

Teacher's Guide for ASK, Making Clothes

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Betty Lou Askin, a retired educator, who resides in Toronto Ontario, prepared this guide.

Scoops (pages 2-3)

Mama Moose Knows Best

- Explain why mama moose does know best.
- Describe the new ideas about the moose that are being considered by the scientists.

How Round Can You Go?

- Why does the world need a perfect sphere?

Copy Cat

- Explain what the scientists learned in the experiment with cats.

Nestor's Dock (pages 4-5)

- Phil is a sceptic. Explain what this means.
- What materials can you identify in this word – megalomasticpolycottonrayon?
- Why does this flying suit seem like an incredible material?
- Explain why Phil changed his mind.

A Riveting Idea (pages 6-11)

During or after the reading use these prompts to focus on the content:

- Explain why the pockets in miners' pants were a big problem.
- Describe how Davis got his idea to use rivets in his work pants.
- Who was Levi Strauss?
- How did Davis protect his creation?
- Describe how Davis and Strauss constructed work pants.
- What is denim?
- Creative Writing:
 1. Create a newspaper advertisement for Davis' work pants. Write information that would encourage people to buy this product and include artwork.
 2. Write an essay telling the history of denim jeans.

Clothes with an IQ (pages 12-13)

- Divide the class into 5 groups. Assign one of the topics on pages 12-13 to each of the groups. Ask the students to do the following:
 - Ask one student in the group to read the article aloud to the other members
 - The other students will listen to the information and make notes of what they hear.
 - Each student will write a paragraph about their particular smart clothes and make drawings
 - As a group, they will prepare an oral presentation to the rest of the class.

- Creative Work:
 1. Design an article of clothing that has an IQ. Describe your item and provide pictures.
 2. Create an ad campaign to sell one of the five types of clothing featured in this article. Your campaign could be part of a newspaper, TV, radio or billboard advertisement. The TV or radio ad would need dialogue.

A Farsighted Look at Glasses (pages 14-15)

- Use a Read Aloud method to understand this article. After doing this, create a time line about the history of glasses.
- Writing:

Ask each student to choose one section of this article that they found interesting. Ask them to write (or possibly research the information) a passage about their chosen concept. They can include pictures with their work. Their work can then be shared with other members of their group.

Made to Fit (pages 16-18)

- If possible obtain a pattern from one of the pattern companies such as Simplicity, Butterick, Burda, Vogue, etc. Looking at such a pattern would enhance the students' understanding of how clothes are made.
- Purchase a long rectangular piece of cloth and practice wrapping a sari.
- Research:

Assign any aspect of the making of clothes to the students. Examples might include weaving, sewing, manufacturing, retail, styles, fads, history of clothing design, etc.
- If you are not familiar with knitting and crocheting, you might ask another staff member or parents to provide demonstrations/lessons to show the students these arts.
- In the Arctic, all parts of an animal are used to make clothing for humans. Explain why this is done.
- Creative Work:

Help the students design and cut out of paper articles of clothing that might fit a small doll.

Garrett Morgan Inventor Hero (pages 19-21)

Use these questions to focus on the article:

- Who was Garrett Morgan?
- Why were 1900 factories considered a 'firetrap'?
- Describe the "safety hood" designed by Morgan.
- Explain why Garrett Morgan was a hero.
- Discuss aspects of fire safety such as the fact that smoke rises. Explain that if someone is caught in a smoke filled room they should keep as low to the ground as possible. Relate this fact to Morgan's design of the "safety hood".
- What was the problem with the original traffic signals designed by other inventors?
- Describe how Morgan solved the problem with the other signals.

Postcards from Marco Polo (pages 22-27)

Prior Knowledge:

Before beginning this article, ask the students what they know about Marco Polo. Make a list of this information on the chalkboard or chart paper.

- Read the entire article in one session.
- Return to the beginning and read each postcard one at a time. Discuss the content. After reading each one, ask the students to use the information to create a diary for Marco Polo using their own words.
- Include pictures with the written diary.

Jimmy the Bug (page 32)

- Before reading this article find out if the students are aware of the difference between fruits and vegetables. You might keep the students as one large group or divide them into smaller groups.
- Ask them to create two lists using the titles, Fruit for one and Vegetables for the other column. They will list all the fruits and vegetables that they know.
- Pose the next questions – What is a Fruit? What is a Vegetable? What is the Difference?

