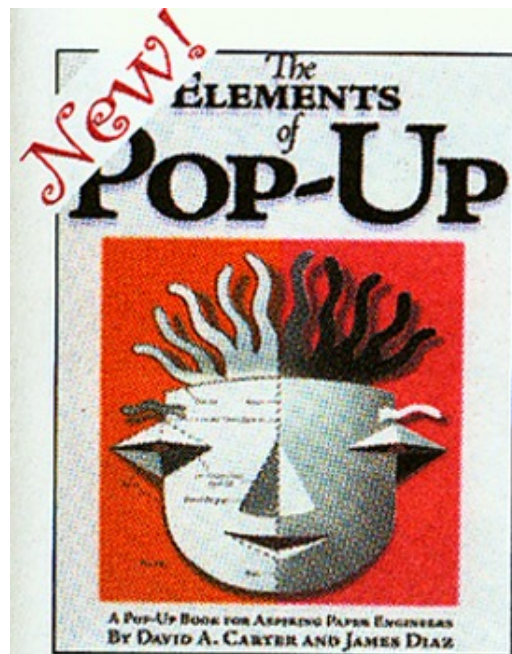
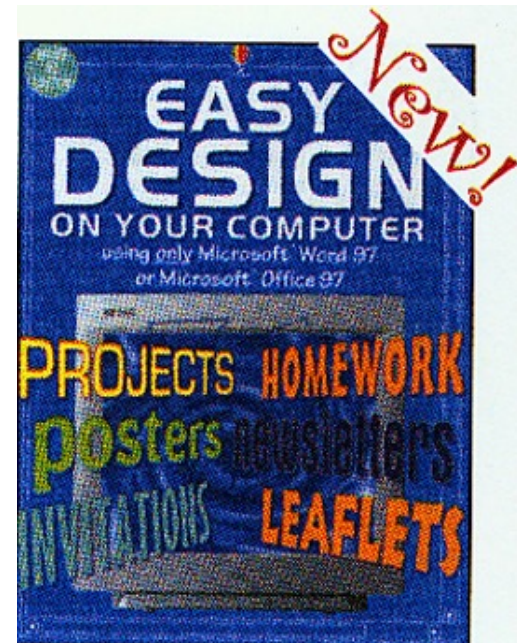
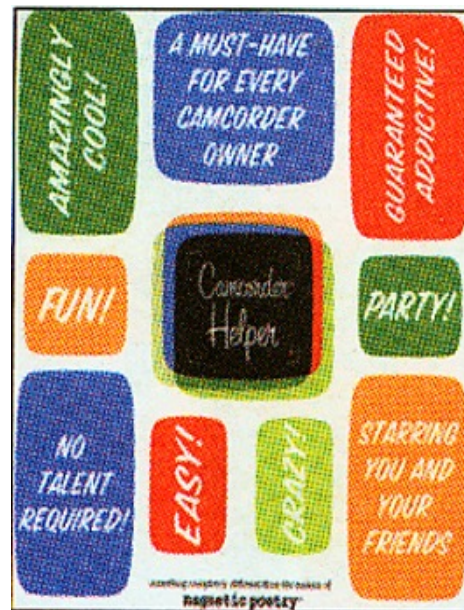
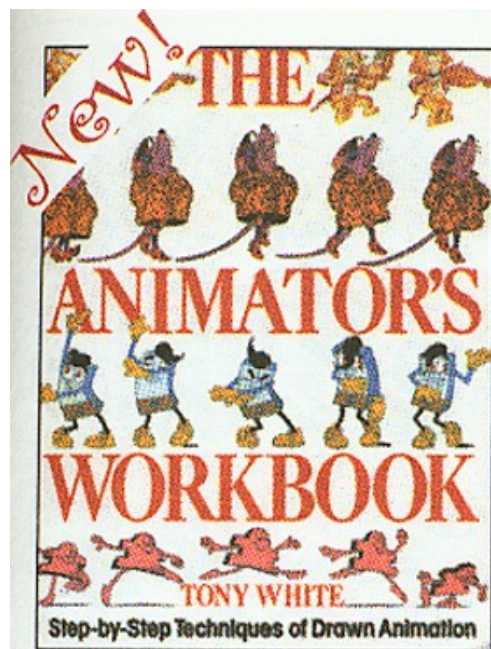


Things you and your students can build for your classroom and school, or for your homes. Great ideas for teachers of science, math, metrics, art, industrial arts, arts & crafts, and the gifted.

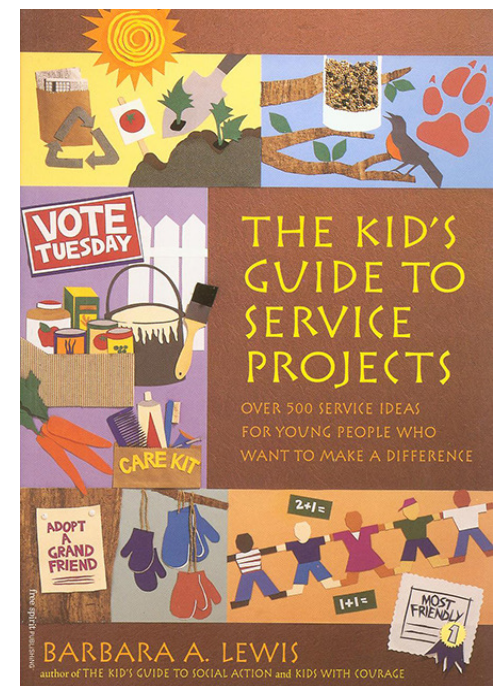
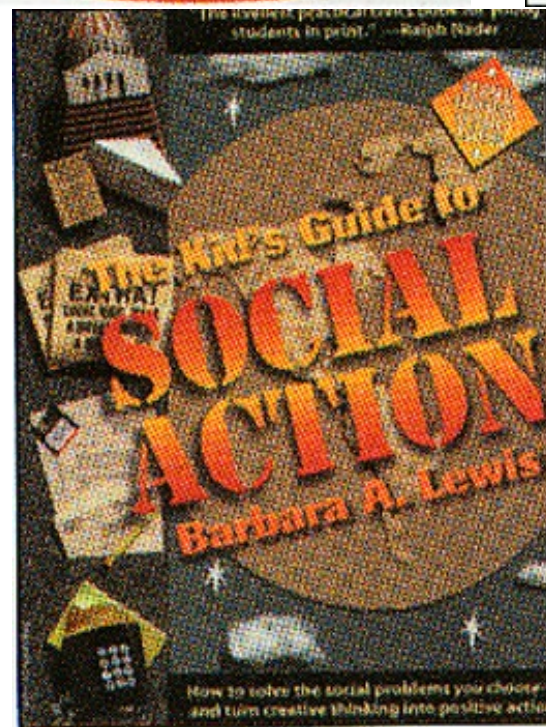
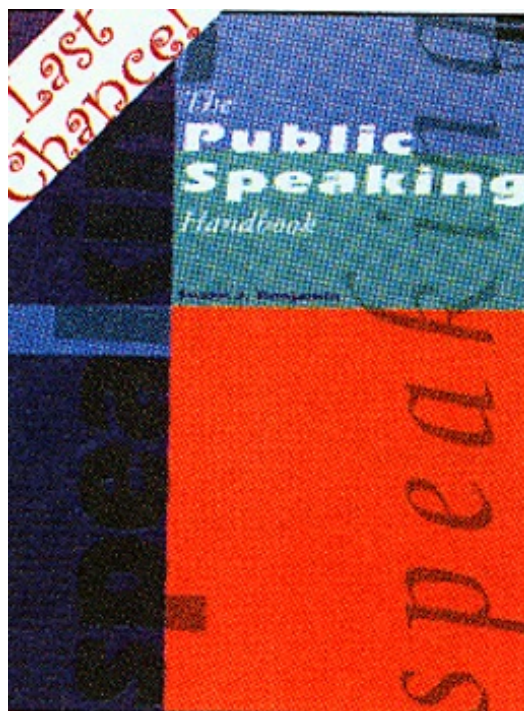
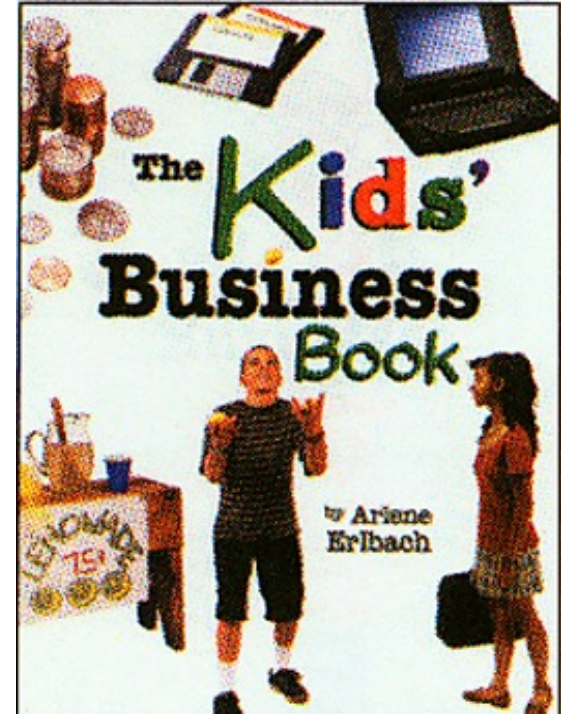
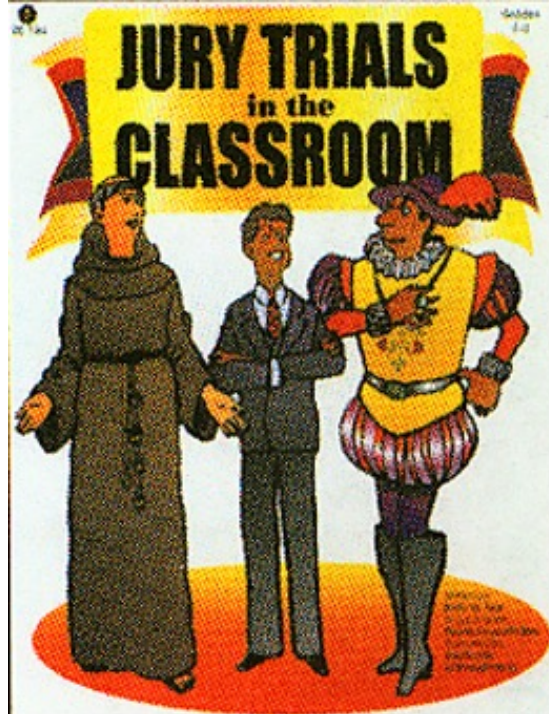
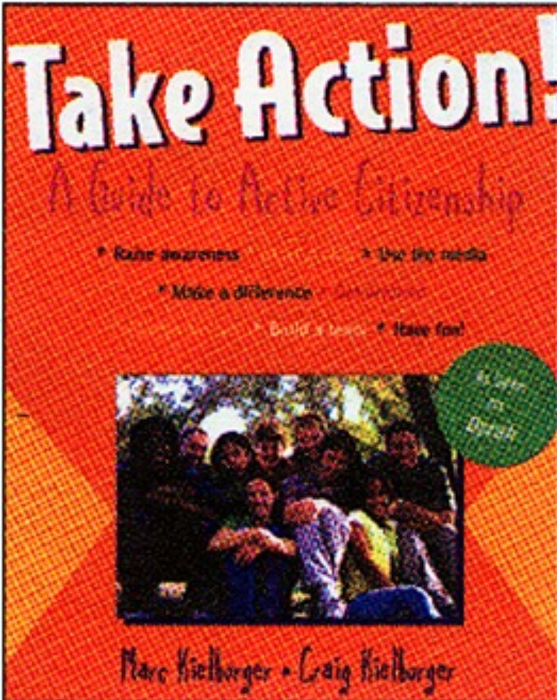
**by Jerry DeBruin**  
with Marcia Mengel, illustrator







