

## FLCHE-TPS Second Grade

### Colonial Dress

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<p>Enduring Understandings: Understand that things change over time, such as the way people dress. It takes time to complete an observation of a primary source document.</p>	
<p>Essential Questions: What can we learn from pictures? How did the way colonial people dress change over the years?</p>	
<p>Vocabulary/Targeted Skills: colonial, similarities, differences</p>	
<p>Unit Assessment/Culminating Unit Activity: Have the students write a short paragraph describing how colonial people's clothing changed over the years, using evidence from the three documents.</p>	
<p>Lesson title: Colonial Dress</p>	<p>Time: 60-90 minutes (Two 30-45 minute lessons)</p>
<p>Standard(s): <u>Florida Social Studies Standards</u> SS.2.A.1.1 Examine primary and secondary sources. SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.</p> <p><u>Language Arts Florida Standards</u> LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question. LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	
<p>Content Purpose: (I will) Use primary and secondary sources (so I can) to learn about changes in colonial life over time.</p>	
<p>Assessment/Evaluation: The students will write a paragraph describing how colonial dress changed over time.</p>	
<p>Reading Materials/Primary Source links: <a href="http://loc.gov/pictures/resource/cph.3a06959/">http://loc.gov/pictures/resource/cph.3a06959/</a> (1620) <i>The landing of the Pilgrims at Plymouth, Mass. Dec. 22nd 1620</i> <a href="https://www.loc.gov/item/2003665168/">https://www.loc.gov/item/2003665168/</a> (1695)</p>	

*A colonial wedding, the marriage of Dr. Francis Le Baron and Mary Wilder, Plymouth, 1695 / Frederick Dielman R.A.*

<http://loc.gov/pictures/resource/cph.3a05604/> (1857, depicting 1757)

*A New England kitchen. A hundred years ago.*

#### Magic Eye materials

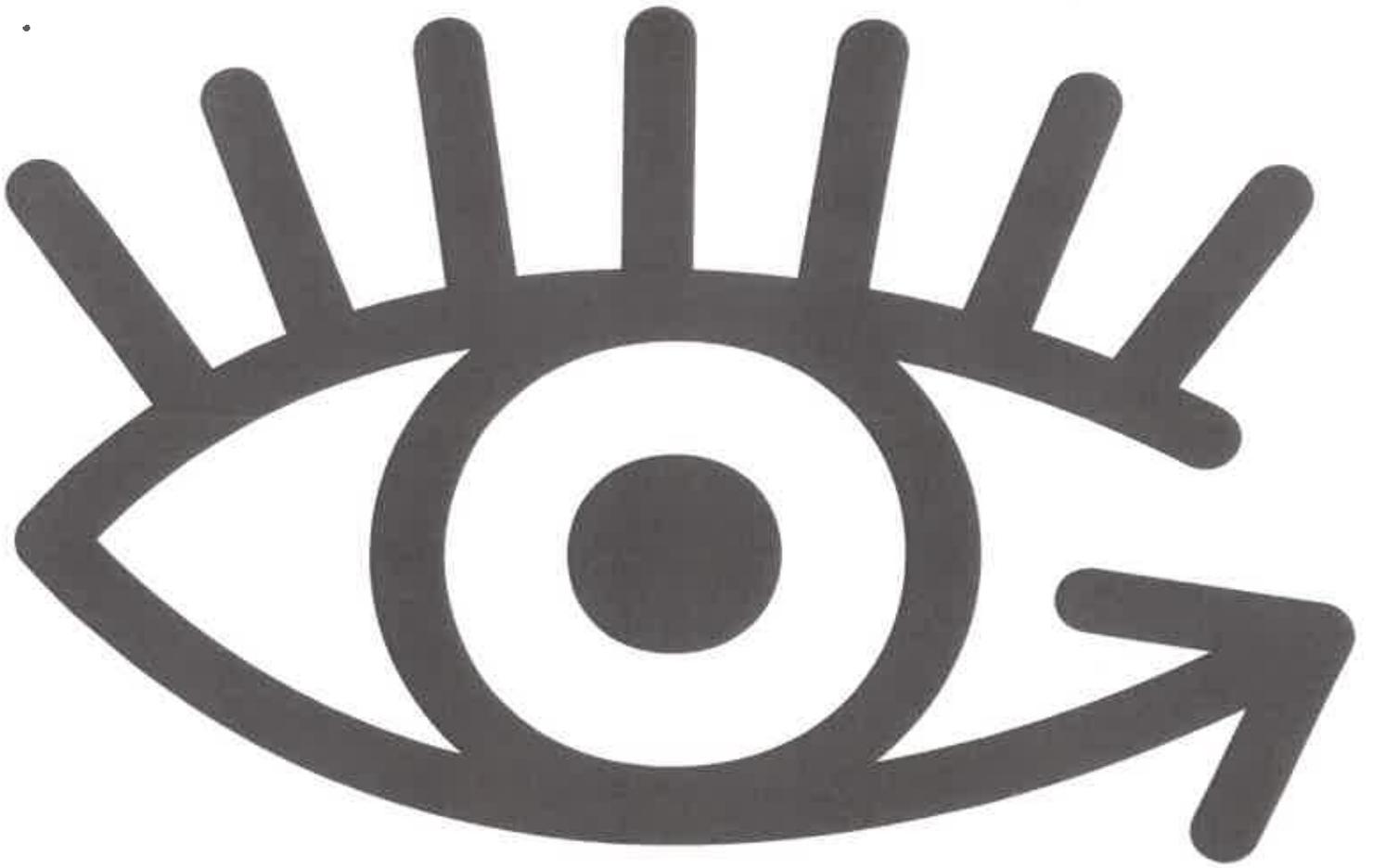
#### Suggested Procedures:

