Tracing Lineages
Curriculum Unit Plan Overview

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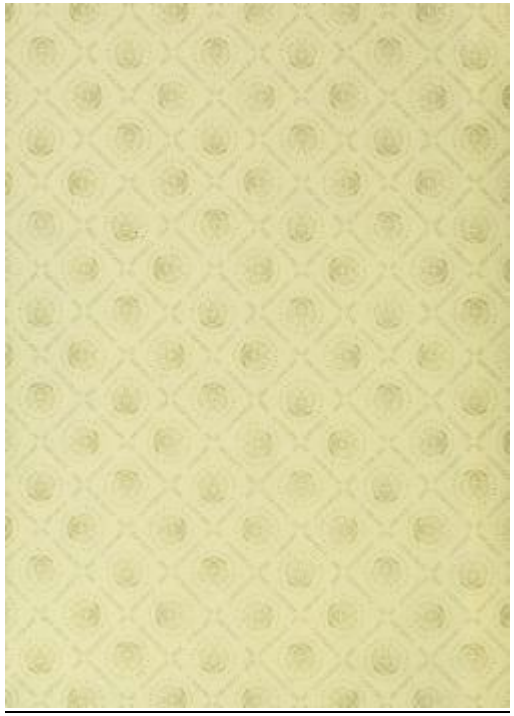
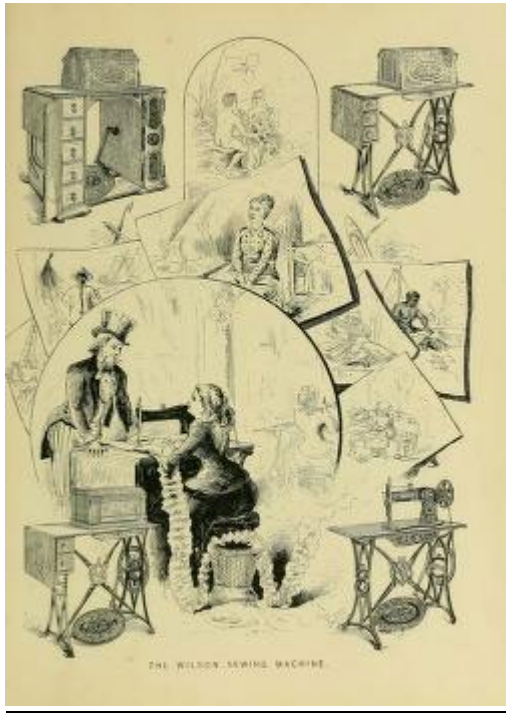
Unit Title	HOW CLOTHES TELLS STORIES
Unit Length (How long and how often)	4 lessons over 2 months (1 lesson per 2 week, 15–30 minutes each)
Grade Level(s)/Subject(s)	Pre-K Cluster Modified Curriculum: Visual Arts, Social Studies, Early Math, Language Development
Unit Overview (Include unit narrative of at least 200 words with compelling question)	Clothes play an important role in children's daily lives. Clothes provide information about who we are, where we come from, and what we do. Within this unit, "How Clothes Tell Stories," students examine clothes not simply as things we wear on our bodies, but also ways to tell stories about their families, culture, weather, occupation, and creativity. Children learn about different clothing and fabrics, as well as their appearance, mainly by exploring and observing these things. Students learn by viewing samples, pictures, and short videos, helping them understand how clothes can look different based on where people live, what they do, or what they are celebrating. The unit highlights art and math skills by encouraging students to mix paint colors, make patterns, and sort fabrics. The essential question for this unit is what follows: How do clothes tell the story of people and their lives? Other essential questions are: What are the colors we see in clothing? How do patterns function? How can we design some clothing patterns of our own? The students will be able to demonstrate their new learning through artwork, class discussion, and a final performance task where the students will design a quilt (with paper or fabric) to tell a story about our classroom community and a fashion show showcasing their clothing that tells their story. This unit promotes language development skills, fine motor skills, early mathematics, and social-emotional learning in a respectful recognition of a variety of backgrounds and abilities.

Objectives & Outcomes (Supporting questions)	Students will be able to… 1. Provide name and identify colors from given materials/from their clothing 2. Combine two colors to make a new color 3. Develop simple patterns using colored tiles/shapes 4. Discuss wearing clothes using appropriate language (color, design, texture) 5. Describe, with evidence, what their clothing design means Supporting Questions: 6. What colors do we see in clothing you're wearing today? 7. What happens when we mix colors? 8. What shapes do you see in these patterns? 9. What can clothing tell us about a person?
Standards	**Illinois Early Learning and Development Standards)** ● **Arts – 25.A.ECd:** Investigate and participate in activities related to visual arts ● **Math – 8.A.ECa:** Sort, classify, and order objects by size, shape, and color ● **Language – 1.C.ECb:** Communicate with others using gestures, pictures, symbols, or words ● **Social Studies – 18.A.ECa:** Recognize similarities and differences in people
Unit Resources	**Texts:** **Froggy Gets Dressed by Jonathan London** **Additional visuals to inspire performance task projects:**