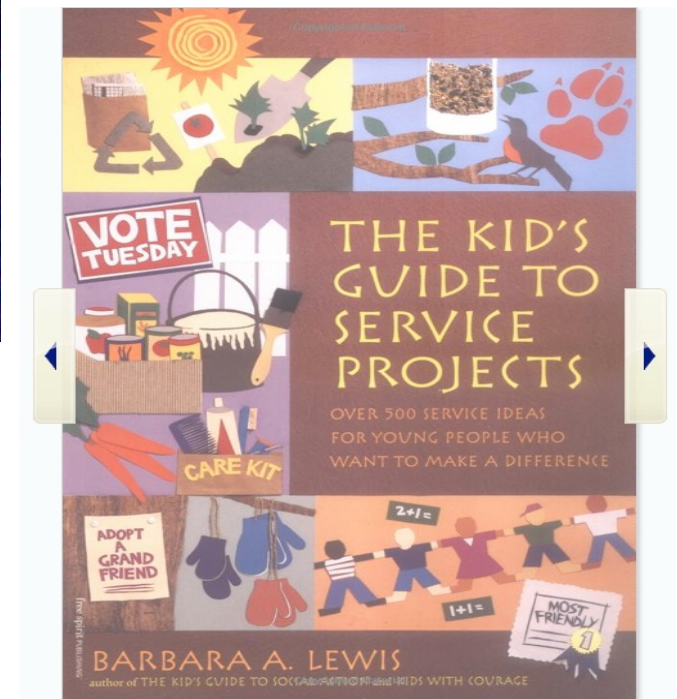
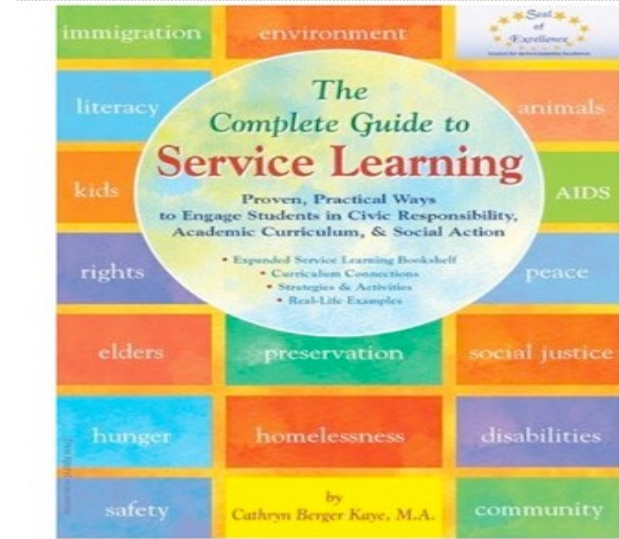
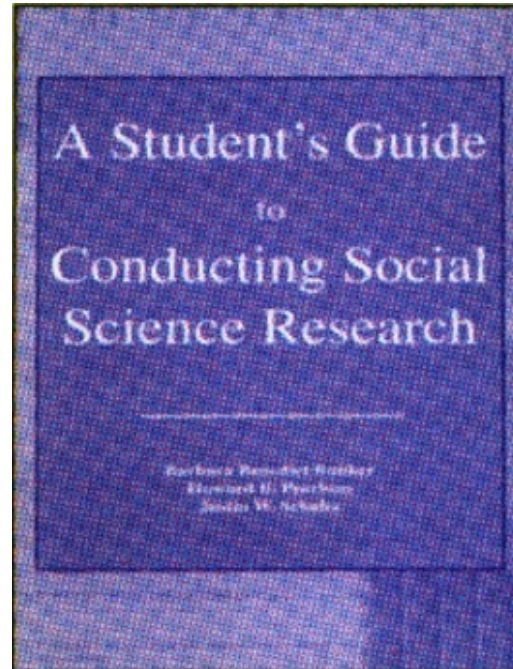
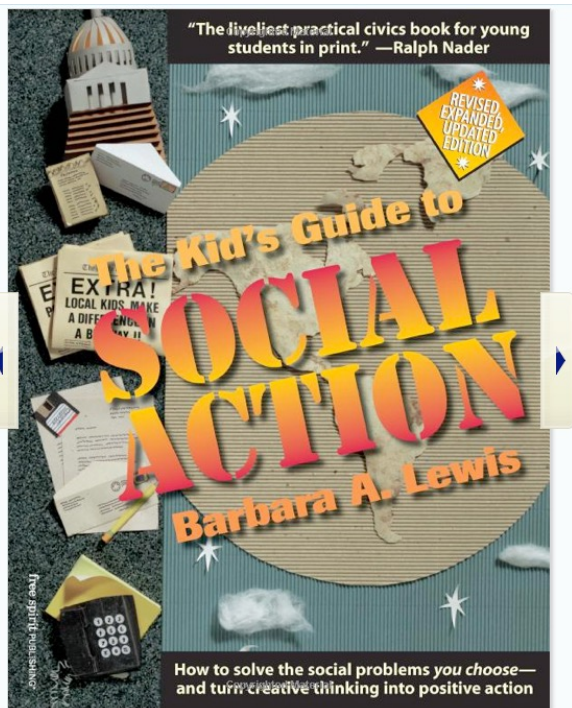




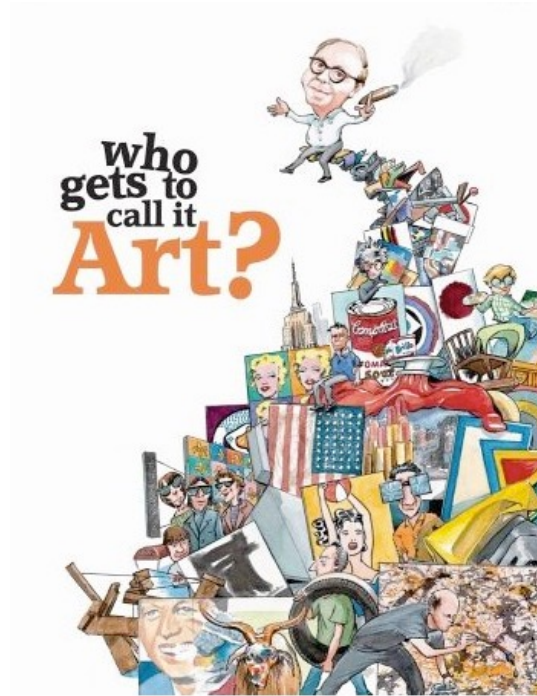
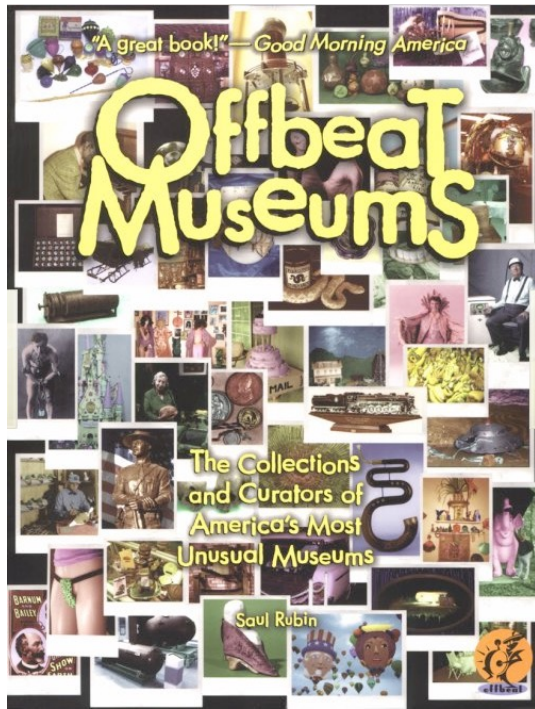


# Sample Resources

## From the How-To Data Base at [www.renzullilearning.com](http://www.renzullilearning.com)



## How-To Books for establishing a museum...





# The Tolerance Museum at Metairie, LA



PHOTOS BY JOHN McCUSKER / THE TIMES-PICAYUNE

Student Mayank Mardia, 11, talks to Thuy Phan and Vasiliki Tsongas, front to back, about the Hitler youth movement at the Tolerance Museum at Metairie Academy for Advanced Studies in Old Metairie on Thursday. Students created the series of exhibits, hands-on activities and oral histories based on the lessons of their teacher Wendy Foy.

## Students talk up tolerance



# Museum of Inspired Learning



Ms. White  
Museum  
Room 115





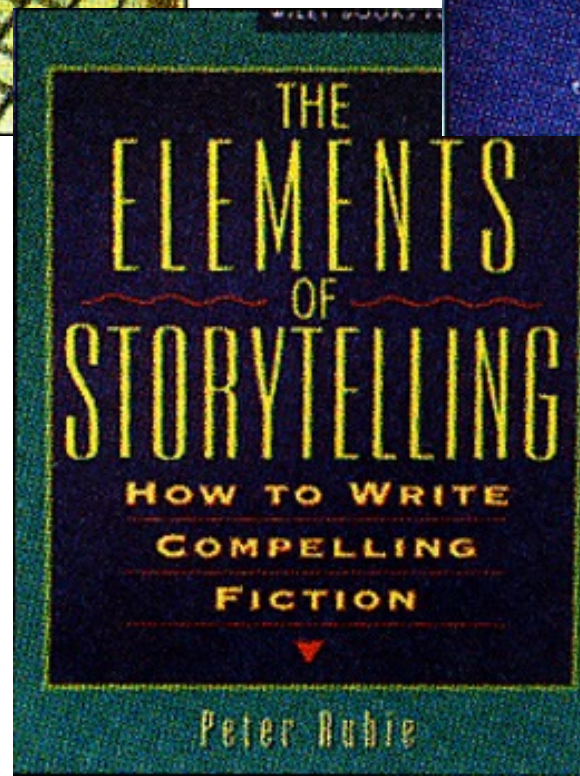
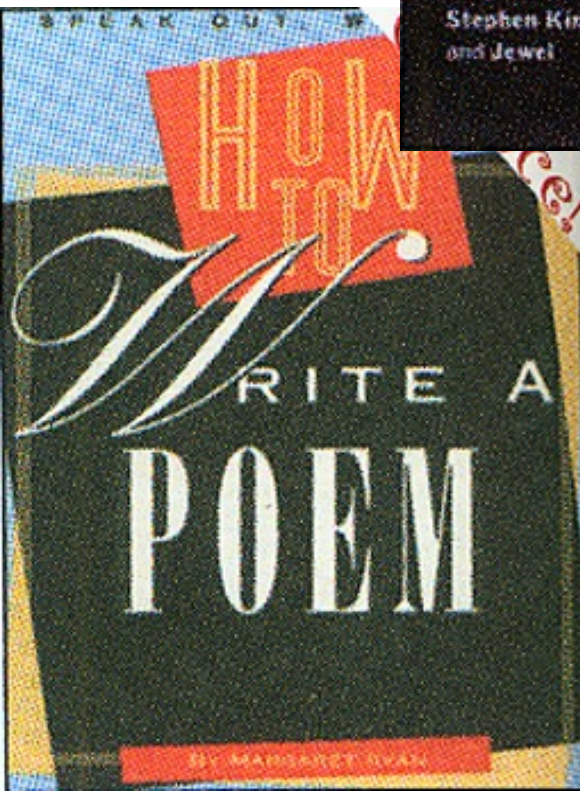
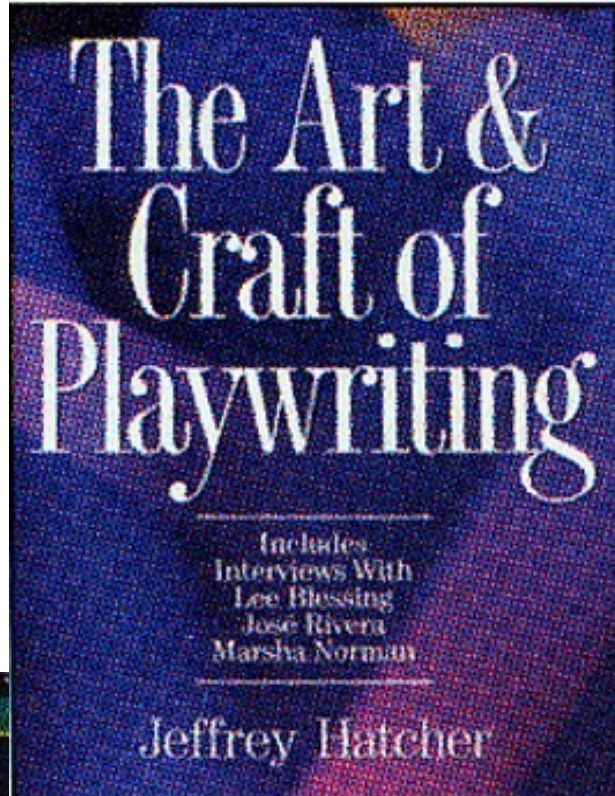
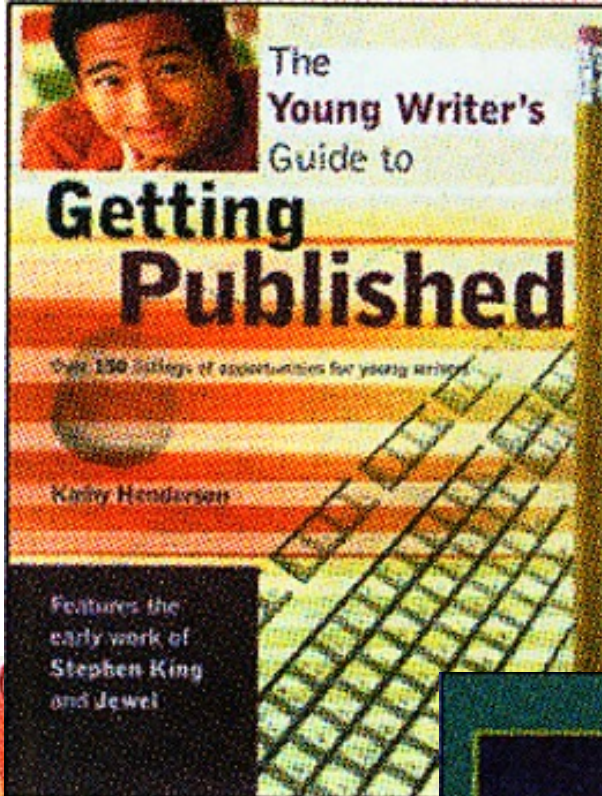
**Pictured is a fossil of a jaw belonging to Tinker, a juvenile Tyrannosaurus Rex. This fossil, and several others are now on display at the Museum of Inspired Learning at the DaVinci Academy.**



