

**Unit Title: Do Clothes Tell a Story?**

**Language:** Any, (samples in German with resources for French, and Spanish)

**Authors:** Multiple authors

**Important Questions:** Do Clothes Tell a Story?

**Big Idea:** We often judge by appearances

**Level:** Novice-High, Intermediate-Low

**Background:** This assessment is integrated into a unit in which students explore traveling to various regions of the target language country and the expectations they might have prior to traveling. Students will consider the role of traditional clothing seen in ads for those regions. Students learn about and discuss clothing and fashion trends among young people in the target language culture and their own and discuss the impressions they form and reactions of others to their own style of clothing.

**GOALS/OBJECTIVES**

Students will understand that:

1. We form expectations of people based on how they dress.
2. Fashion trends have occurred throughout history
3. A culture’s traditional dress tells a story

Students will be able to:

1. Describe clothing and give reasons for their choice of clothing.
2. Describe their feelings and how others reacted to them when their dress was different.
3. Ask and answer questions about clothing related topics.

**Summary of Assessment Tasks**

<i>Communication</i>	<b>Interpretive task</b>	<b>Presentational task</b>	<b>Interpersonal task</b>
<b><i>Performance Assessment</i></b> (Note: The performance assessment tasks are integrated throughout the	Students read descriptions of several people in a teen magazine from the target culture. They then match the descriptions to the pictures of the people. After	Students write a three-paragraph essay: <i>Clothes Tell a Story</i> , reflecting on their experiences wearing a different style of clothing.	In groups, students will share their thoughts about why they were treated the same or differently in school. They will also discuss why they felt the

<p>instructional unit; they are not meant to be given as a whole at the end of the unit.)</p>	<p>completing the matching, they decide which person they would like to meet and why and prepare to give specific reasons for their choice.</p>	<p>In paragraph one, they explain what they wore and why they chose this outfit. In paragraph two, they summarize how people reacted to their look. In paragraph three, they discuss what they learned from the experience. <i>Do clothes tell a story?</i></p>	<p>way they did. Finally, they will discuss how clothing influences people's impressions of one another.</p>
<p><b><i>What are the <u>Cultural Aspects</u>?</i></b></p>	<p>Can a student accurately predict what a student from another country is like based on his/her clothing/appearance by using criteria related to American teenage dress/appearance? Why are people in target language cultures portrayed in traditional dress? Do schools have a clothing culture?</p> <p>N.B. Here, it may be appropriate to hold an in depth discussion in English. A clearly defined time can be set aside for discussion in the target language. Alternatively, students can write a reflection in English as an assignment. This discussion lends itself well to Arabic and Chinese cultural comparisons.</p>		
<p><b><i>What are the <u>Connections to other subjects</u>?</i></b></p>	<p>Sociology, economics and media literacy, geography, history.</p>		
<p><b><i>What are the <u>language and cultural Comparisons</u></i></b></p>	<p>Language Comparisons: words used in fashion and clothing industry; expressions common in many languages</p> <p>Cultural comparisons:</p> <ul style="list-style-type: none"> <li>• Young peoples' expectations in the US and other cultures regarding clothing and styles</li> <li>• Reaction of young people to their country's traditional dress</li> <li>• Reaction of adults to young peoples' dress choices</li> </ul>		
<p><b><i>What are the <u>connections to Communities in and outside of the classroom</u>?</i></b></p>	<p>Essays can be shared with other classes or other schools.</p>		

<b><i>Mode of Communication</i></b>	<b>Interpretive task</b>
<p><b><i>Performance Assessment</i></b></p> <p>This task comes toward the beginning of the unit after students have learned clothing terms and have read about the target language's traditional clothing in the TL on the internet.</p>	<p>Students read descriptions of several people in a teen magazine from the target culture. They then match the descriptions to the pictures of the people.</p> <p>After completing the matching, they decide which person they would like to meet and why and give specific reasons for their choice.</p> <p>This task comes early in the unit after a lesson related to clothing and fashion trends.</p> <p><b>Note:</b> Sample texts are in German but the task can be adapted for other languages.</p>

Part 2.

Which one person of the above would you like to meet? Give specific reasons why.

**Sample Material for Assessment Task 1 (Note: The sample texts are only to show the global concept.)**

**TASK:** Match the descriptions to the pictures of the people. After completing the matching, decide which person you would like to meet and why and give specific reasons for your choice.

