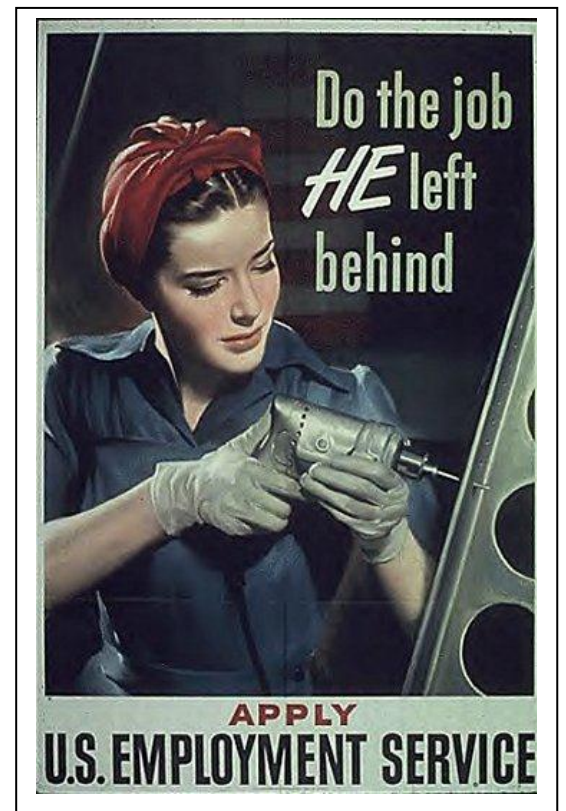


# How has Fashion Reflected Gender Roles in American Society?

## Discussion Lesson

Marcia E. Matter

[mmotter@washoe.k12.nv.us](mailto:mmotter@washoe.k12.nv.us)



# 2012-2013 Teaching American History

## Extended Discussion/Writing Lesson Plan

**Lesson Title:** Fashion and Gender Roles

**Author Name:** Marcia Motter

**Contact Information:** mmotter@washoeschools.net

**Appropriate for Grade Level(s):** 7-12

**US History Standard(s)**

H3.[6-8].12 Explain the major social, technological, and cultural developments of the 1920s.

H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

**CCSS(s):**

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

**Discussion Question(s):** How has fashion reflected gender roles in American Society?

**Discussion Engagement Strategy:** Jigsaw Seminar

**Student Readings/Sources (list):** Gibson Girls Primary Source, Flappers Primary Source, World War II Primary Source, 1950s Primary Source

**Description of student writing assignment and criteria/rubric used for assessment of student writing:** Students will write a paragraph that answers the question: How has fashion reflected gender roles in American society? They will explain how fashion has reflected gender roles using three of the four time periods given. Students will write a paragraph that includes a

claim, 3 pieces of evidence (cited correctly), and reasoning. They will also conclude with a counterclaim. A grading rubric is included that focuses on the title, claim, evidence, reasoning, counterclaim, organization, and conventions.

**Other Materials:** Hook: Paper Doll Pattern, Paper Doll Clothes, Hook Question Page (Make enough sets for groups of 3 or 4 and place in envelopes for multiple use), Jigsaw Questions for Expert Group/Small Group Discussion, Graphic Organizer for Rough Draft, Discussion Question Writing Prompt, Exemplar Paragraph, Grading Rubric, Differentiated Graphic Organizer (foldable) for rough draft,