These quilts were documented by the Illinois Quilt Research Project - IQRP



Teaching Materials:

Fabric scraps(provided by interview participant)
Paint (primary colors)
Color mixing trays
Colored tiles or pattern blocks
Chart paper and visuals

Additional Resources:

	Visual schedules Color charts Pattern cards
Performance Task(s)	The students will design clothes (with paper or fabric) to tell a story about our classroom community. They will choose colors and patterns intentionally and, with teacher support, explain what their design tells about them (favorite color, weather they like, family, or celebration). And a trip to the children's KOHL's museum.
Accessibility Needs for Children Across Ability and Language	Visual supports (picture cards, color charts, modeled examples) Simplified language and repetition Alternative communication (pointing, AAC, gestures) Sensory-friendly materials Adapted tools (thick brushes, large tiles) Adult scaffolding and small-group instruction

Lesson 1: What are Clothes

Lesson Objective(s) and Supporting Question(s)
Lesson Objectives: Provide name and identify clothes and colors from given materials/from their clothing Supporting Questions: 1. Is this a cloth(providing an actual cloth/visual and a distractor material)? ¿Es esto una tela?(Proporcionar una tela real material de distracción".) Se aso le layi? (pese aso tabi ki o lo aso ti awon omo na wo) 2. What colors do we see in the clothing you're wearing today? ¿Qué colores ves en la ropa que llevas puesta hoy? Àẹ ẹ̀ ẹ awo wo ni o rí nínú a ṣọ tí o wọ lónìí?
Lesson Materials and Resources
Clothing photos Children/Classroom clothing items
Lesson Activities
Morning circle discussion about clothes: Question of the day 1: Is this a cloth(providing an actual cloth/visual and a distractor material)? ¿Es esto una tela?(Proporcionar una tela real material de distracción".) Se aso le layi? (pese aso tabi ki o lo aso ti awon omo na wo)

Question of the day 2:

What colors do we see in the clothing you're wearing today?
¿Qué colores ves en la ropa que llevas puesta hoy?
Àṣ Ḿ awo wo ni o rí nínú a ṣọ tí o wọ lónìí?

Clothing picture sort by color

Movement activity: act out dressing video

Read Aloud :

Video: **Froggy Gets Dressed by Jonathan London**

Core Word Focus: Clothes Link to Letter: H

Vocabulary Word: Red Core Definition: Red

Lesson Materials

Visual cards of cultural clothing

Act out dressing video

Read Aloud Book

Lesson 2: Colors in Clothes

Lesson Objective(s) and Supporting Question(s)
Lesson Objectives: Identify primary colors. Mixing two colors to make a new color. Supporting Questions: 1. What color do you see? ¿Qué color ve? Àṣ Ẁwo ni o rí? 2. What happens when we mix colors? ¿Qué pasa cuando mezclamos colores? Kí ni ó máa ń ṣẹlẹ̀ nígbà tí a bá da àwọn àwọ̀ pọ̀?
Lesson Materials and Resources
Paint (red, blue, yellow) Mixing trays Smocks Color cards
Lesson Activities
Morning circle discussion about clothes colors:

Question of the day 1:

What color do you see?
¿Qué color ve?
Àwọ Ẁo ni o rí?

Question of the day 2:

What happens when we mix colors?
¿Qué pasa cuando mezclamos colores?
Kí ni ó máa ń ṣẹlẹ̀ nígbà tí a bá da àwọn àwọ̀ pọ̀?

Read Aloud :

Video: **Froggy Gets Dressed by Jonathan London**

Core Word Focus: Clothes Link to Letter: H

Vocabulary Word: Red Core Definition: Red

At choice time/free play time:

Teacher demonstration of color mixing

Hands-on color mixing exploration

Group reflection using visuals

Lesson Materials

Paint
Mixing tray
Color Visual Card

Lesson 3: Pattern Tells Stories

Lesson Objective(s) and Supporting Question(s)

Lesson Objectives:

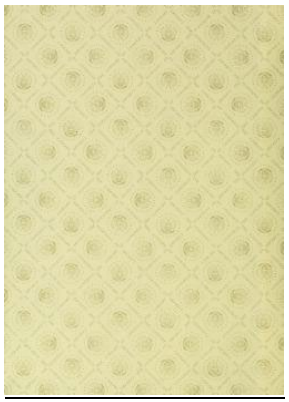
Create simple repeating patterns.

Recognize patterns in clothing.

Supporting Questions:
What is a pattern?
¿Qué es un patrón?
Kí ni ìṣ Ẉ ẋín léraléra?

What shapes do you see in these patterns?
¿Qué formas ves en estos patrones?
Àwọn ìrísí wo ni o rí nínú àwọn ìṣ Ẉ ẋín léraléra ẉ Ẍyí?

Lesson Materials and Resources



Pattern blocks or colored tiles
Pattern cards

Lesson Activities

Morning circle discussion about patterns:

Question of the day 1:

What is a pattern?
¿Qué es un patrón?
Kí ni ìṣ Ẉ ẙín léraléra?