	<p>Emma Watson</p> <p>Ihren großen Durchbruch schaffte sie mit der Rolle der Hermine Granger in den erfolgreichen "Harry Potter"-Streifen. Seit 2007 ist sie zudem das Gesicht von "Chanel". Klingt nach einer Steilvorlage für eine große Karriere, die bereits jetzt sehr ertragreich ist: Angeblich soll Emma zwischen Juni 2007 und 2008 Gagen in Höhe von umgerechnet knapp vier Millionen Euro kassiert haben. *Die Blondine trägt gerne romantische Blusen.</p>
	<p>Keke Palmer</p> <p>Lauren Keyana "Keke" Palmer hatte ihre erste große Filmrolle 2004 in der Komödie "Barbershop 2". Seit dem letzten Jahr verkörpert die vielseitige 15-Jährige, die neben der Schauspielerei auch noch leidenschaftlich gern singt, in der Serie "True Jackson" die Hauptrolle. *Zu Ihren dunkelen Haaren passt das rote Hemd super.</p>
	<p>Anton Yelchin</p> <p>Bei der jährlichen Umfrage wählen Experten aus der Showbranche im Auftrag des Wirtschafts magazins "Forbes" die zehn erfolgreichsten Jungschauspieler Hollywoods. Nach Kriterien wie Popularität, Kassenerfolgen oder Einfluss auf die Filmindustrie wird jeder Star auf einer Skala von eins bis zehn bewertet, der Russe Anton Yelchin schafft es immerhin noch auf Platz zehn. * Ohne Lederjacke geht er nie aus.</p>
	<p>Freddie Highmore</p> <p>Der Brite verfügt trotz seiner jungen Jahre bereits über eine lange Liste an Kinoerfolgen, in denen er mitgewirkt hat ("Die Nebel von Avalon", "Wenn Träume fliegen lernen" oder "Charlie und die Schokoladenfabrik"). Wen wundert's: Seine Mutter ist eine engagierte Schauspielagentin!ihren Songs dem Chanson zum Einzug in die Popkultur verholphen hat. * Sein Stil ist sein eigener mit Jacke und Sweat- oder T-Shirt.</p>

Retrieved April 10, 2009 from [http://www.gala.de/stars/story/53023/Forbes-Liste-Teen-Stars-mit-Erfolgspotential.html?cp=3&back\\_link=](http://www.gala.de/stars/story/53023/Forbes-Liste-Teen-Stars-mit-Erfolgspotential.html?cp=3&back_link=)

### Assessment Task 2

<i>Mode of Communication</i>	<b>Interpersonal task</b>
<p><i>Performance Assessment</i></p> <p>This task comes in the middle of the unit after students have come to school dressed differently than usual.</p>	<p>In preparation for the interpersonal task, students come to school dressed in a clothing style they normally would not wear. They are asked to reflect on how people reacted to them throughout the day and make notes on what they remember.</p> <p>For the interpersonal task, students will be organized into groups of three or four.</p> <p><b>Task:</b> In your groups:</p> <ol style="list-style-type: none"> <li>1. Tell how people reacted to you when you dressed differently</li> <li>2. Discuss how you feel about their reaction</li> <li>3. Tell why think people reacted the way they did.</li> <li>4. Finally, discuss how you think clothing influences people’s impressions of one another.</li> </ol> <p><b>Non-Negotiables:</b></p> <ul style="list-style-type: none"> <li>• Take turns</li> <li>• Ask and answer questions</li> <li>• Be kind</li> <li>• Say as much as you can</li> </ul> <p>The interpersonal task will be followed by a teacher-led whole class discussion to summarize the group conversations and clarify expressions and vocabulary, if needed (see formative assessment in last section).</p>

## Group Self-Assessment Sheet

	Almost the entire time	Most of the time	Less than half the time
1. I spoke the <b>target language</b>	3	2	1
2. We stayed on task	3	2	1
3. We were enthusiastic	3	2	1
4. My pronunciation was good	3	2	1
5. I took turns	3	2	1

Score: \_\_\_\_\_

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

Group members: \_\_\_\_\_

**RUBRIC or Criteria for Interpersonal Task**

**TASK:** *Do clothes tell a story?*

Sue Method\*

	S	U	E	Grade
Student 1	+	+	✓	<b>B</b>
Student 2	+	✓	✓	B-/C+
Student 3	✓	✓	✓	C
Student 4	✓	+	✓	C-

1. S = the student successfully completes the task
2. U = the student was understandable
3. E = the student made an effort to perform the tasks

\* Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education.