1. Provide the students with a copy of *The landing of the Pilgrims at Plymouth, Mass. Dec. 22nd 1620*. Share the title and date. Guide the students through the activity sheet, carefully following directions and using a timer: 1) Look carefully at the photograph for one minute. Lead them to realize that one minute is not enough time. Although the sheet does not require it, have the students add the date the picture is depicting. (Magic Eye tool printable attached. Prepare in advance.) 2) Pick up the Magic Eye and look through it as you move it around the photograph. You should see things that you didn't see at first. 3) Fill in the chart with examples of each category. 4) Answer the questions in the chart.
2. Have the students complete the Magic Eye Activity with the other two documents (including the date): *A colonial wedding, the marriage of Dr. Francis Le Baron and Mary Wilder, Plymouth, 1695 / Frederick Dielman R.A.* and *A New England kitchen. A hundred years ago.*
3. Have the students have a discussion (partners or teams) on what the three photos have in common and what they have that is different. After a short amount of time (1-3 minutes), have the students share out a few of the similarities and differences.
4. Have the students place the three documents in sequential order. Have them discuss with their partner or team what changed over time, based on these three documents.
5. Based on the three documents, have the students discuss with a partner how colonial people's clothing changed over the years. Have the students switch partners and share with another partner how colonial people's clothing changed over time. This step is allowing the students an opportunity to verbalize their paragraphs, prior to writing them, as well as allowing them to hear other students' writing ideas.
6. Have the students write a short paragraph describing how colonial people's clothing changed over the years, using evidence from the three documents.