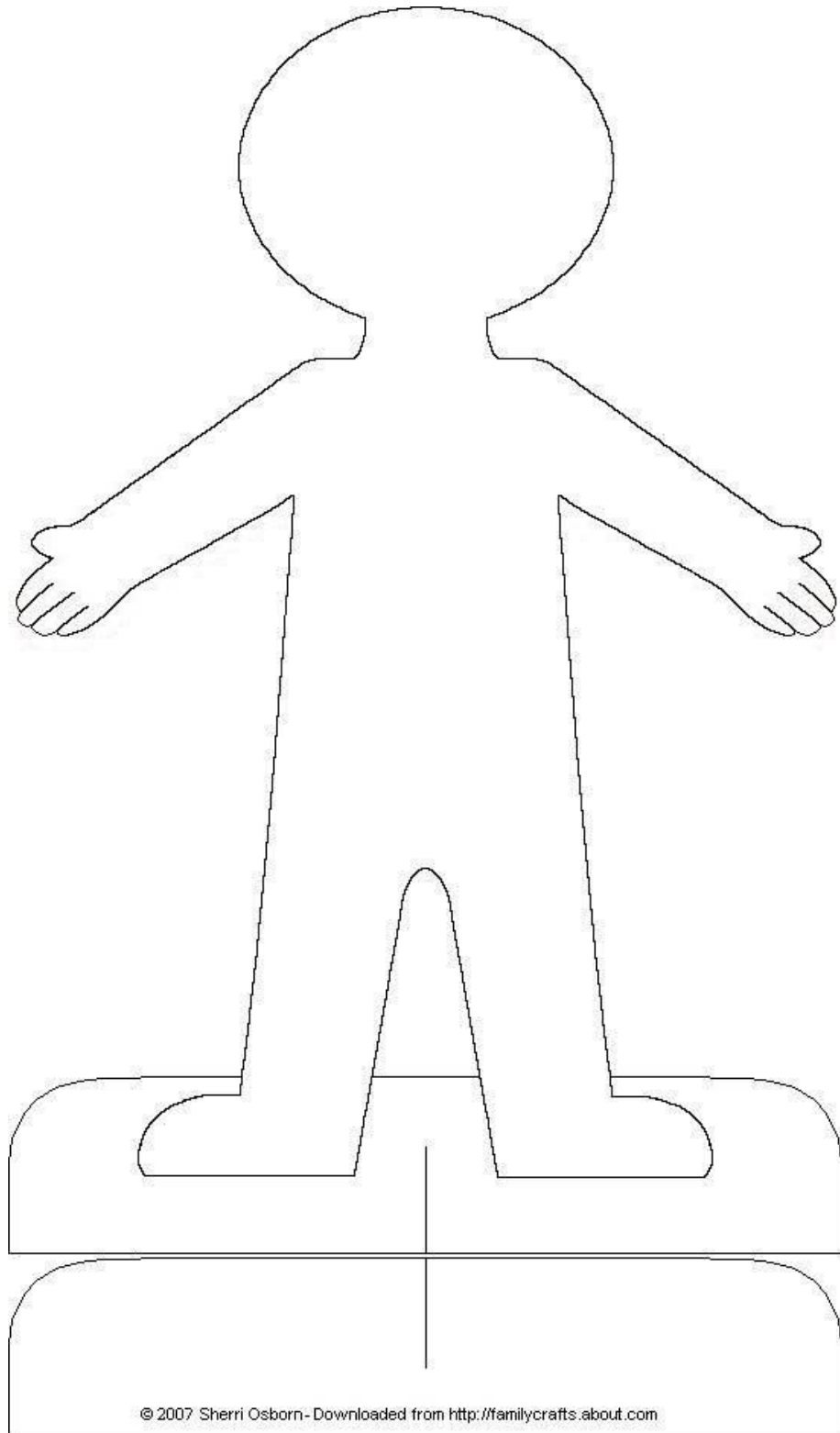
**Total Time Needed:** 4-5 days

**Lesson Outline:**

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
<p><b>Day 1:</b> 10 min</p> <p>10 min</p>	<p>Hook: Place students into groups of 3 or 4. Pass out an envelope and a <i>Fashion and Gender Roles Hook</i> sheet to each group.</p> <p>Ask students to pick an outfit and dress their paper doll. Then, as a group, answer the questions.</p> <p>Lead the class in a discussion of their answers.</p>	<p>Students will choose a dress and put it on their paper doll. When they have finished, they will, as a group, answer the questions on the <i>Fashion and Gender Roles Hook</i>. One student will be the secretary and write down the answers.</p> <p>A spokesperson for the group will share answers in the group discussion.</p>
5 min	<p>Explain the discussion lesson.</p> <p>Ask if students have ever thought about how the clothes they wear reflect the roles in society. Tell them that over the next few days they will be reading about fashion and how the fashion of the era reflected gender roles.</p>	<p>Students are actively listening.</p> <p>Students are reflecting and generating answers for discussion.</p>
25 min	<p>Pass out primary source packet (4 sources: Either number the sources 1-4 or copy each source on a different color for the Jigsaw)</p> <p>Students will begin the <b>Discussion Jigsaw</b> today. Number the students 1-4 and put them into groups. Once they are in their groups assign each group a <i>Primary Source</i> to analyze.</p> <p>Explain to the class that they will become experts on the Primary Source they are analyzing and will be sharing that information with another group in the next few days.</p> <p>Within their groups have students read and discuss the <i>Primary Source</i> they were assigned.</p>	<p>Students will remember the number they are assigned and move into the appropriate group for discussion.</p> <p>Students will actively participate in group reading and discussion of <i>Primary Source</i>.</p> <p>Students will</p>
<p><b>Day 2:</b> 15-20 min</p>	<p>Ask students to get into their expert groups for the Jigsaw. Give them 15-20 minutes to answer questions on the Jigsaw Discussion Page.</p>	<p>Students will read, discuss, and work with expert group to understand their <i>Primary Source</i> and to answer the questions.</p> <p>Students, after working with group, will be the experts on their <i>Primary Source</i> and be ready to share the information with their small discussion group.</p>
3 min	<p>Place students into <i>Small Discussion Groups</i>. (If teacher used 4 different colors for the sources, have students find experts that have the 3 other colors, so that their group has all 4. If teacher wrote a number from 1-4 on each document, have students group together so that their group has all numbers, 1-4)</p>	<p>Students will get into groups based on the color or number of the source. Groups will have all 4 sources represented.</p>