### Assessment Task 3

<i>Mode of Communication</i>	<b>Presentational task</b>
<p><b><i>Performance Assessment</i></b></p> <p>This assessment takes place at the end of the unit after students come to school dressed in a style they would not normally wear and have finished the interpersonal group discussion.</p>	<p><b>The assessment task:</b></p> <p>Students write a three-paragraph essay: <i>Clothes Tell a Story</i>, reflecting on their experiences wearing a different style of clothing.</p> <p>Directions:</p> <ul style="list-style-type: none"> <li>• In paragraph one, explain what you wore and why you chose this outfit.</li> <li>• In paragraph two, summarize how people reacted to your new look.</li> <li>• In paragraph three, discuss what they learned from the experience.</li> <li>• Answer the question: Do clothes tell a story?</li> </ul>

## RUBRIC or Criteria for Presentational Task

**TASK:** Write a three-paragraph essay *Clothes Tell a Story*, reflecting on your experience wearing a different style of clothing.

Directions:

- In paragraph one, explain what you wore and why you chose this outfit.
- In paragraph two, summarize how people reacted to your new look.
- In paragraph three, discuss what they learned from the experience.
- Answer the question: Do clothes tell a story?

### Non-negotiables:

- Three paragraphs that answer the questions assigned
- Typed, at least 4 sentences per paragraph
- Draft revised

	4	3	2	1
Organization	The essay is well organized; each paragraph has a clear topic sentence.	The essay follows the directions and each paragraph answers one of the questions.	The paragraphs of the essay do not follow the organization although all topics are included.	The essay lacks organization. Paragraphs do not include topic sentences.
Content	All paragraphs contain relevant, clear information and supporting details for each topic.	Each paragraph contains information relevant to topic; may be lacking detail in some paragraphs.	Some paragraphs may lack relevant information; few details are provided.	Essay does not seem to include any relevant information or details.
Grammar and comprehensibility	No errors in forms that are the focus of instruction (should be identified by teacher).	Few minor errors in forms that are the focus of instruction but do not impact comprehensibility.	Several errors in forms that are the focus of instruction that may require clarification on the part of the reader.	Many errors in forms that are the focus of instruction and the questions are not addressed.
Style	Makes use of several different sentence structures and transitions.	Uses two types of sentence structures.	Correctly uses one structure repeatedly.	Some structures are not sentence level.

The instructional and formative assessment components of the unit			
Functions	Structures	Vocabulary	Materials Resources
<p>Asking questions, describing, telling likes and dislikes, narrating;</p> <p>When/How do I assess these?</p> <p>Early in the unit Students survey each other about their favorite types of clothes.</p>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>wear, like, see, think</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>cool, funny, odd, boring, expensive, sad, happy</li> </ul> <p>Adverbs:</p> <ul style="list-style-type: none"> <li>very, yesterday</li> </ul> <p>comparisons:</p> <ul style="list-style-type: none"> <li>better, bigger,</li> </ul> <p>Past tense of:</p> <ul style="list-style-type: none"> <li>verb to wear</li> <li>feel</li> <li>like</li> </ul> <p>When/How do I assess these?</p> <p>Grammar quiz on verbs Before the interpretive tasks</p>	<p>What are the essential words needed?</p> <ul style="list-style-type: none"> <li>Clothing vocabulary reviewed, names of regions,</li> <li>Emotions-sad, happy, odd, different</li> </ul> <p>Time references:</p> <ul style="list-style-type: none"> <li>Long ago</li> </ul> <p>What are additional words that are nice to know?</p> <ul style="list-style-type: none"> <li>words for traditional clothing pieces</li> </ul> <p>When/How do I assess these?</p> <ul style="list-style-type: none"> <li>Impromptu fashion show (see attached sample item from Virtual Item Bank)</li> <li>After interpersonal task: students fill out an “exit” card from class with questions on expressions or any review they feel they need of structures that are not as strong as they want them to be.</li> </ul> <p>Teacher reviews cards and focuses on the relevant points in a review the next day.</p>	<p>Pictures, stories, online resources, videos, games</p>
<p><b>Reflection:</b> What worked well, what needs to be changed?</p>			