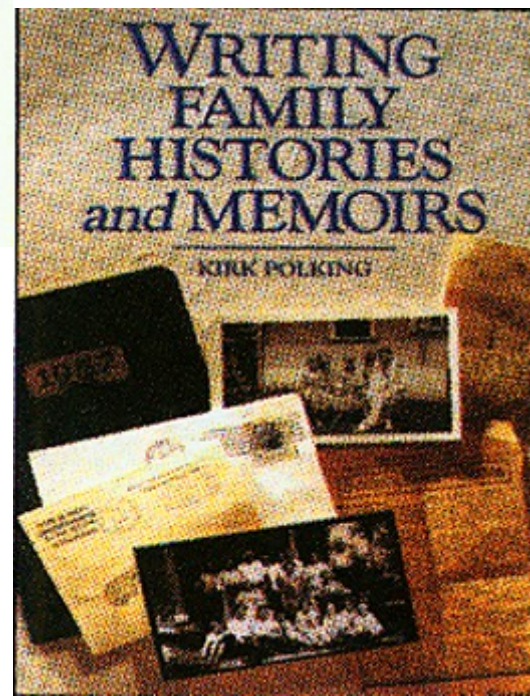
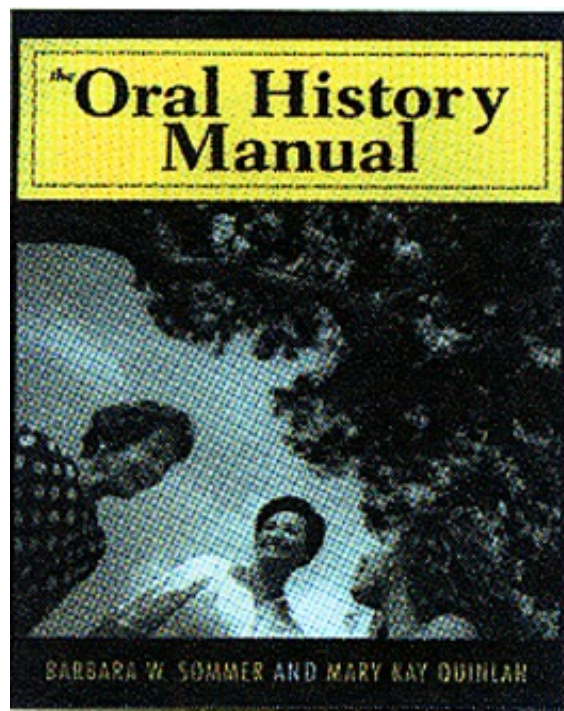
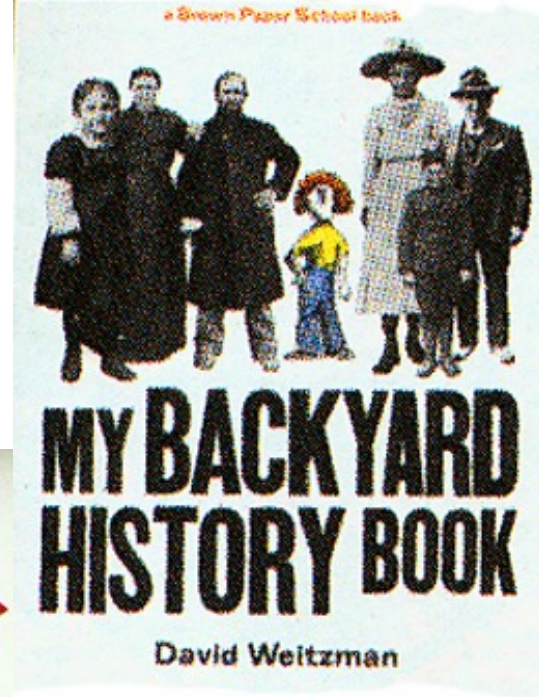
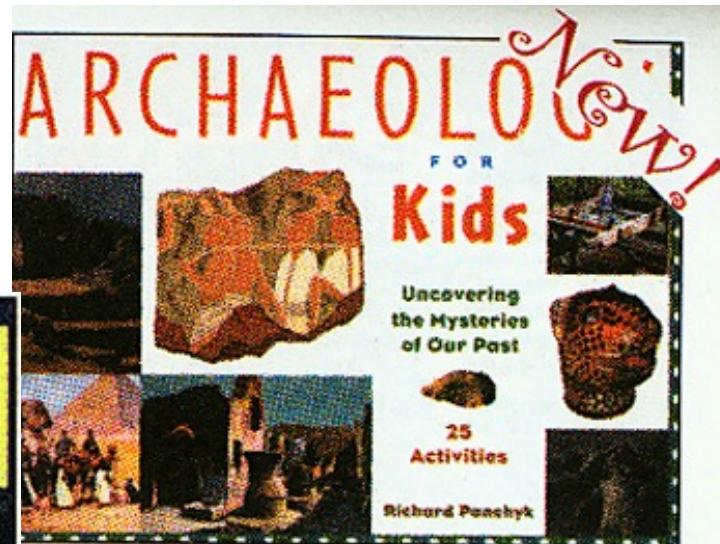
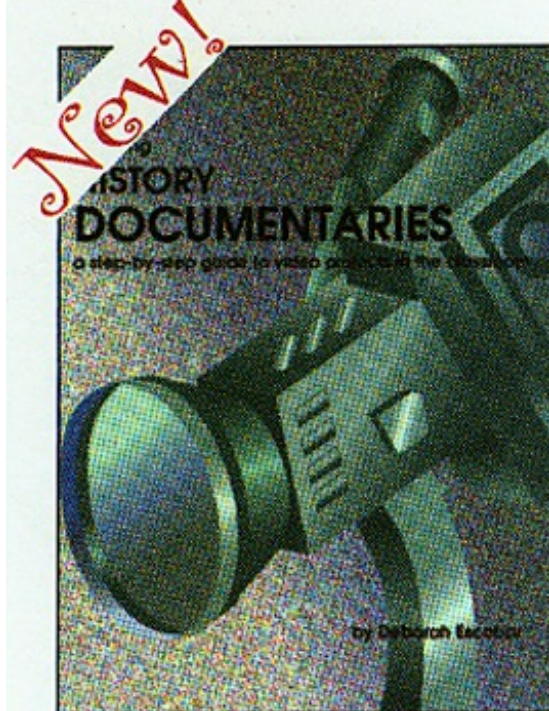


**Eighth-grader Andrew Hathcock, 13, discusses energy transformation using wind turbines as an example Thursday inside the "Elements of Change" exhibit at the Museum of Inspired Learning at DaVinci Academy.**