30-35 min	<p>In their small groups, have each expert share their source with the rest of the group. Facilitate the Jigsaw/small group discussion.</p> <ul style="list-style-type: none"> <li>-allow 15 minutes for each person to share information; use teacher discretion if more or less time is needed.</li> <li>-2 experts should be able to present today</li> </ul>	<p>Each student or expert will share their information with the rest of the group. They will share the big understandings and help the other students understand the document. Students will read, annotate and fill in the Discussion Jigsaw Page as each expert presents/explains information.</p>
<b>Day 3:</b> 30 min	<p>In their small groups, have each expert share their source with the rest of the group. Facilitate the Jigsaw/small group discussion.</p> <ul style="list-style-type: none"> <li>-allow 15 minutes for each person to share information; use teacher discretion if more or less time is needed.</li> <li>-all 4 students should be done presenting their information</li> </ul>	<p>Each student or expert will share their information with the rest of the group. They will share the big understandings and help the other students understand the document. Students will read, annotate and fill in the Discussion Jigsaw Page as each expert presents/explains information.</p>
15-20 min	<p>Whole Class Discussion: Discuss the big question with the class. How has fashion reflected gender roles in American society? Have students give specific examples/evidence from the sources.</p> <ul style="list-style-type: none"> <li>-ask the question about each era</li> </ul>	<p>Students will participate in whole class discussion. Students will actively listen to discussion and contribute new insights or ideas when appropriate.</p>
<b>Day 4:</b> 50 min	<p>Write the question on the board: How has fashion reflected gender roles in American society?</p> <p>Tell the class that they are going to write a paragraph that answers this question. They will use 3 of the 4 sources to answer the question. Explain that they will use evidence/reasoning from each of the sources to answer the question. Either the <i>Graphic Organizer</i> or the <i>Foldable</i> can be used as the rough draft for the writing.</p>	<p>Students will listen to and follow along as the directions for the writing assignment are explained by the teacher. Students will write a rough draft for their paragraph using the <i>Graphic Organizer</i> or the <i>Foldable</i>.</p>
<b>Day 5 /Optional</b> 50 min	<p>Ask students to get out their rough drafts and their <i>Primary Source packets</i> from yesterday. Pass out the writing prompt. Explain that students will have the class period to write the final draft of the paragraph. It will be due at the end of class today.</p> <p><b>(Option: If there are time constraints, assign the final writing assignment as homework on Day 4 and have it due today.)</b></p>	<p>Students will take out their rough drafts from yesterday. Students are using their rough drafts and their <i>Primary Source packets</i> to write the final copy of their paragraphs. Students will turn in the final copy of their paragraph.</p>

# Paper Doll Pattern



This is for the Hook. Cut this out along with the clothing. Make class sets and put them in envelopes for multiple use.



Hook: Paper Dolls

The 1920s

Cut out the dresses. These will go with the paper doll and the other dresses. Make a set of all of them put together. Make class sets and put them in envelopes for multiple use.



Hook: Paper Dolls

The 1950s

Cut out the dresses. These will go with the paper doll and the other dresses. Make a set of all of them put together. Make class sets and put them in envelopes for multiple use.



Hook: Paper Dolls

The 1900s

Cut out the dresses. These will go with the paper doll and the other dresses. Make a set of all of them put together. Make class sets and put them in envelopes for multiple use.