	<p align="center"><b>Learning Activities: Description (these are adjusted for class size and possible reteaching/relearning after each assessment)</b></p>
<p align="center"><b>Beginning</b></p> <p>Introduce unit with pictures of clothing worn by various classes of people of the target language many years ago, or use traditional wedding dress or regional dress to begin a discussion of clothes and fashion. (the internet, books or target language museum portraits found on Wikipedia can be a good source for these)</p>	<p><b>Day 1 and 2</b></p> <p>Groups of three students research clothing from various regions/time periods using the computer lab and pre-selected sites. The sites can be assigned or they can be drawn at random.</p> <p>Students answer assigned questions. For example: where the dress style was worn, what was the area like, by whom (rich or poor), when, and if it is still worn today. What does it represent? How was it made? And any other questions that may be relevant for the clothes assigned.</p> <p><u>Pictures can be found on the sites below among many others:</u></p> <p>German traditional and regional dress or clothing styles from long ago. For example: <a href="http://www.lau-net.de/Zeidler.Trachtenverein/trachtengeschichte.htm">http://www.lau-net.de/Zeidler.Trachtenverein/trachtengeschichte.htm</a></p> <p>For French and Spanish <a href="http://www.french-engravings.com/index.php?cPath=30&amp;sort=2a&amp;page=6&amp;language=de">http://www.french-engravings.com/index.php?cPath=30&amp;sort=2a&amp;page=6&amp;language=de</a> and other sites</p> <p><i>Chinese:</i> <a href="http://en.wikipedia.org/wiki/Chinese_clothing">http://en.wikipedia.org/wiki/Chinese_clothing</a> <i>for pictures only</i> <a href="http://www.bravochina.com/clothing.html">http://www.bravochina.com/clothing.html</a></p> <p><i>Arabic</i> <a href="http://www.raqs.co.nz/me/clothing_types.html">http://www.raqs.co.nz/me/clothing_types.html</a> <i>for pictures only</i></p> <p>Teachers will need to preview and identify sites prior to students' researching traditional clothing on the web.</p> <p>Students can work from a sheet that shows what students need to find as they research on the teacher assigned web pages.</p> <p>Students share the information from their research in a jigsaw activity the next day followed by a class summary discussion.</p>

	<p><b>Day 3 or 4</b> depending on length of classes and numbers of students in the class is the Interpretive assessment.</p>
<p style="text-align: center;"><b>Middle</b></p> <p>Students survey each other about their own clothing preferences in an activity at the beginning of class.</p>	<p><b>Day 4</b></p> <p>Provide pairs of students with a picture a variety of clothing, shoes and accessories, including some very expensive and trendy clothing as well as fringe, grunge and retro outfits.</p> <p>Students write an e-bay description for the item including cost, etc. The teacher can provide a template of information required by e-bay.</p> <p>Pictures are posted around the class. Students stand near their clothing items and take turns in a gallery walk around the class and ask questions about the items. A vocabulary and verb list is compiled for the class.</p> <p><b>Day 5</b></p> <p>Students watch a target language commercial for clothing or see online ads from target language stores shown on the data projector. Students brainstorm adjectives they heard/read and other expressions used to describe the clothes and or shoes, etc.</p> <p><b>Day 6 and 7</b></p> <p>The next day students put on a fashion show. (See activity 1 at the end).</p> <p><b>Day 8</b></p> <p>Students come to school dressed completely differently. The class uses the hot seat activity to practice asking and answering questions. Teachers can assess students informally. (See activity 2 at end of unit).</p> <p><b>Day 9</b></p> <p>Students perform the interpersonal task and the class discusses.</p>

<p style="text-align: center;"><b>End</b></p> <p>Students watch a <b>target language story or fable</b> that deals with the value placed on appearances, for example the Ugly Duckling. They then do the activity on the right.</p>	<p><b>Day 10 and 11</b></p> <p>Students write the presentational task and peer edit the essays. The teacher provides feedback on the essays and returns them. Students work individually in class to edit and incorporate feedback. They finish the editing/typing/proofreading as an assignment.</p> <p><b>Day 12</b></p> <p>After watching the video, in groups of three, students <b>use the target language to discuss and write a “big idea”</b> that mirrors the idea that “clothes tell a story” and reflects their thoughts on the topic. Their “big idea” is then transferred to cardstock paper or printed on a computer using large font for posting in the classroom.</p>
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## Activity 1

### Formative assessment for clothing and related vocabulary review

Presentational Speaking  
Fashion Show

Level: Novice High/Intermediate

Organize the assessment by announcing the following: We're going to have a class fashion show.