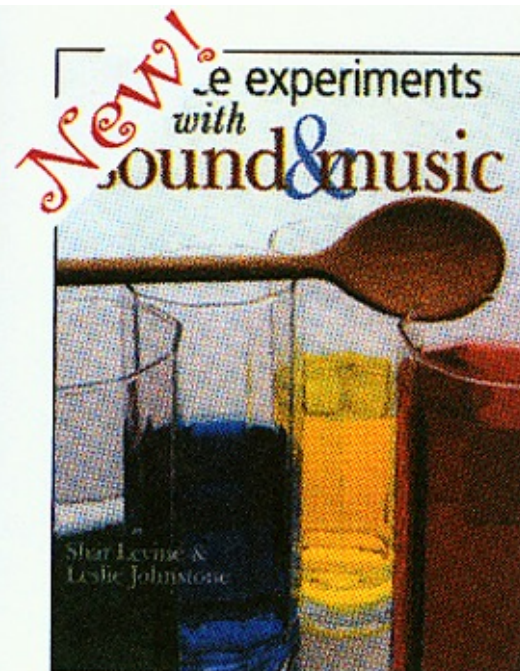


# CRIME SCENE INVESTIGATIONS

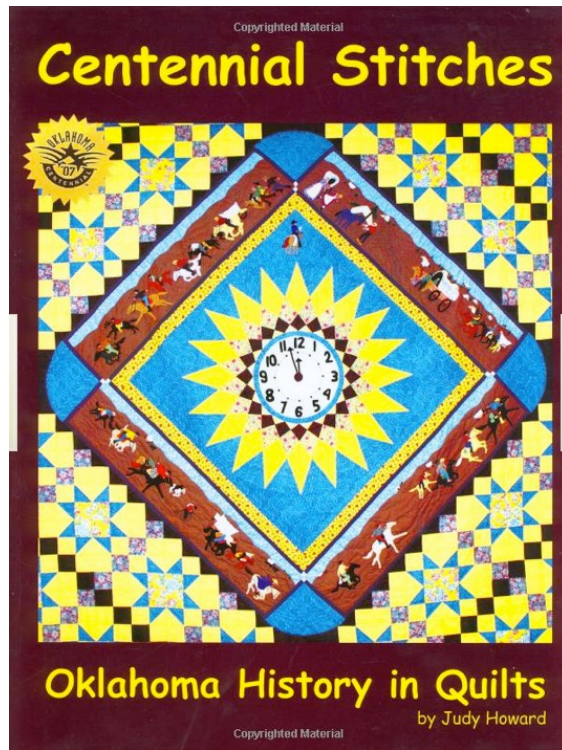


REAL-LIFE SCIENCE ACTIVITIES  
FOR THE ELEMENTARY GRADES

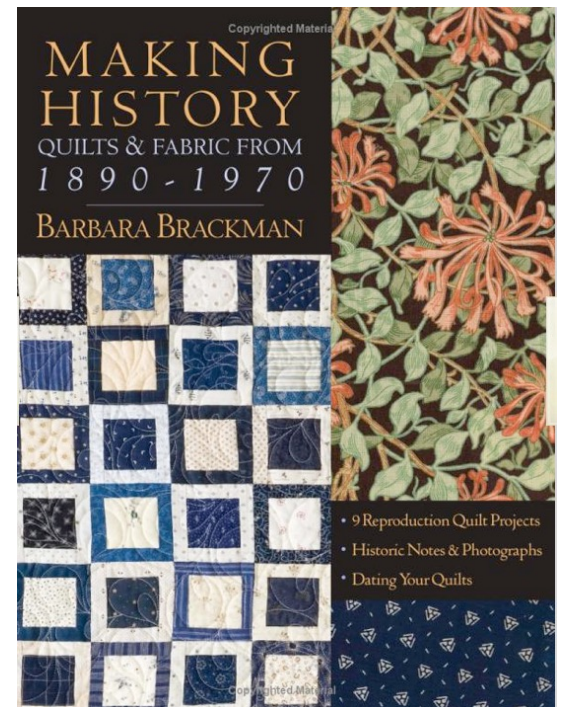
Pam Walker • Elaine Wood







## The importance of How-To Books





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# FASHION DESIGN

## DRAWING AND PRESENTATION



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# Fashion Artist

Drawing Techniques to  
Portfolio Presentation

*2nd Edition*



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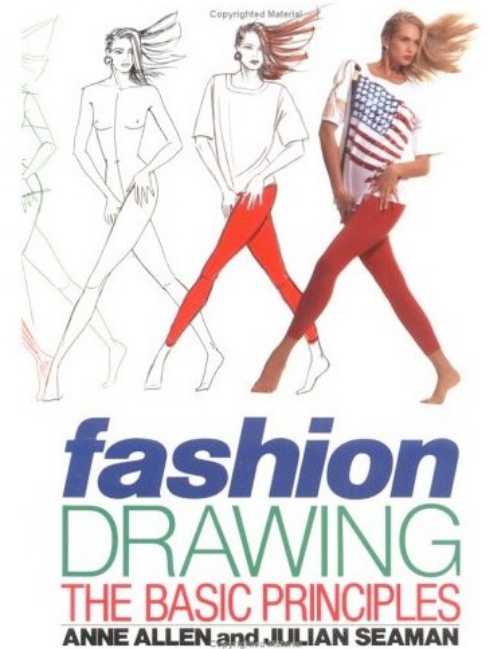
# Basic Principles and Functional Concepts of Fashion Design

## Principles

Contrast  
Rhythm  
Unity  
Emphasis  
Pattern  
Movement  
Balance

## Concepts

Value  
Color  
Form  
Shape  
Line  
Space  
Texture



[crystal@interaccess.com](mailto:crystal@interaccess.com) Ask for information  
about their design poster series.

# A Century of Couture

## A History of Women's Fashions from 1900-2000



[Click Picture](#)



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Background Information

Fashion Terminology

# Background Information

Women's fashion has been one of society's greatest indulgences since the beginning of time. This is very evident in the cultures of Ancient Egypt and the Mayan. However, the past hundred years have been a tumultuous and buffeting ride for the fashion industry.

At the beginning of the century, fashion was reserved for the wealthy. The poorer class of society usually made their clothing at home, which resulted in less extravagant, simpler clothing. However, as the demand for fashion grew, tailors and dressmakers became more and more common, and fashion began to be available to the lower tiers of society.

The demand for fashion grew so great that an industry was born, and the manufacturing of clothing began. Standardizing was introduced, and fashion was available to the masses. Manufacturing in America also provided jobs for a cheap labor force of immigrants. In Europe, Paris was beginning to take shape as a fashion capital, and couturiers began to open their houses.

The two world wars had a huge effect on the fashion industry. World War I forced women into the workforce. This caused fashion to become slightly less extravagant, and also led to the women's work outfit. World War II had a similar effect. Practicality became a large issue, and restrictions on the availability of fabric caused slimmer silhouettes and other fabric conserving new trends.

After the war, most of Europe and America enjoyed prosperity, and interest in fashion leaped as spending increased. Because of this, the number of clothing stores grew, and New York, Milan, and London accompanied Paris as fashion capitals.

In the later decades of the 20th century, social and cultural revolutions brought on wild and unpredictable new fashion trends, especially in the 1960's, in the 70's, 80's, and 90's, new technologies resulted in new fabrics and fabric manufacturing. Currently, almost all manufactured clothing is laser cut to the smallest detail.

Obviously, fashions have changed dramatically from the beginning of the century. The last ten decades document changes that fashion in Eastern cultures went through, and eventually shaped what we know as fashion today.



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In the first decade of the 20th century, there was still an air of the former century and its Victorian opulence. However, although the "S" silhouette still reigns, the empire waistline is introduced, as well as the hobble skirt. The Shirtwaist Blouse, advertised by the Gibson, gains popularity, as well as sailor hats, Windsor collars, leg-o-mutton sleeves, and bow ties. Bright colors inspired by Russia and the Orient are also introduced. The introduction of mass-produced automobiles causes the very beginning of "Motoring Fashions" which gain popularity through the next two decades. The poster girls of the century are the Gibson Girls and the Floradoras, the Gibson Girls favoring a sportier, less feminine look while the Floradoras represent fashions with bell sleeves and wasp waists. The Floradoras are the models who popularize the old fashions of the last decade.

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## 1900-1909



[Click Picture to See Other Images  
From 1900-1909](#)

### Popular Names From 1900- 1909

- Paul Poiret first introduces the empire waistline, creating a lean and longer silhouette.
- Charles Worth founds his house in Paris and establishes the first annual fashion shows.
- Paquin gains popularity with his work in lace and fur.
- Jeanne Lanvin first opens his couture house.
- The Floradoras and Gibson girls popularize fashions in this decade.
- Ehrich Bros. Put on the first fashion show in 1903.

# Pictures From 1900-1909



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to  
1900-1909



Several different characteristics define the tens. One of the largest influences in this era is when World War I is fought, causing styles, though still very feminine, become more practical for the women's workforce. Also, the silent film industry booms and the vamp look is made popular by film star Theda Bara, while "America's Sweetheart" Mary Pickford is also winning fans. During this decade, skirts get straighter and straighter, straying from the form enhancing styles that were popular before. The first catalogs come out, and magazines such as *Gimbal* are very popular. Another influencing point of the decade is the suffragette movement, which also causes less feminine shapes and straighter skirt. The popularity of such dances as the "Bunny Hug" and the "Tango" as well as the new popularity of women's sports result in the practical and comfortable sweater and skirt mix. Motoring fashions rage because of the new demand for automobiles, and the ensemble contains scarves, dust-proof veils, and linen dusters.

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## 1910-1919



[Click Picture to See Other Images  
From the 1910's](#)

### Popular Names of the 1910's

- Paul Poiret brings the Orient to fashion, detailing with jewel embroidery, draping silhouettes, and turbans.
- Irene Castle launches the bobbed hairstyle, and also popularizes long, slender dresses of chiffon.
- Theda Bara storms fashion and makes draping dark styles with short haircuts and eye makeup popular.
- Mary Pickford uses her innocent looks to gain fans.

## Pictures From the 1910's



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MODEL, MAISON BÉCHOFF DAVID, PARIS



MODEL, MAISON BAUBERT  
PARIS



In the 1920's, The flapper or "Bright Young Thing" reigns. The hemline has receded to one or two inches below the knee, and the new silhouette is a loose chemise that lengthens the torso and hides all curves. As well as these typical styles, handkerchief hemlines, bias cuts, and floating panels are also in vogue. Clara Bow, or the "It Girl", is the popular actress in movies and also helps to popularize the vamp look. The original gamine is introduced (Audrey Hepburn). The chic extras of the decade are cloche hats, headwraps, costume jewelry, silk flowers, and fur wraps. Also, during prohibition, it was considered fashionable to tote liquor or "hooch" in a small flask, and also to carry a long cigarette holder, often jeweled. Nude and flesh-toned hose replace the usual blacks and primary colors. "Sportif" fashions gain popularity as sports do as well. Beachwear becomes essential, as well as Chanel's lounging pajamas. She also popularizes the snappy suit and use of the jersey.

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## 1920-1929



[Click Picture to See Other  
Images from the 1920's](#)

### Popular Names of the 1920's

- Coco Chanel gains popularity with her introduction of snappy suits and the lounging pajama.
- Madeline Vionnet reopens her house in 1919 and becomes a well-known designer with her work on the bias.
- Clara Bow, or the "It Girl" is the leading lady in the movies and popularizes the flapper look.
- Norman Hartnell, Edward Molyneux, and Jean Patou are all influential designers in this decade.

# Pictures from the 1920's



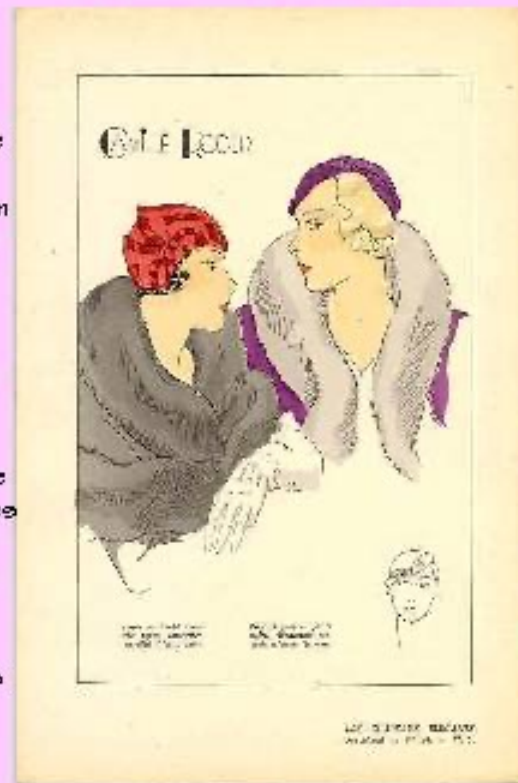
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1920's



In the 30's, the era of fun and happiness ends abruptly with the Great Depression and worldwide poverty. Hemlines drop from the popular 20's look of knee length to mid calf. Movies, however, boom as the population of America tries to forget its problems, and actresses such as Marlene Dietrich, Jean Harlow, Greta Garbo, and Katherine Hepburn are the poster girls for this decade. Casual styles become more and more common as the skirt and sweater combination gains popularity. Berets, inspired by crime duo Clyde Barrow and Bonnie Parker, are considered chic. Sexy silhouettes, or "Siren Dresses" cut on the bias are popularized by Jean Harlow. Floral corseages, clutch handbags, platform shoes, large stone bracelets and necklaces, and fur stoles are the accessories of the era. Broad shouldered jackets introduced by Elsa Schiaparelli are an instant hit. The Cubist and Surrealist movement by Picasso is shown in Elsa Schiaparelli's designs. Pants of all lengths gain popularity.

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## 1930-1939



[Click Picture to See Other Images From the 1930's](#)

### Popular Names of the 30's

- Marlene Dietrich, Greta Garbo, Katherine Hepburn, and Jean Harlow are the popular movie stars of the decade.
- Clyde Barrow and Bonnie Parker popularize berets.
- Adrian, Travis Banton, and Edith Head are all movie costume designers whose designs are copied worldwide.
- Norman Hartnell, Balenciaga, and Schiaparelli are the most popular designers.
- Elsa Schiaparelli is the most influential designer of the decade, introducing large shouldered, tailored jackets and Cubist and Surrealist motifs.