Hook: Paper Dolls

The 1940s

Cut out the dresses. These will go with the paper doll and the other dresses. Make a set of all of them put together. Make class sets and put them in envelopes for multiple use.

# How has fashion reflected gender roles in American society?

## Jigsaw Questions

### Primary Source 1: The Gibson Girl/Early 1900s:

1. Looking at the image(s), describe the fashion of the time period/era: \_\_\_\_\_

\_\_\_\_\_

2.a What is the gender role for women during this time period? \_\_\_\_\_

\_\_\_\_\_

2.b Underline or highlight two pieces of evidence from the reading that explain your answer.

3. How does the fashion of the time period reflect gender roles for women? \_\_\_\_\_

\_\_\_\_\_

4. How does the image(s) help to give you more information to answer question #3? \_\_\_\_\_

\_\_\_\_\_

### Primary Source 2: The Flapper/1920s:

1. Looking at the image(s), describe the fashion of the time period/era: \_\_\_\_\_

\_\_\_\_\_

2.a What is the gender role for women during this time period? \_\_\_\_\_

\_\_\_\_\_

2.b Underline or highlight two pieces of evidence from the reading that explain your answer.

3. How does the fashion of the time period reflect gender roles for women? \_\_\_\_\_

\_\_\_\_\_

4. How does the image(s) help to give you more information to answer question #3? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# How has fashion reflected gender roles in American society?

## Jigsaw Questions

### Primary Source 3: Rosie the Riveter/1940s-WWII:

1. Looking at the image(s), describe the fashion of the time period/era: \_\_\_\_\_

\_\_\_\_\_

2.a What is the gender role for women during this time period? \_\_\_\_\_

\_\_\_\_\_

2.b Underline or highlight two pieces of evidence from the reading that explain your answer.

3. How does the fashion of the time period reflect gender roles for women? \_\_\_\_\_

\_\_\_\_\_

4. How does the image(s) help to give you more information to answer question #3? \_\_\_\_\_

\_\_\_\_\_

### Primary Source 4: The Housewife/1950s:

1. Looking at the image(s), describe the fashion of the time period/era: \_\_\_\_\_

\_\_\_\_\_

2.a What is the gender role for women during this time period? \_\_\_\_\_

\_\_\_\_\_

2.b Underline or highlight two pieces of evidence from the reading that explain your answer.

3. How does the fashion of the time period reflect gender roles for women? \_\_\_\_\_

\_\_\_\_\_

4. How does the image(s) help to give you more information to answer question #3? \_\_\_\_\_

\_\_\_\_\_

# The Gibson Girl

## The Ideal Woman of the Early 1900s

The pen-and-ink drawings of illustrator Charles Gibson came to represent the spirit of the early twentieth century in America. His illustrations, appearing in a number of popular magazines, both influenced and reflected attitudes, behaviors and mores in this country. His drawings attracted instant recognition and admiration by the general public. The "Gibson Girl" became a model for fashion mimicked by women and admired by men, while the adventures of "Mr. Pipp" amused his audience and his satirical drawings provided social commentary. His drawings appeared in such popular magazines as *Scribner's*, *Harpers*, *Collier's*, and *The Century*. His images permeated popular culture, appearing in such non-print items as wallpaper, china plates, matchboxes and umbrella stands in much the same way that today's popular icons grace T-shirts and sweat shirts.

The "Gibson Girl" is probably the best remembered of the artist's images. With her hair piled atop her head and a waist so tiny as to defy belief, the Gibson Girl represented a serene self-confidence that could surmount any problem. The envy of all who knew her, the Gibson Girl remained aloof of her surroundings but not to the extent of haughtiness. She was at once remote but yet accessible. The "Gibson Man," equally as handsome and self-assured as the Gibson Girl, provided her perfect partner. The Gibson Girl and the Gibson Man in some ways represent the "Barbie and Ken" dolls of the early 1900s as icons of popular Culture.



The Gibson Girl

The coming of the First World War ended the public's romance with Gibson's images. The collective outlook changed from confident optimism to reserved cynicism - an outlook in which Gibson's perspective seemed out of place. His popularity waned but there is no ignoring his influence on popular culture during the first decades of the twentieth century. "The Gibson Girl" EyeWitness to History, [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com) (2001).