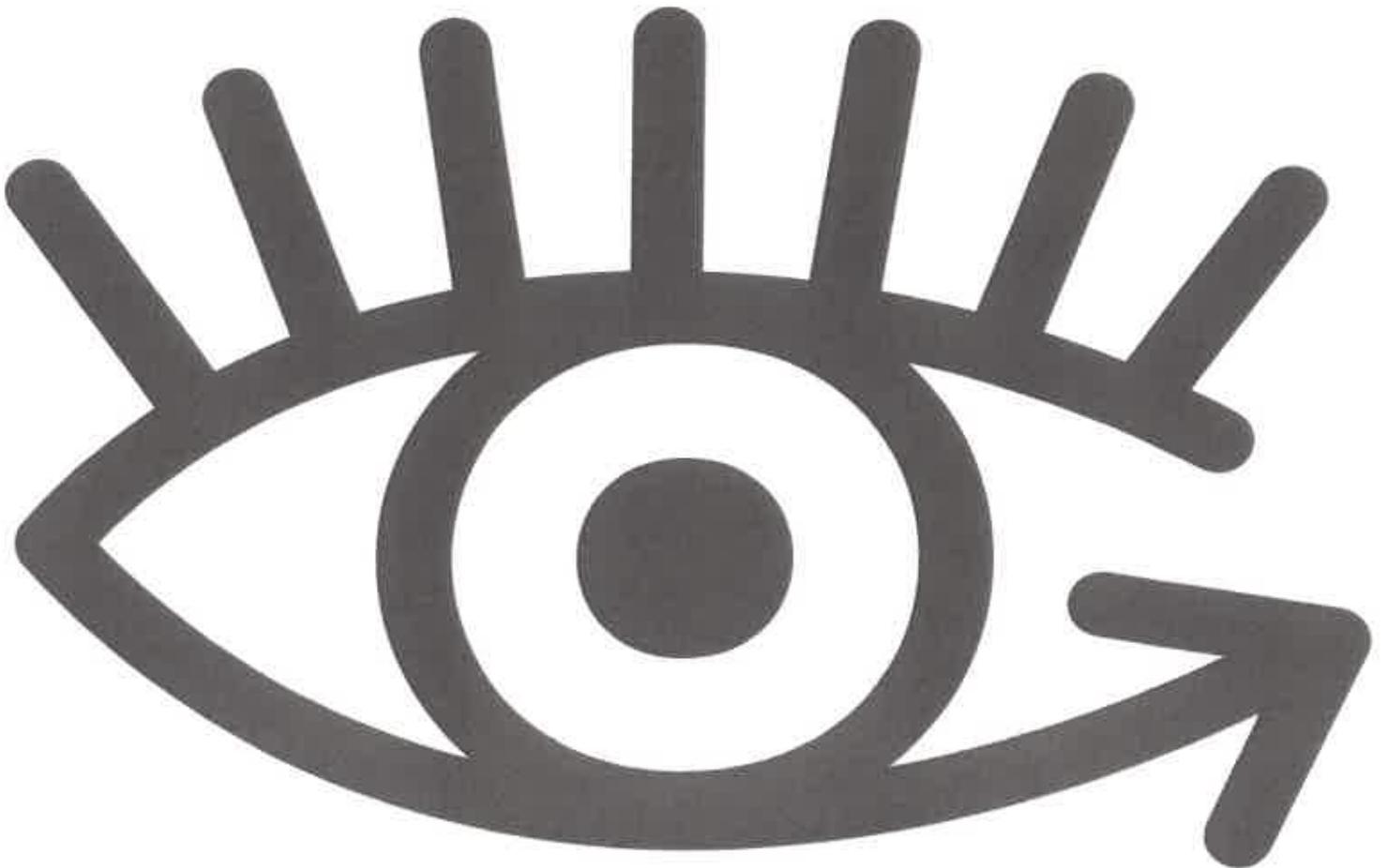
#### Extensions:

Have the students complete a Venn Diagram to compare the latest document with today's dress. Have the students research and find a few more pictures, paintings, or drawings of colonial dress.

Have the students research and find documents showing how colonial food, colonial shelter, colonial education, and colonial settlements changed over time.



Cut out the eyeball area and then laminate to make magic eye more durable.





# Magic Eye Activity

**Name:** \_\_\_\_\_

**Photo:** \_\_\_\_\_

**Directions:**

1. Look carefully at the photograph for one minute.
2. Pick up the Magic Eye and look through it as you move it around the photograph. You should see things that you didn't see at first.
3. Fill in the chart with examples of each category.
4. Answer the questions below the chart.

People	Things	Activities

1 What does your photograph tell you about the way people lived?

2 What questions about these people would you ask?