# Pictures from the 1930's



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1930's





In the 40's, the most influential force on fashion is World War II. Because of the war, many women wear uniforms as a part of their role in the needed women's workforce. Rationing of fabric leads to a lack of excess, no longer evident were hoods, shawls, wide belts, coats with cuffs, billowy skirts, hems more than two inches, and blouses with more than one pocket. It also results in shorter, narrower skirts, crew socks, tight fitting sweaters, and three quarter length coats. McCardell popularizes the dimidi skirt, a shorter version of the peasant skirt. Louis Reard invents the bikini, a product of fabric restrictions. Women must also turn in their silk hosiery to recycle for the war effort, and must use leg makeup and penciled on seams. The accessory of the decade is to have a small organizer, representing the work effort of women. After the war, Dior's "New Look" comes out in 1947. A polar opposite from times of reduced fabric availability, the "New Look" favored the cinched waists, short fluted jackets, and skirts that could sometimes use as much as twenty yards of fabric.

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## 1940-1949



[Click Picture to See Other Images  
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### Popular Names of the 40's

- McCardell popularizes the dimidi skirt.
- Jane Russell, Lana Turner, Rita Hayworth, and Betty Grable are all important movie icons for this decade.
- Louis Reard introduces the bikini.
- Christian Dior becomes one of the most influential designers of the entire century, and sweeps the world with his revolutionary "New Look", featuring a pushed up bust, the waist cinched, the hips emphasized, short fluted jackets, and large, billowing skirts.

# Pictures From the 1940's



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1940's



In the 1950's, suburbia rules and the economy is booming. Because of this, chain stores and malls become commonplace. Great advances in fabric technology result in such fabrics as Dacron, Orlon, Banlon, Polyester, and Lycra spandex being introduced to the market. Two major looks dominate the 50's the beatnik look and a suburban homestyle look. The beatnik look included black tights, bulky pullovers and heavy eye makeup, while the suburban look favors dresses with tight bodices and full skirts. The teens of this era usually wore poodle skirts, twinsets, scarves, peter pan collars, and anklets. The three quarter length sleeve and standaway collar are introduced by Cristobal Balenciaga, who also popularizes a looser waisted silhouette. This silhouette ultimately results in the short lived sack dress, which failed to catch any of the public. The pointed bra, worn by Marilyn Monroe, gains popularity. Another big trend in fashion is the capri pants, loose bateau necked pullovers, and harlequin prints which originate in Italy. Handbags, especially those made by Chanel, Louis Vuitton, and Hermes become very popular. Chanel also introduces her instant hit: the classic tweed cardigan suit.

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## 1950-1959



[Click Picture to See Other Images From the 1950's](#)

### Popular Names of the 1950's

- Balenciaga introduces the three quarter length sleeve, standaway collar and a new silhouette.
- Coco Chanel makes a hit with her tweed cardigan suit, perfume, and costume jewelry.
- Sophia Loren, Marilyn Monroe, and Brigitte Bardot are popular screen icons.
- Dior, Fath, Balmain, and Givenchy are all popular designers.
- Handbags by Louis Vuitton, Hermes, and Chanel all become popular.
- 17 year old Ralph Lauren gets a job at Bloomingdales in 1957, and when Dior dies in 1957, his 19 year old assistant Yves Saint Laurent takes over.

# Pictures from the 1950's



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1950's



The 1960's are an era of experimentation, and fashion goes wild. Hemlines, formerly mid calf, are now mini(top of thigh), midi(knee length), and maxi(mid calf to floor). Also, the "Anti-chic" gains popularity, with flower power, blue jeans, bell bottoms, t-shirts, denim jackets, wide belts, ethnic styles(African, Indian, Eastern, and Gypsy), flowered shirts, and long hair. Jackie Kennedy's style is also popular, favoring Halston pill box hats, pearls, low heeled shoes, gold chain handbags, and large sunglasses. Emilio Pucci's space aged styles and prints gain enormous popularity, as well as Andre Courreges' trouser suit and and toeless white boots. Yves Saint Laurent opens his own house in 1961, and later starts his Rive Gauche collection which includes pea jackets, pantoufles, safari suits, and transparent blouses. Several shocking fashions, including Pierre Cardin's breast baring sarongs, and and Rudi Geinrick's topless swimsuits, storm the world. Twiggy becomes the new icon of the century, featuring a skinny frame and huge, dark lashed eyes.

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## 1960-1969



[Click Picture to See Other  
Images From The 1960's](#)

### Popular Names of the 1960's

- Pierre Cardin introduces his knit tube dress and sarong.
- Emanuel Ungaro and Emilio Pucci's bold prints are popular.
- Andre Courreges and Betsey Johnson both raise hemlines to mid thigh.
- Jackie Kennedy's conservative style booms.
- Yves Saint Laurent's house and Rive Gauche collection are incredibly popular.
- Twiggy is an icon model for the decade.
- The Beatles, The Rolling Stones, and The Supremes are all different types of music groups that influenced style.

# Pictures From the 1960's



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1960's



The 1970's, also deemed the "Decade That Style Forgot", is filled with different styles, from hippie, to punk rock, to terrorist chic, to aggressive uniform. The mid-length shirtdresses, gaucho pants, crocheted bags and hats and scarves, skintight jeans, turtlenecks, and disco sequins and sparkles. T-shirts become very popular, and any message or picture imaginable is put on them. The punk rock style includes spider web sweaters, bondage trousers, kilts, and t-shirts with offensive messages. Hot pants and tight shorts are also popular. Hemlines drop to the midi, but women can also opt for gaucho pants and knickers. Yves Saint Laurent popularizes the Gypsy and peasant look, and also creates his fantasy lines, "Ballet Russes" and his Chinese collection. Farrah Fawcett, a major screen icon, popularizes her feathered hairstyle which becomes the rage in both teens and adults. Sportswear takes off, and designers such as Anne Klein, Perry Ellis, and Ralph Lauren market it. Mainstream fashion is usually made with synthetic fabrics, such as polyester. The revolutionary braless look is introduced. The disco look, with bell bottoms and sequins, is popular.



## 1970-1979



[Click Picture to See  
Other Images From the  
1970's](#)

### Popular Names of the 1970's

- Betsey Johnson, Norma Kamali, and Stephen Burrows are all designers who supported the disco look.
- Yves Saint Laurent's popularity booms with his new ethnic collections.
- Anne Klein, Perry Ellis, and Ralph Lauren all make big sportswear lines.
- Bill Blass, Oscar de la Renta, Addo, and Geoffrey Beene are major designers of the 70's.
- Saturday Night Fever, Shaft, Annie Hall and Superfly are all movies that characterize the 70's.
- Farrah Fawcett's look and hairstyle become an icon of this decade.

# Pictures From the 1970's



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1970's



The 80's were a tumultuous era for fashion. The dominating style of the 80's is obviously the football shoulder suits and strong, angular shapes. The punk look storms fashion, sporting Day-Glo colors and bright graffiti prints paired with solid black. Skirts get shorter and dresses get slimmer, and Pucci prints and micro mini-dresses are in style. The movie "Flashdance" has girls everywhere wearing sweats, legwarmers, and slashing their shoulders. The acid-washed jean craze and ripped jeans becomes more and more popular. Backpacks become staples to teens and adults alike, and fitness shoes become everyday wear. Plastic Swatch Watches, made in every variety of color and design, are the accessory of the decade. Another storm on the fashion front is eastern fashion, introduced by Rei Kawakubo under the Comme des Garçons label. The title "Women Who Work, Ladies That Lunch" becomes more and more fashionable, with chic simple suits. Women's urban biker chic, introduced by David Cameron, is an instant hit. The house of Chanel is taken over by Karl Lagerfeld, who re-popularizes Chanel's signature suit line.

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## 1980-1989

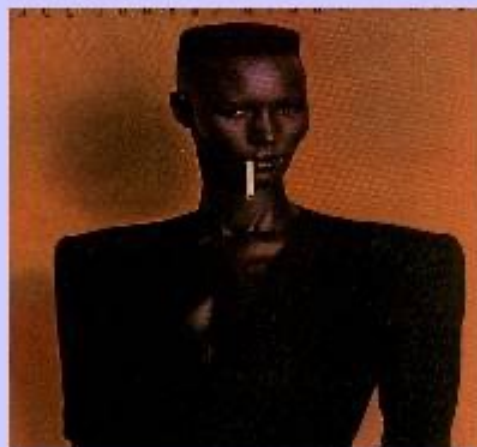


[Click Picture to See Other Images From the 1980's](#)

### Popular Names of the 1980's

- Ralph Lauren, Calvin Klein, and Donna Karan become popular.
- Kuwakubo introduces her eastern look.
- Moschino gains popularity with his fashion spoofes.
- Dolce+Gabbana, Romeo Gigli, Anna Sui, Marc Jacobs, Isaac Mizrahi, and Jean Paul Gaultier are the designers of the decade.
- Norma Kamali's ground breaking sweat wear takes off.
- Perry Ellis popularizes his sweaters cut in natural fibers.
- David Cameron's urban biker chic is a hit.
- The megabrand begins, with Giorgio Armani, Calvin Klein, and Donna Karan.

# Pictures From the 1980's



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1980's



The 90's was a decade filled with reminders of past fashions and new creations. Early in the decade, the dominance of black is clearly apparent. The waif look is also popular. The grunge movement becomes popular, supported especially by designer Marc Jacobs. Old houses are renewed when Gucci, Hermes, Celine, Givenchy, and Dior once again gains popularity. Helmut Lang and Prada are both responsible for introducing conservative chic, thrift chic, and the new length (hems at the knee). Minimalism, supported by Calvin Klein and Jil Sander, gains popularity. Flashies from the past (bell bottoms, chunky costume jewelry, bangles, patchwork) are very popular in the middle of the decade. Slips, bras, and panties are bared under sheer layers. Baby doll dresses and cropped tops are also all the rage. The reinvented Chanel brings back some of the eastern style first popularized by Rei Kawakubo and Yohji Yamamoto.



## 1990-2000



Click Picture to See Other Images From the 1990's

### Popular Names of the 1990's

- Marc Jacobs popularizes the grunge movement.
- Gucci is turned around by Tom Ford.
- Hermes, Celine, Givenchy, and Dior all make their 2nd debut.
- Helmut Lang and Prada introduce many new looks.
- Calvin Klein and Jil Sander popularize minimalism.
- Kate Moss and Amber Valletta popularize the waif look.
- Naomi Campbell, Linda Evangelista, and Christy Turlington are the first supermodels.
- Giorgio Armani is the leading unisex house in haute couture.

# Pictures From the 1990's



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1990's



# Terminology

- Couture-The work or business of designing new fashions in women's clothes; women's clothes in new or specially designed fashions.
  - Silhouette- The outline of a figure or garment; contour.
  - Vamp- Seductress, to seduce by the use of feminine charm; also a popular fashion icon in the teens.
  - Gamine/Garconne- A girl or young woman who is thin, short haired, and attractively like a boy in appearance.
  - Chemise-A women's undergarment somewhat like a loose, short, slip; a loose dress that hangs straight.
  - Jersey- A close fitting upper garment, usually worn under jackets, blazers, or suits.
  - Prohibition- An order forbidding by law to of the manufacture, transportation, and sale of alcoholic drinks; in the U.S, the period of 1920-1933.
  - Bias- A slanting or diagonal line, cut or sewn across the weave of cloth which results in non-stretching materials to become elastic.
  - Dirndl- A full skirt with a gathered waist, originating from the peasant skirt.
  - Bateau- A wide, shallow neckline used in women's clothing that extends to the shoulders.
  - Harlequin- Diamond patterns, usually with bright primary colors.
- The use of the word "house" in this presentation is referring to couturiers, or fashion companies.

