

# Spanning Time

## Spanning Time Overview

This section includes readings and activities which go across the eras discussed in the curriculum. One way to build on concepts students learned in other chapters, is to study one aspect of clothing across time. Here the focus is on hats, but stockings, shoes, any accessory would work as a way to learn more about the evolution of one item against the historical background students now grasp better. This section also includes two activities especially appropriate for final assessment. The timeline activity asks students to sequence historical events and fashion trends. If they can do this, then they have indeed developed a framework for U.S. history. Creating a portfolio encourages students to reflect on their own learning. This activity often helps reinforce important concepts.

## The Fall of the Hat

### Before You Read

The following passages discuss hats in more recent times. Be prepared to write down three things you are surprised by.

### Reading: The Fall of the Hat

By the 1950's however, the days when millinery (hatmakers and designers) were a central part of the fashion world were drawing to a close. The war had made vast numbers of women into workers. These women had a taste of freedom and independence that came with working. Women who before spent money and time on hats wouldn't go back to that way of life. Hats seemed unnecessary. They got in the way. They also made a statement about a woman's femininity that was beginning to seem outdated. As the sixties approached, it was clear that young people had no place for the old formal ways that kept millinery going. To many in the trade, the future looked bleak. Only the most farsighted and optimistic could have any hope for a comeback.

*Adapted from Hats: Status, Style and Glamour, Colin McDowell. New York: Rizzoli, 1992, p. 160.*

In the sixties hairdressers took over the business of headdress. LIFE magazine reported that women gave hairdressers gifts and entertained them in high style. A hair style became a hat substitute. Do you think there is a limit to how much you can change your look—your mood or personality by changing your hair? Hairdressers took the challenge. They developed techniques of hair coloring and women went for it. A 1961 estimate: U.S. women were spending 45 million dollars in drug-stores and 250 million dollars in beauty parlors on hair coloring alone! Hairdressers also used wigs. For many women hairpieces became a part of their general makeup, to be carried in the pocketbook along with lipstick and powder. They pinned the hairpieces to their own hair for an evening out. In 1962 Newsweek estimated that as many as half a million U.S. women were regularly wearing wigs as part of their "look."

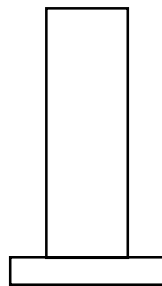
*Adapted from Hats: Status, Style, and Glamour, Colin McDowell. New York; Rizzoli, 1992, p. 278-179.*

### Multiple Choice Practice

1. The war that is being referred to in the first passage is
  - (1) World War II
  - (2) Viet Nam War
  - (3) World War I
  - (4) Indian Wars
  - (5) Civil War
  
2. If hats make a comeback, whom will most likely lose money?
  - (1) Polltakers
  - (2) Magazine publishers
  - (3) Hairdressers
  - (4) Hatmakers
  - (5) Department stores who sell hats

### Hands-on Hats

Using geometric shapes such as triangles, rectangles, circles, and squares, create as many hat designs as you can. Duplicating and cutting the shapes adds to the variety of possible designs. For example, a circle can become a semi-circle. Turn the best design into a cake using square, rectangular, and circular cake pans.



## Clothesline Activity

To do this activity, one needs a good working knowledge of history. This activity can be done as a test or simply to see how much is remembered from the curriculum. This is also an activity that requires strategy.

Students in pairs of the teacher first make a set of index cards or colored paper with one event on each page or card. Choose events from the following list or refer to the curriculum and use the events you emphasized most strongly.

On some blank paper add historical events that you remember that aren't included in the packet. For example, Kennedy was shot or the grape boycott or when Japanese Americans were forced into camps. The events you add can be personal history, U.S. history, or related to another country.

Students' task is to put the events in order from way back when until recently. If you facilitate this as a large group activity, you may want to think about:

Making a plan for how you are going to accomplish the task. For example, what will you do first? At what point will you look up a date?

Compare plans, styles, decide on a strategy and begin.

Discuss the activity using the following questions or your own:

1. Did you follow your plan?
2. What were the easiest events to put in order? Why?
3. What were the hardest events to put in order?
4. Did you estimate? Give examples.
5. Did you need to research at any point? Give examples.

## List of Events

Women traded long skirts for bloomers

Civil War

Emancipation of the Slaves

Black men could vote 1875

Mary Jones fights for better child labor laws

1848 Women's Rights Convention

Women started doing laundry by machine

Periwigs popular for landowners

McCarthyism

World War II

Flower Child style is popular

World War I

Wearing silk forbidden by law

Barbie dolls available

School segregation made illegal

Yankee women work in Lowell mills

First English settlements in North America

Quota Act

Women escaped long skirts for good

## Portfolio Review

It's time to review all the assignments you have completed. Review your notes, essays, vocabulary lists, GED practice questions and answers. As you look through all the reading, writing and drawing you have done, pick out one assignment:

- That you liked the best.
- That was your best work.
- That was the greatest challenge to you.
- That was toward the beginning of your work in this unit.
- That was very recent.

Before you put all these in their own folder, make a cover for each one. On a blank piece of paper write:

Category

Title of Assignment or Reading

Notes on why you chose it.

### Sample Cover Sheet

Nancy M. Date
MY BEST WORK Doing the Laundry
I got all the answers right. My ad for a washing machine was just like a real commercial. I learned how long it took to do the laundry because women had to do everything, including getting the water.

