

## **Teacher's Guide**

### **Summary of Activity #1**

#### **(Individual Activity, ending with potential whole class engagement)**

Activity #1 should be completed before turning on the video and beginning the PowerPoint. This activity introduces students to the general topic, drawing them in through their own experiences with dress. Additionally, it helps them begin to engage with sources and think about where our knowledge comes from about clothing in the past. It asks students to think about what their favorite outfit is and complete a picture of it. It also asks a series of questions about their favourite colour, where they wear certain clothes, if their clothes are like the clothes of their parents, do they wear specific clothing for photos, and how would someone a hundred years from now know what they wore or had in their wardrobe. This activity is situated at the beginning of the lesson to draw the students to the topic and begin a larger discussion amongst students about what they wear, in what contexts, and what they enjoy wearing. Additionally, it helps students see the significance of clothing in their daily lives and its meaning. It allows students to draw or write, depending on abilities or interests. This introductory activity should begin as an individual activity and then move to a class wide or small group discussion.

### **Summary of First Video Section**

Introduction to Tudor dress and what kinds of sources historians can use when looking at clothing in the past. Looks at what information these sources, such as portraits, wills, inventories, sumptuary laws, can offer but also how these sources are limited and only offer a limited picture of society. Key terms, sumptuary legislation and social class. Stop video at 12:54.

### **Summary of Activity #2**

#### **(Small group activity, ending with group presentations to the whole class)**

Have students create their own sumptuary law. Pretend that they must argue before the king or queen and make up a new set of laws about clothing in the Tudor period. Divide them into small groups and have each group create a law for a certain section of Tudor society. One group, for example, can write a law stating what the monarch can and cannot wear while another group can detail what farmers should and should not be allowed to wear. They can use what they heard in the lecture for inspiration but encourage them to make their own rules. Make it as specific as possible. What colours can people wear? What materials or fabrics? Can only certain people wear hats or coats? Who can wear jewellery? They can write out their rule or design a poster instructing people what can and cannot be worn. Have these small groups report back to the class at the end of the activity presenting their law and justifying why it is important.

### **Summary of Second Video Section**

Introduction to what men and women across society wore in Tudor England. Outlines what different groups of people, including the monarch, elites, merchants/artisans, and farmers/labourers could and could not wear based on the law. Explores the kinds of materials and colours used and preferred by each group. Discussion of different portrayals of clothing in portraits, coins, and medals. The importance of clothing for children. Stop video at 35:34.

### **Activity #3**

#### **(Whole class participation)**

See attached information sheet for more details about this section.

### **Summary of Activity #4**

#### **(Individual Activity)**

Have students connect the goods from the 'New World' with the place. This individual activity is meant to be quick and leads nicely into the next video section. It simply sees how much the students know before beginning the next topic.

### **Summary of Fourth Video Section**

Presents changes to fashion and clothing during the Tudor period because of contact with the New World. Looks at individual products, including pearls, beaver pelts, red (cochineal) dye, and blue (indigo) dye. Key terms, empire, expansion, and change. Emphasis on the transformation of dress for men and women across social classes. Discussion of who had access to these new fashions. What role did sumptuary laws play in these new designs. Asks what the price of these transformations in terms of the environmental impact and slavery. Stop video at 50:18.

### **Summary of Activity #5**

#### **(Individual Activity)**

Students can complete their own picture of Tudor fashion by designing the second half of a portrait. They can pick a portrait of King Henry VIII, Queen Elizabeth I, or an anonymous noble woman. They can either draw or use other materials like coloured paper, tissue paper, glitter, sparkles, feathers etc. to complete the outfit. Whatever is available in your classroom. It is helpful to remind the students to consider and think about what made royal clothing special... What colors could they wear? How nice did their clothing look? How did they decorate it? This activity concludes the

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lecture nicely and allows students to take all they have learned and combine it into a picture. During this activity, it can be nice to play some Tudor music in the classroom to create atmosphere. I have included a link here for a nice selection:

<https://www.bing.com/videos/search?q=tudor+music&view=detail&mid=73D05A58112474A23C4A73D05A58112474A23C4A&FORM=VIRE>).

### **Summary of Fifth Video Section**

Fashion as a statement of power and control. Tudor monarchy maximised the sensorial power of dress and its meaning. Concluding remarks, lessons from Tudor dress for today. Inspiration of modern clothing. The importance of politics/power and fashion for our current times. Examples include environmentally conscious fashion, patriotic dress, and power dressing. Play video till the end. Total time is 54:57.