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Thank you for watching  
my presentation on a century  
of couture, women's fashions  
in the 1900's

☆ Liza



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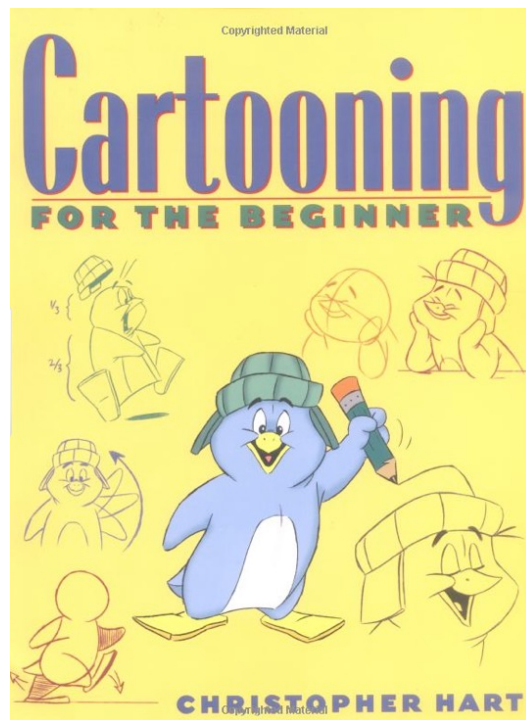
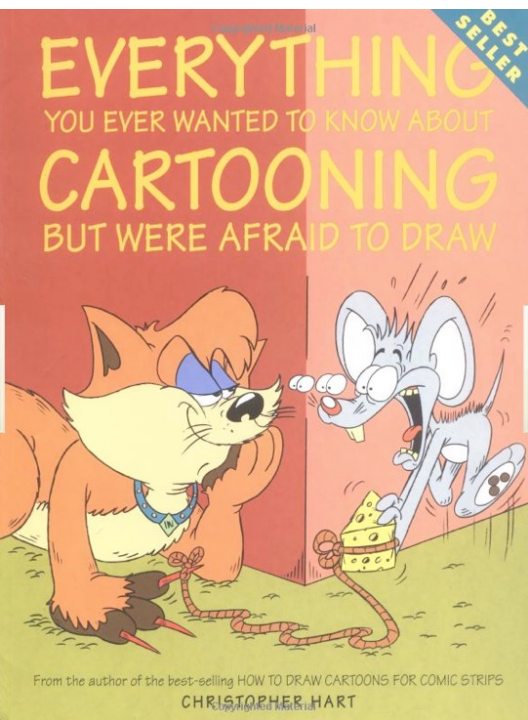


Cutting edge designs

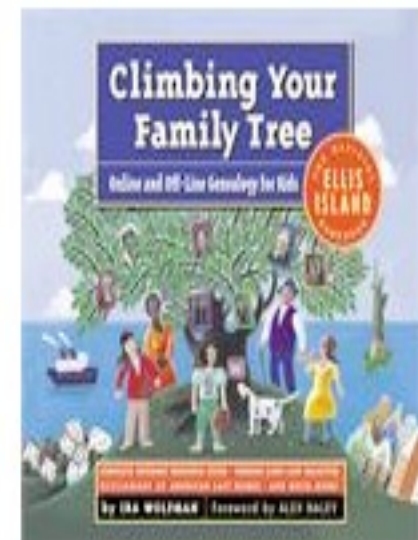
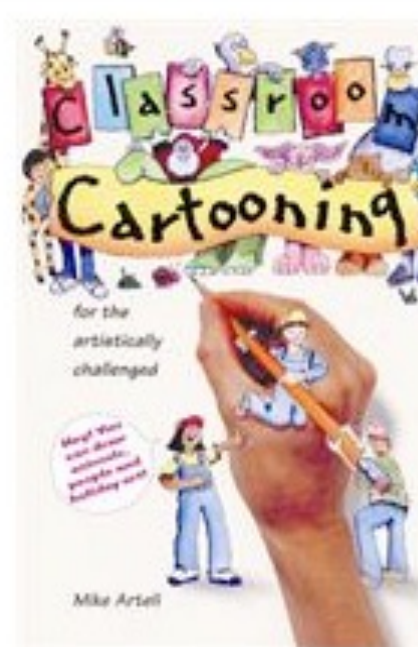
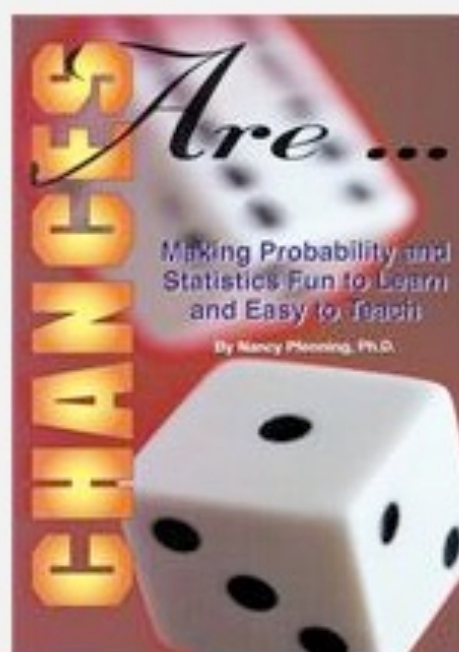
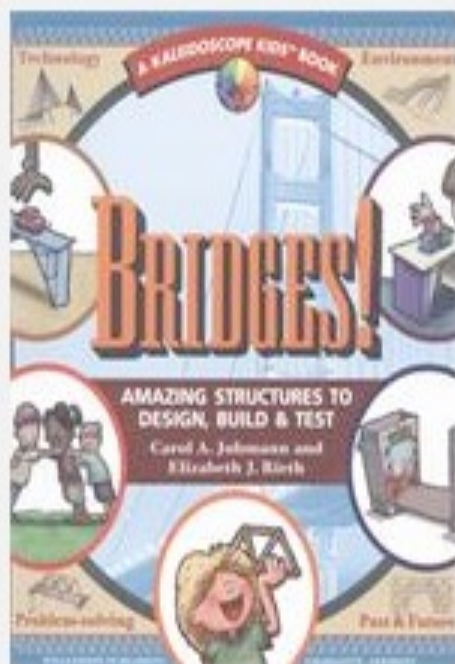
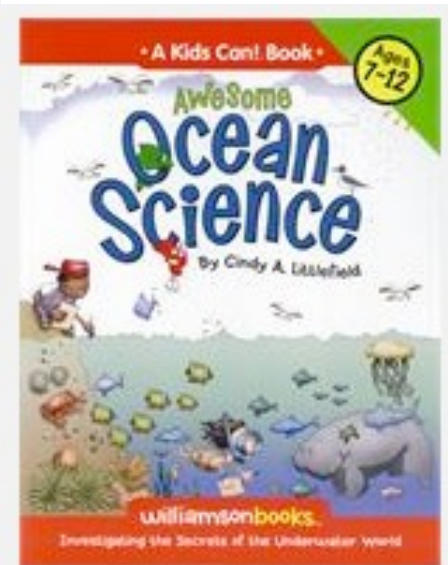
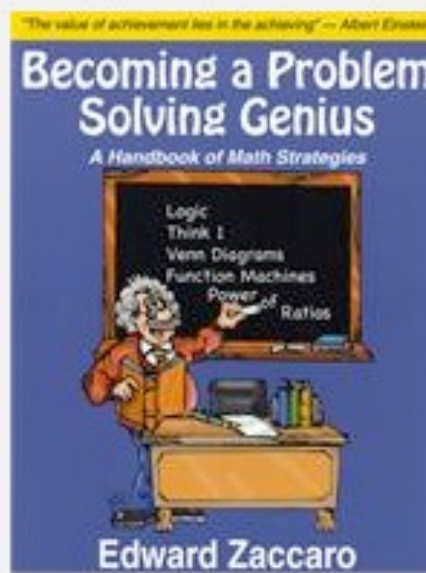
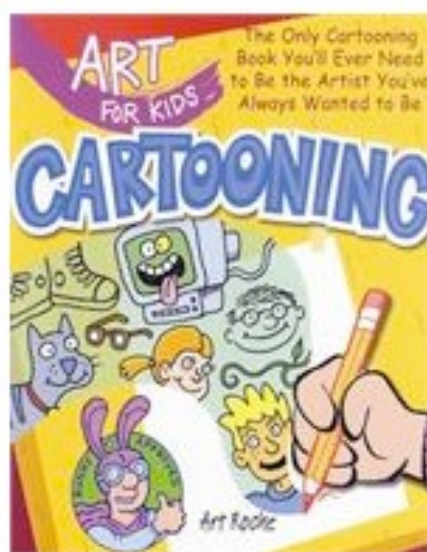


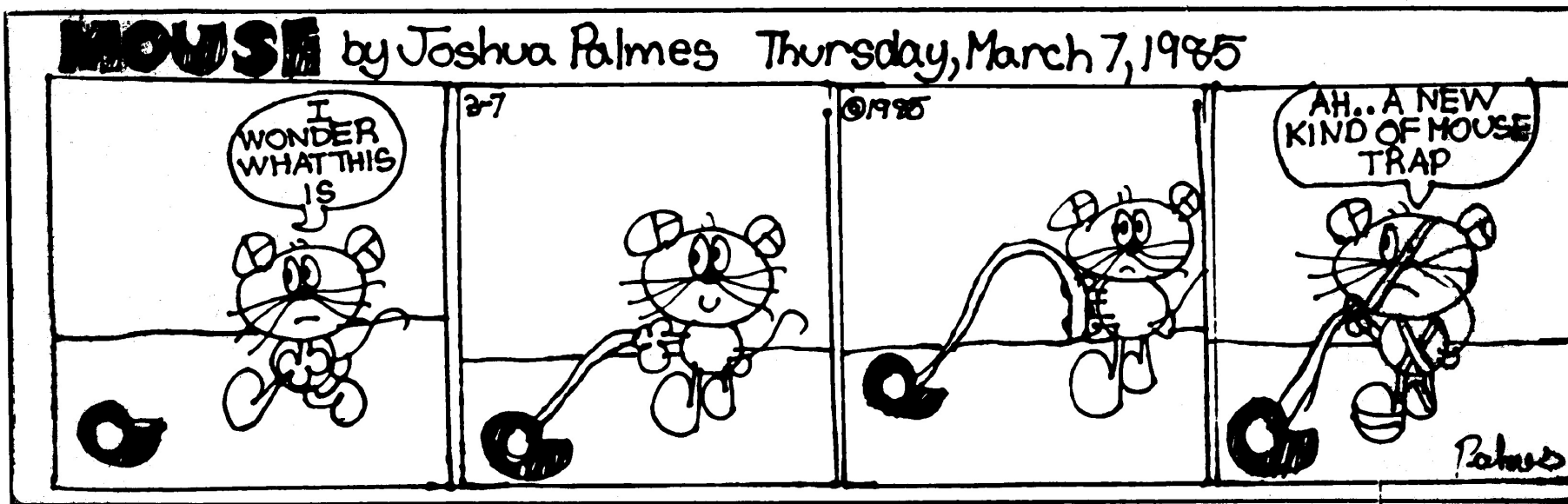


Cutting edge designs









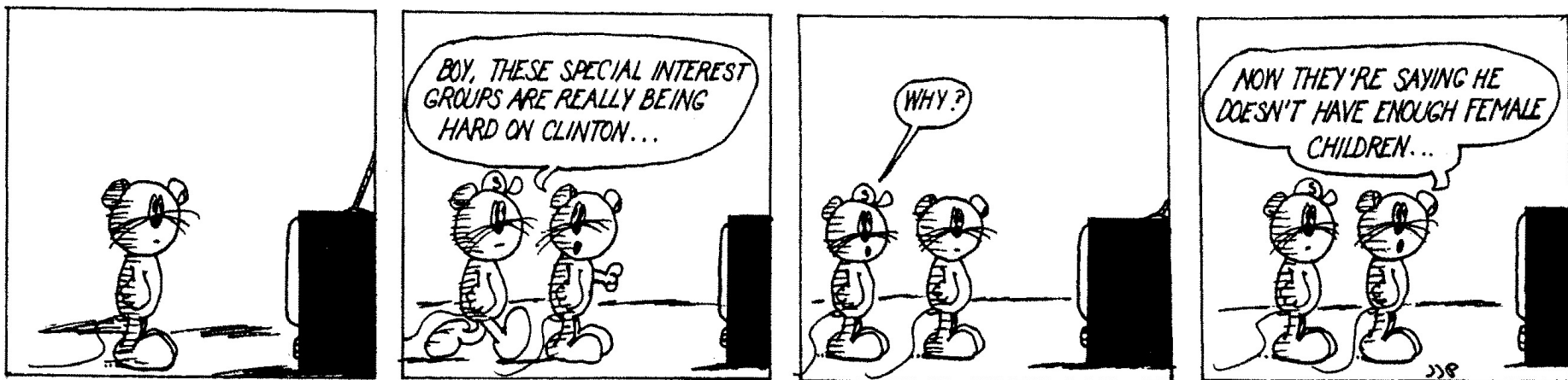
Mouse and the Scotch tape dispenser. (Cartoons by Joshua Palmes, a 10-year-old student at Webster Hill School, will be a regular feature of West Hartford News.)