Nineteenth century women were supposed to be demure, inactive, and tied to the house, while men typically spent their time outside the home at work. Fashion trends reflected these gender roles. Men's fashions became more functional, emphasizing "cut and fit above ornament, color, and display." Women's clothing, on the other hand, became more "flamboyant," characterized by exaggerated bust-lines, hoop skirts, and corsets. Worn under clothing, corsets were tightly laced garments that cinched the torso into unhealthy proportions (cultural historian David Kunzle documents stories of women whose corsets gave them thirteen inch waists).

Such garments made it difficult for women to move quickly or efficiently. Fischer notes that it was not uncommon for women to wear "as much as twenty-five or thirty-five yards of cloth just in skirts." Any deviation of this dress code, even to perform household chores more easily, was considered unbecoming or even scandalous. Some women complained that long dresses and starched skirts were burdensome for their daily activities, but they remained bound by nineteenth century morals to wear them

"Fashion and Gender Roles" Book Rags, <http://www.bookrags.com> (2012).

# Flappers of the 1920's

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## The Flapper - A 1920's Phenomenon

Up until the early 1900's the pace of change in American lifestyles had been relatively slow with most people experiencing a similar lifestyle to what their preceding generations had also followed. The rate of change started to accelerate in the early 1900's as new influences had an effect that reached even the furthest parts of the country. This had the effect of creating a new country-wide culture in the early twentieth century. The movies, radio shows, sophisticated advertising, and popular magazines all had an influence on the lives of 1920's youth who saw themselves as different from the older generation. Young people began to model themselves on movie and sports stars who represented a glamorous new age, but they also took on many of the negative traits of their idols like smoking, bad language, immorality, and selfishness. And so the new youth culture manifested itself as the flapper and sheik.



The flapper stereotype is one of short bobbed or shingled hair, straight loose knee-length dresses with a dropped waistline, silk or rayon stockings with garters, heavy makeup, and long beaded necklaces. Flappers are also associated with Jazz and [1920's dances](#) like the Charleston.

### Here are some contemporary descriptions of the flapper!

*One Connecticut damsel gives the following recipe for the flapper:—"Take two bare knees, two rolled stockings, two flapping goloshes, one short skirt, one lipstick, one powder puff, 33 cigarettes, and a boy friend with flask. Season with a pinch of salt and dash of pep, and cover all with some spicy sauce, and you have the old-time flapper."*

*"Then you have the real modern American flapper: Two bare knees, two thinner stockings, one shorter skirt, two lipsticks, three powder puffs, 132 cigarettes, and three boy friends, with eight flasks between them."*

*A magazine article, written by four members of the Junior League in different parts of the country, says that the flapper was a post-war creation. Her hair overnight resembled that of a Hottentot; her skirts ended about her knees; she sneaked her brother's cigarettes, and swore like a trooper. She chewed gum—great wads of it—vigorously and incessantly. Her make-up was as crude as a clown's.*

The flapper started to fade away in 1928 as indicated by the following magazine article published in February of that year.

*Gone is the flapper. In her place has come the young woman with poise, of soft-toned and correct speech, soberly dressed, and without closely cropped hair. Such, at all events, are the specifications of Miss 1928 as portrayed in the current number, of the "Junior League Magazine," which is the national organ of the younger social sets of some thirty of the principal American cities.*

*According to an investigation which has been conducted by members of the Junior League throughout the country it has been revealed that the flapper has sung her swan song in north, south, east, and, west. "Those hard-boiled little things with shaved necks have gone completely out of style," says one active Chicago member of the Junior League.*

*Miss 1928 on the other hand, is much more subtle and polished, and she wears black satin instead of cerise. She blends rouge evenly and inhales cigarettes gracefully without puffing furiously and, unlike her predecessor, she drinks her liquor from a teacup rather than from a flask.*

*"This year's style in young girls is to be quiet, conversational, and terribly in earnest about careers."*

1920's Flapper - Copyright © 2005 1920-30.com

## The Flapper Look

The flapper had an unmistakable look. The long locks of Victorian women lay on the floors of beauty parlors as young women cut their hair to shoulder length. Hemlines of dresses rose dramatically to the knee. The cosmetics industry flowered as women used make-up in large numbers. Flappers bound their chests and wore high heels. **CLARA BOW**, Hollywood's "It" Girl, captured the flapper image for the nation to see.

Many women celebrated the age of the flapper as a female declaration of independence. Experimentation with new looks, jobs, and lifestyles seemed liberating compared with the socially silenced woman in the Victorian Age. The flappers chose activities to please themselves, not a father or husband. Flappers were expressing themselves or acting like men. Smoking and drinking were characteristic of the modern young woman.