- 1) Find a partner, and look carefully to see what s/he is wearing.
- 2) Take some notes on your paper that will help you describe the outfit to someone else.
- 3) Practice describing the outfit as if you were an announcer in a fashion show.

Be sure to include the color, price, name of the clothing article, shoes, hat, bag, etc. You may want to say when you can wear this outfit or anything else you think is interesting about the outfit/clothing.

At 10:30 (teacher names time), the fashion show will begin.

- 4) Your partner will model his/her outfit for the class as you describe it, and then you will model for your partner.
- 5) Your partner will describe your outfit when you model it.
- 6) When other groups present their clothes, fill in the table below with information about other models' clothing.



## Generic Presentational Rubric

	Discourse	Vocabulary	Language Control	Comprehensibility
 <b>3</b>	Student uses strings of sentences to perform the task.	Student uses a variety of learned vocabulary that is appropriate to the topic.	Pronunciation and grammatical structures are accurate almost all of the time.	Few errors, which do not interfere with comprehension.
 <b>2</b>	Student uses some sentences and memorized phrases to address the task.	Student uses some newly learned vocabulary appropriate to the topic.	Pronunciation and grammatical structures are generally accurate.	While errors in pronunciation and grammar are more frequent, they do not significantly interfere with comprehension.
 <b>1</b>	Student uses phrases and/or lists of words, or speech is too minimal to rate.	Student relies on repetition/English to address the task.	Pronunciation and grammatical structures contain many errors.	Errors in pronunciation interfere with comprehension.

Adapted from a CARLA Summer Institute Rubric

## Hot Seat

### Activity 2

This activity is good for practicing asking and answering questions. It places the discussion in the hands of the students, with one student as the leader. It can be used at almost all levels of instruction, because the students will create questions at the proficiency level of the students. It can be used for both factual information and for sharing opinions.



#### Procedure:

1. Select a student for the Hot Seat (H.S.). This person will be the leader for the class.
2. Assign a topic for the activity. For novice students, an appropriate topic might be questions about the individual and his/her family. With more advanced students, topics should be connected to the content of the class.
3. Chairs should be arranged so that the H.S. student is seated in front of the others, in a position where all other students are visible.
4. Remind students of the rules:
  - a. All questions are addressed to the H.S. student, not to the class at large.
  - b. Only the H.S. student may answer questions.
  - c. For each question, the student in the H.S. can answer, ask for clarification, or refuse to answer (particularly important if the topic is personal).
  - d. Questions must be related to the chosen topic. Students may be penalized for asking inappropriate/unrelated questions.
5. As the leader, the H.S. student is responsible for calling on his/her classmates. When called on, the student asks a question of the H.S. student. Throughout the activity, the teacher can monitor student questions and answers for both content understanding and language use.
6. After a set amount of time or a set number of questions, the H.S. student retires and is replaced with another.
7. At the end of the class, the teacher may want to address persistent grammar problems heard during the activity or any important questions that were not answered by the H.S. student.

#### Tips:

1. Before doing this activity for the first time, students and teacher should discuss appropriate and inappropriate questions.
2. This can serve as either an end of unit review or a speaking assessment.
3. If you find that students not in the H.S. are having trouble paying attention, ask them to take notes on the information provided by the student on the hot seat. This can help improve both listening and paraphrasing skills.

#### Variations:

1. Ask the Hot Seat student to represent a particular figure from a text being read in class. The students will then pose questions to the character, which the H.S. student will answer as the character.

Adapted from: Young, S. (2005). *Interactive Student Generated Questioning Techniques*. At [http://www.cal.org/caela/esl\\_resources/questtech.html](http://www.cal.org/caela/esl_resources/questtech.html)