[www.cartoonart.org](http://www.cartoonart.org)

MOUSE



By JOSHUA PALMES

*Joshua Palmes is a student at the University of Connecticut.*



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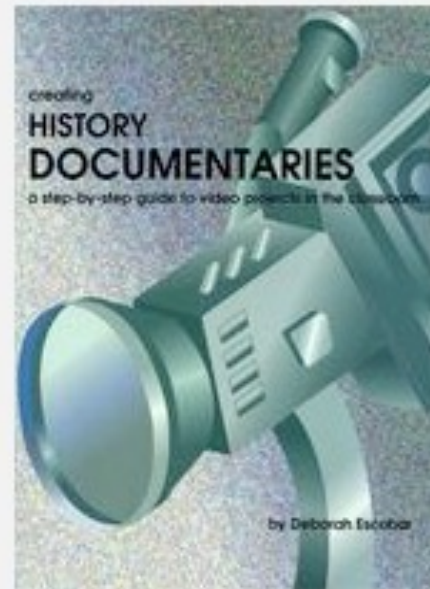
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TEACHERS, PARENTS, AND STUDENTS
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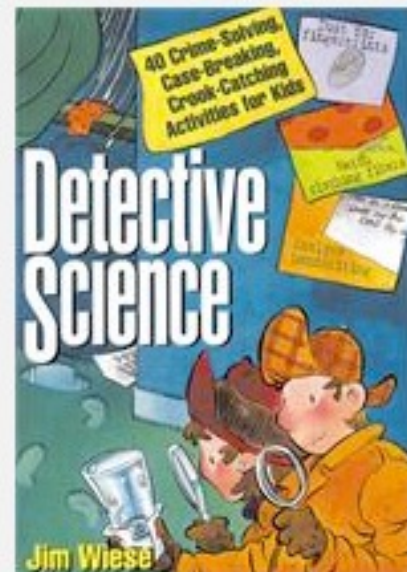
HELEN BASS

## creating HISTORY DOCUMENTARIES

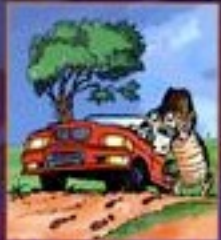
a step-by-step guide to video projects in the classroom



by Deborah Escobar



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Pam Walker • Elaine Wood

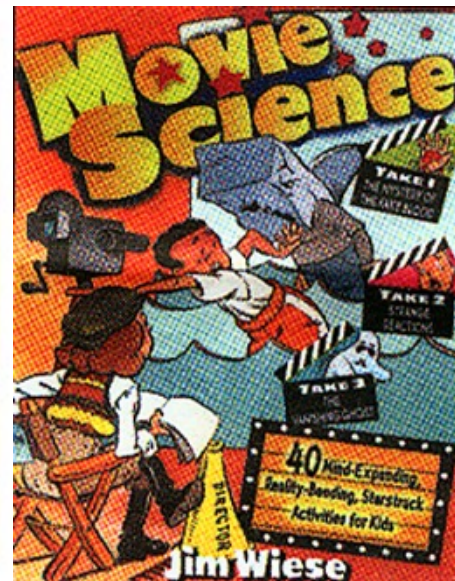
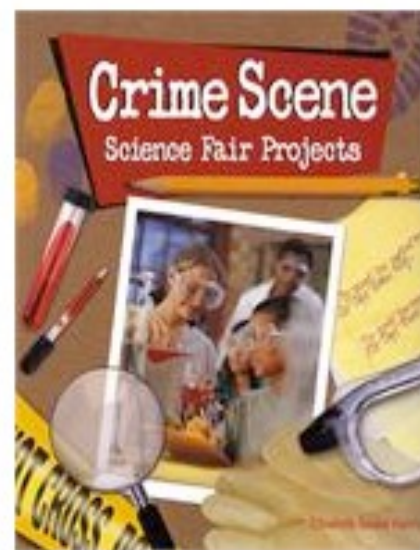
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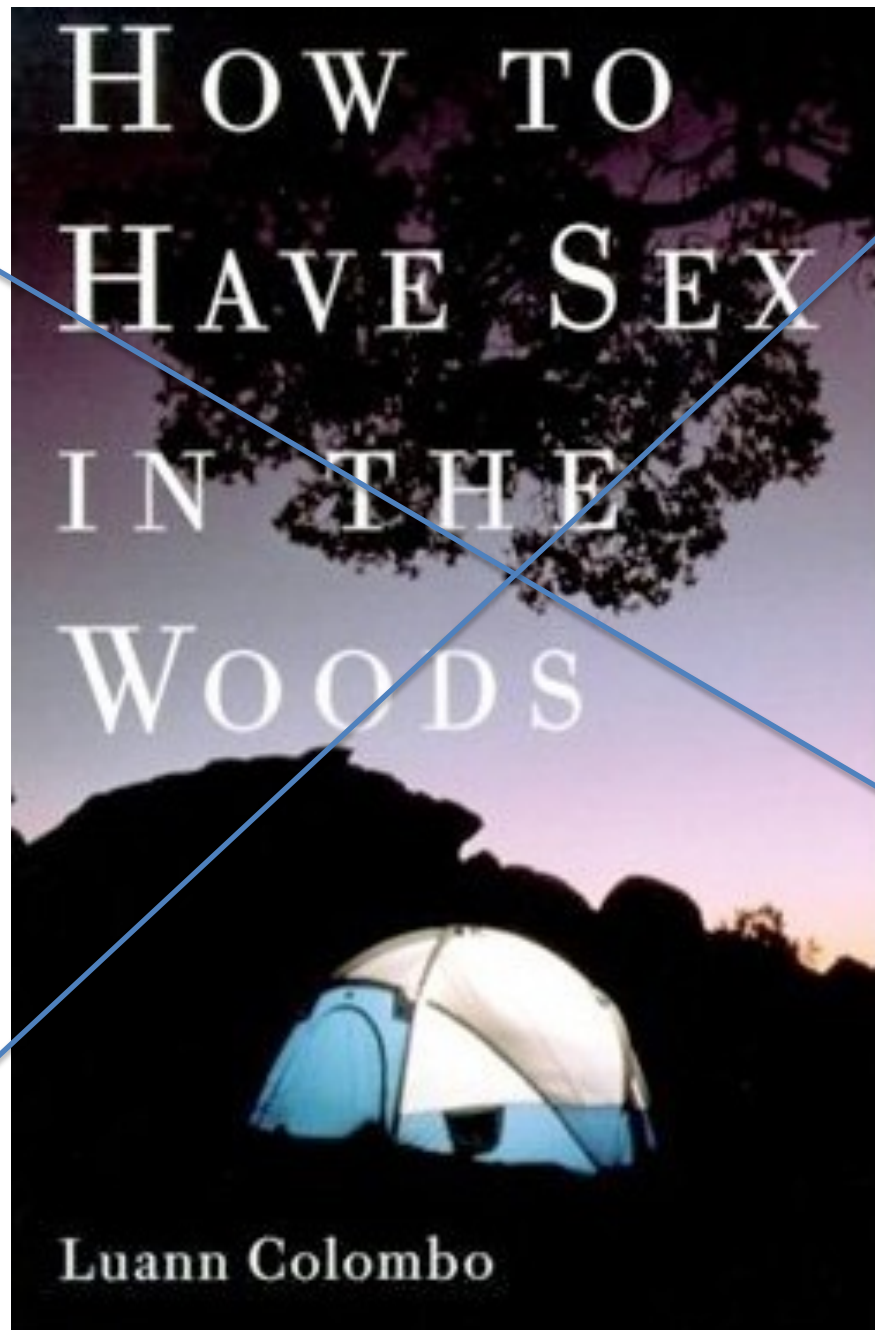
how to  
write  
a how to  
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book