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## The Demise of Subservience: The Flapper

The flapper of the 1920s was the antithesis of the Gibson girl. The aesthetic that characterized the flapper was that of youthfulness... Visually the flapper conveyed intensity, energy, and volatility. Social critics described its impact as leading to "a revolution in morals and manners." She bobbed her hair, her dresses were tight, straight, and short, with a low waist, usually placed about the hips. Her chest was flattened, her waist was hidden, and her legs were kept in plain view. Bones, stays, and long skirts were gone. Flappers' clothing was not stiff, or rigid, and fewer garments were required. In the workplace the flapper joined the Gibson girl as a new category of womanhood.

Rubinstein, Ruth P. [Dress Codes: Meanings and Messages in American Culture](#). Boulder: Westview Press, 2001.



Clara Bow

# World War II Era/Rosie the Riveter

As more and more American women entered the military or took civilian jobs in industry to carry on the work of men who had gone off to war, women wanted fashions that were less frilly and more suitable for work. They also wanted clothing styles similar to the uniforms worn by their men. In general, women's clothing became uninteresting, practical, and restrained, but above all, functional. There was little adornment on the original items, because adornments required additional fabric and materials. But women frequently applied their accessories, like bows and fringe, in order to stand out in a crowd. Women's blouses and jackets adopted the boxy, square shouldered look of the military uniform by stitching cheap shoulder pads into the fabric and women's skirts maintained a uniformly short and straight look. Natural materials and fabrics, like wool and leather, were in short supply because the military had numerous uses for them. Hot items of the day included hats styled like U.S. Army uniform hats and berets.

[www.nara.gov](http://www.nara.gov) - War Production in 1942, Issued by the Division of Information. War Production Board.

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During the war, all types of cloth were needed for a variety of wartime purposes, and material for clothing was severely rationed. Women were issued a limited number of ration coupons to use for clothing purchases each year, and this number declined steadily as the war progressed. Due to the limited materials, fashions of the era emphasized shorter skirts than ever before and short, blocky jackets (Pendergast 2004). Buttons for any type of apparel were limited to three per clothing item. Nylon stockings were very scarce, and women were encouraged to make do with ankle socks and bare legs. During the war and its aftermath, there was rarely an adequate amount of any clothing item available, and women were forced to do the best they could and dress as femininely as possible with the available stock.

Hall, Lee. 1992. *Common Threads: A Parade of American Clothing*. Boston: Little, Brown.

Pendergast, Sara. 2004. *Fashion, Costume and Culture: Clothing, Headwear, Body Decorations, and Footwear through the Ages*. Detroit: UXL.

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...With the government setting such tight limits on how many items of clothing each person could buy, everyday apparel, coats, and shoes had to be functional and hard-wearing.

According to Anne Tyrell, author of *Changing Trends in Fashion*, the styles available during the war were austere and simple. Gone were the ruffles and frills of the previous decade. Civilian clothing often mirrored the military uniform styles. Because rubber was necessary for the war effort, designers promoted styles that did not require girdles. Women's nipped-in waists were let out, lending dresses a matronly, rather shapeless character. Pants also became popular, in concurrence with the well-known image of "Rosie the Riveter," largely because women joining the workforce in factories to replace the men who were at war.

Olds, Lauren (2001) "World War II and Fashion: The birth of the New Look," *Constructing the Past*. Vol. 2: Iss. 1, Article 6.

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World War II was a turning point for blue jeans in America. Materials were scarce as resources were diverted to the war effort, but with the increasing number of workers in the factories and munitions plants, great quantities of durable work clothes were needed. Jeans were declared "essential commodities" and to serve the needs of thousands of Rosie the Riveters, the Blue Bell company came out with special Wrangler dungaree style dubbed "the Jeanie" (Brooks 71; Quinn 19; Shea 31). ...the garments were perceived as part of the patriotic, all-pitching-in-spirit, and were thought of fondly. To women workers who had been used to wearing dresses and more constricting garments, they must have also seemed liberating and refreshingly comfortable.

Gordon, Beverly. *American Denim: Blue Jeans and Their Multiple Layers of Meaning*.