Question of the day 2:

What shapes do you see in these patterns?
¿Qué formas ves en estos patrones?
Àwọn ìrísí wo ni o rí nínú àwọn ìṣẹ̀lẹ́ṣẹ́ṣín léraléra ẹ̀ẹ́yí?

Read Aloud :

Video: Sent by parents/guardians about clothes/fabric that tells stories

Book: **Froggy Gets Dressed by Jonathan London**

Core Word Focus: Patterns Link to Letter: S

Vocabulary Word: Hexagon Core Definition: Hexagon

At choice time/free play time:

Pattern hunt in classroom photos

Guided pattern-making with tiles

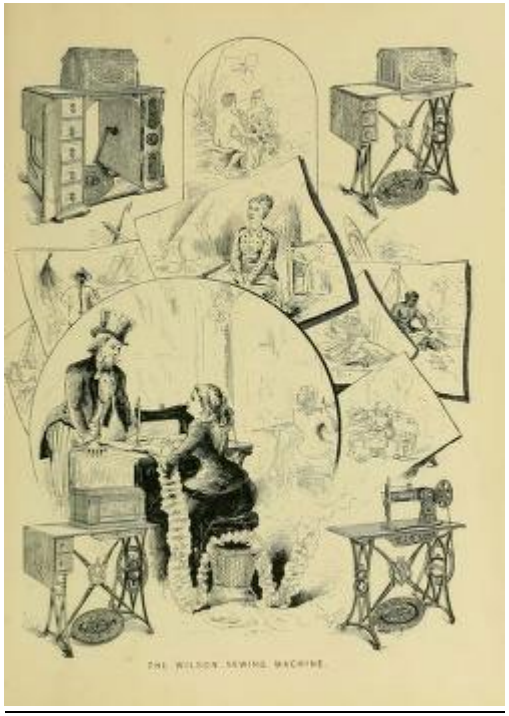
Independent pattern creation

Lesson Materials

Pattern blocks or colored tiles
Pattern cards
Photos of patterned clothing

Lesson 4: My Clothes Tell My Story

Lesson Objective(s) and Supporting Question(s)
Lesson Objectives: Create a clothing design using colors and patterns. Share ideas about their design. Supporting Questions: What does my design tell about me? ¿Qué dice mi diseño sobre mí? Kíni oniruwe mi ń sọ̀rọ̀ nípa mi? What do you see in the picture? ¿Qué ves en la imagen? Kí ni o rí nínú àwòrán yìí?
Lesson Materials and Resources



Paper clothing templates
Fabric scraps
Glue, paint, tiles

Lesson Activities

Morning circle discussion about clothes that tell:

Question of the day (1):

What does my design tell about me?
¿Qué dice mi diseño sobre mí?

Kíni oniruwe mi ń sọ̀rọ̀ nípa mi?

Question of the day (2):

What do you see in the picture?
¿Qué ves en la imagen?
Kí ni o rí nínú àwòrán yìí?
Read Aloud :

Video: Sent by parents/guardians about clothes/fabric that tells stories

Book:**Froggy Gets Dressed by Jonathan London**

Core Word Focus: Patterns Link to Letter: S

Vocabulary Word: Hexagon Core Definition: Hexagon

At choice time/free play time:

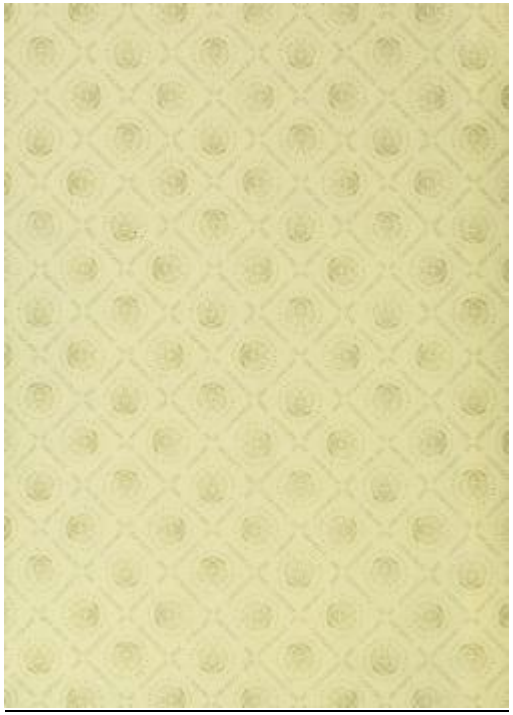
Review colors, shapes and patterns

Create “story clothing” artwork

Share and celebrate student work

Lesson Materials

Color cards



REFERENCES:

Library of Congress (LOC)

Primary source:

Book/Printed Material

Sketch book of the Inter-state exposition, Chicago ...

Contributor: Barbour, George M.
Date: 1883, pages 1,2, and 15.

Lincoln's New Salem Historic Site

Illinois Quilt Research Project; Illinois State Museum
Petersburg; Illinois; United States

Illinois State Museum

Illinois State Museum
Illinois; United States

Supplementary Material:

Example of Student Work

Video of Student Work:
https://drive.google.com/file/d/1zzeRsFa2FTY4vIPagVws9OCb46ILyZPy/view?usp=sharing