Brian Piddock

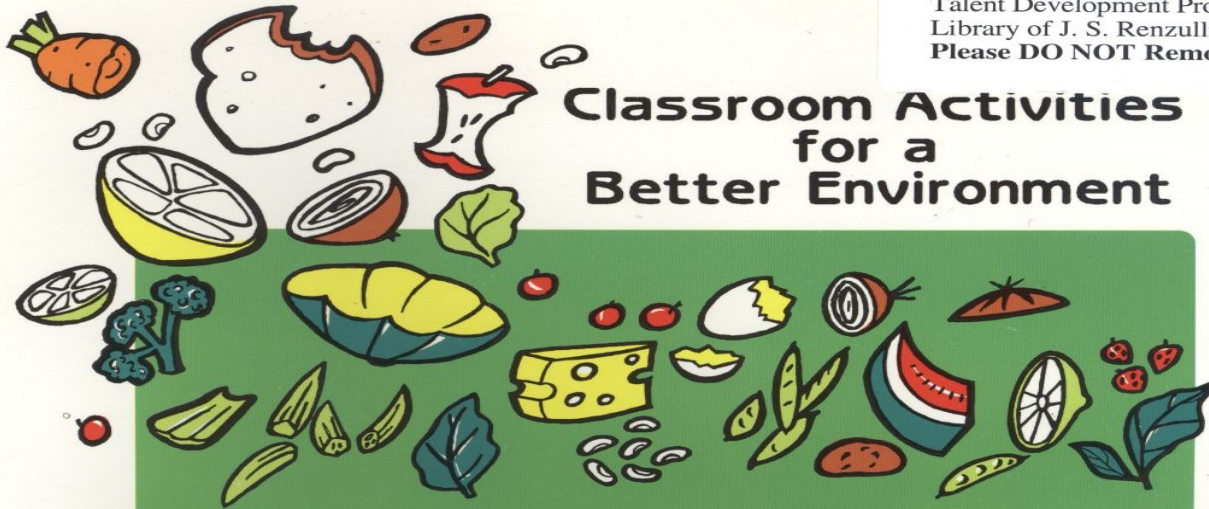


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Luann Colombo



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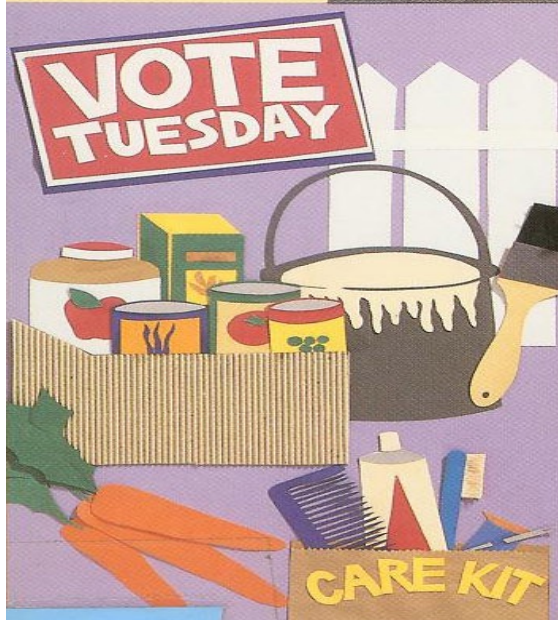
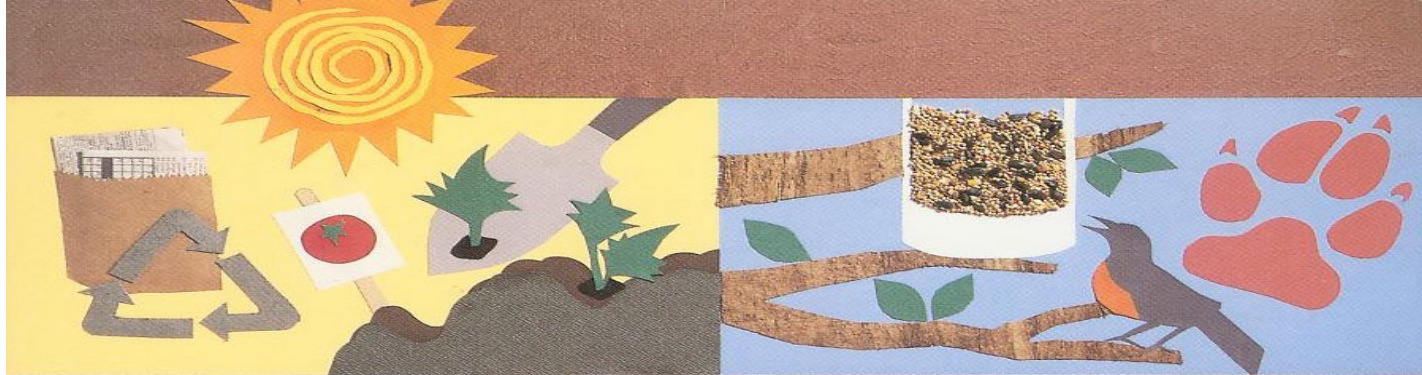
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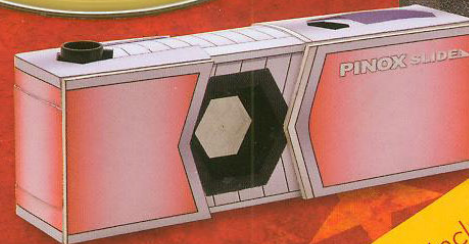
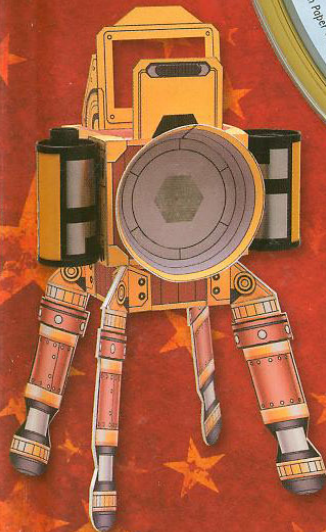
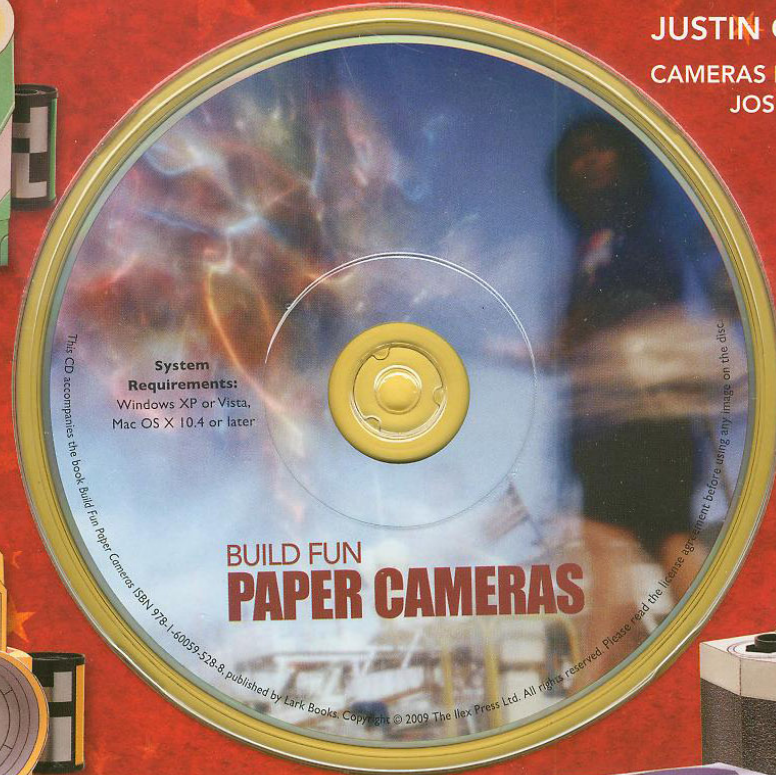
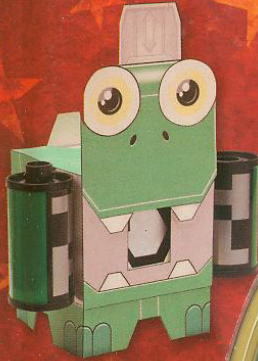


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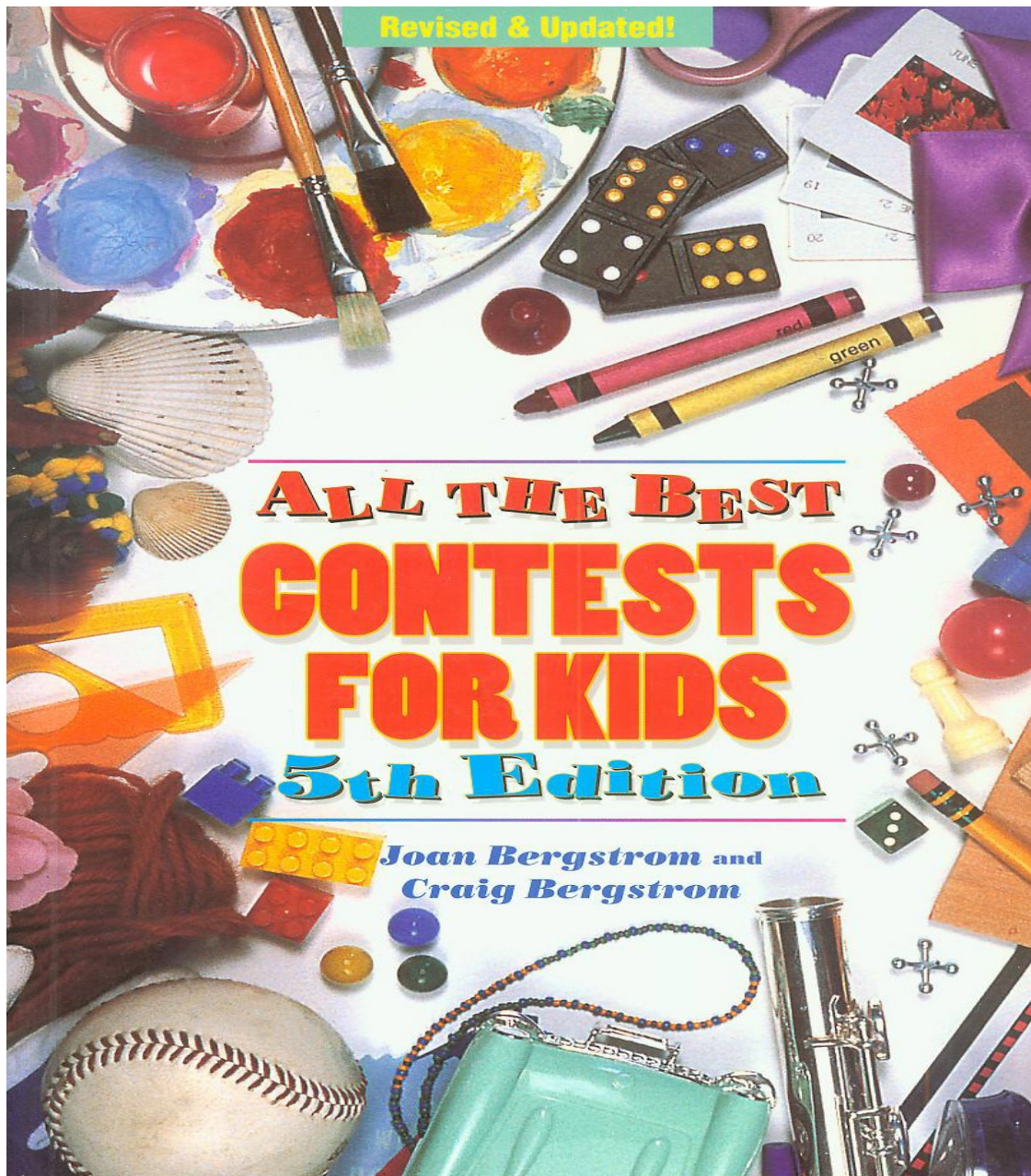


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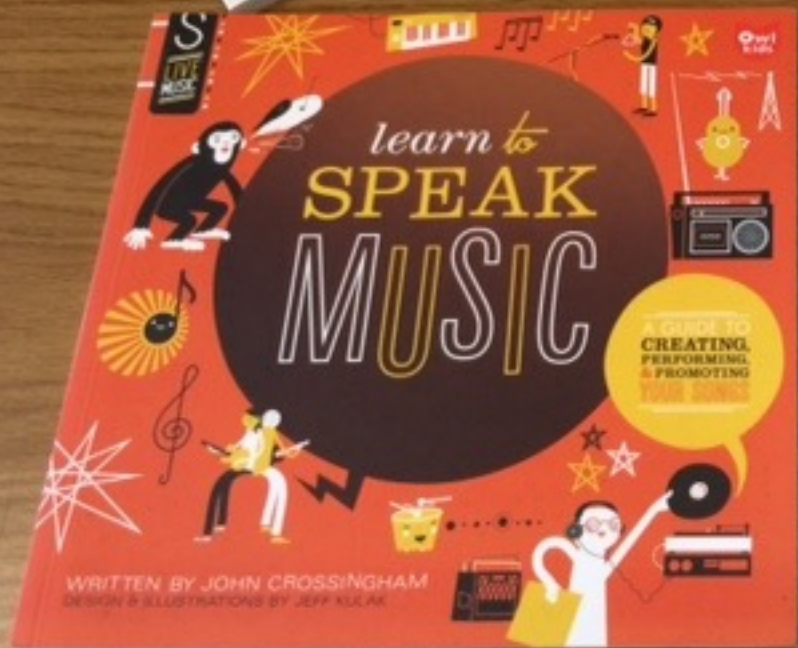
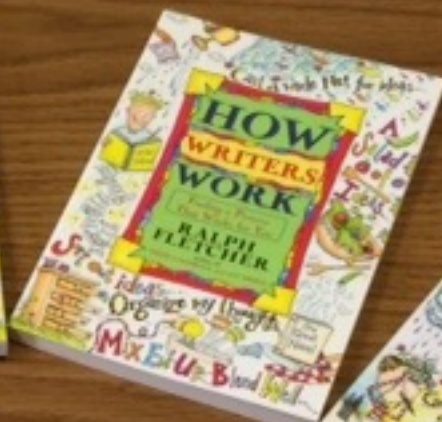
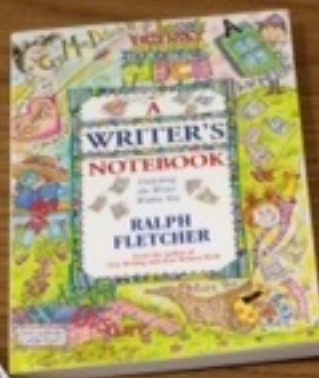
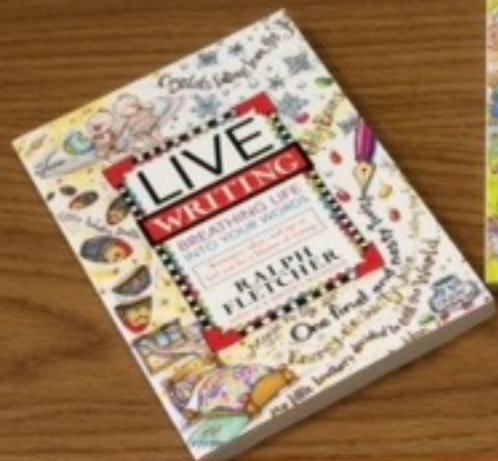
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