"Rosie the Riveter"





# The 1950s Housewife

Even after the war's end, clothes rationing continued in Britain. Americans had fewer constraints to follow, and as a result, a new American Look was born... This changed in 1947 when the French designer Christian Dior launched his New Look, drastically altering the square-shouldered, straight female silhouette of the last ten years. This style had more in common with the Gibson girl look of the early 1900s than the fashions from just a few years before.

It is not surprising that despite its impracticality and artificial, exaggerated silhouette of womanhood, women were willing to give up their utilitarian, comfortable clothing for the New Look. Women were tired of wearing dull tweeds, and masculine-looking jackets; they were ready to restore their femininity. Although the shape of the New Look was quite unnatural, it was undoubtedly alluring and glamorous. In addition, the New Look symbolized new hope and prosperity after years of scrimping and saving.

Women who had rolled up their sleeves in the factories doing "man's work" returned to their homes to greet their husbands with open arms. Leaving their assumed masculine jobs behind meant abandoning the simple work clothes for the direct antithesis: dresses with full, sweeping skirts worn with delicate high heels. It was a way to reclaim their femininity and step aside to allow their husbands, brothers, and fathers to reassume their pre-war roles.

... The New Look was an aristocratic look. A woman wearing a corset, petticoat, full skirt, and heels looked like a genteel and elegant lady. She didn't have to work in a factory. Her successful husband took care of her and she did not have a care in the world, other than taking care of their beautiful children and shopping...

Olds, Lauren (2001) "World War II and Fashion: The Birth of the New Look," *Constructing the Past*. Vol. 2: Iss. 1, Article 6.

Housekeeping Monthly 13 May 1955



Housekeeping Monthly 13 May 1955

## ***The good wife's guide***

- Have dinner ready. Plan ahead, even the night before, to have a delicious meal ready, on time for his return. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal (especially his favorite dish) is part of the warm welcome needed.
- Prepare yourself. Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people.
- Be a little gay and a little more interesting for him. His boring day may need a lift and one of your duties is to provide it.
- Clear away the clutter. Make one last trip through the main part of the house just before your husband arrives.

- Gather up schoolbooks, toys, paper etc and then run a dustcloth over the tables.
- Over the cooler months of the year you should prepare and light a fire for him to unwind by. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too. After all, catering for his comfort will provide you with immense personal satisfaction.
- Prepare the children. Take a few minutes to wash the children's hands and faces (if they are small), comb their hair and, if necessary, change their clothes. They are little treasures and he would like to see them playing the part. Minimise all noise. At the time of his arrival, eliminate all noise of the washer, dryer or vacuum. Try to encourage the children to be quiet.
- Be happy to see him.
- Greet him with a warm smile and show sincerity in your desire to please him.
- Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first – remember, his topics of conversation are more important than yours.
- Make the evening his. Never complain if he comes home late or goes out to dinner, or other places of entertainment without you. Instead, try to understand his world of strain and pressure and his very real need to be at home and relax.
- Your goal: Try to make sure your home is a place of peace, order and tranquility where your husband can renew himself in body and spirit.
- Don't greet him with complaints and problems.
- Don't complain if he's late home for dinner or even if he stays out all night. Count this as minor compared to what he might have gone through that day.
- Make him comfortable. Have him lean back in a comfortable chair or have him lie down in the bedroom. Have a cool or warm drink ready for him.
- Arrange his pillow and offer to take off his shoes. Speak in a low, soothing and pleasant voice.
- Don't ask him questions about his actions or question his judgment or integrity. Remember, he is the master of the house and as such will always exercise his will with fairness and truthfulness. You have no right to question him.
- A good wife always knows her place.



Name \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_

## Graphic Organizer for Paragraph:

How has fashion reflected gender roles in American society?

Title of writing piece:

Claim:

Evidence 1:

Reasoning 1:

Evidence 2:

Reasoning 2:

Evidence 3:

Reasoning 3:

Counterclaim:

Once you have filled out this graphic organizer, write a paragraph with the information organized from the outline above. Remember to write your paragraph in correct form using indentation, proper punctuation, and capitalization.

Don't forget to use quotations with your evidence when using words. Quote/cite your evidence correctly with line numbers if appropriate (line 12). Also, cite your source with the author's name or the name of the article.



## Exemplar Paragraph

Write a paragraph that answers the following question: *How has fashion reflected gender roles in American society?* Explain how fashion has reflected gender roles in 3 different time periods.

Write a claim. Use 3 pieces of evidence and reasoning from the various sources to support your answer.

Remember to cite the evidence correctly. Connect the evidence to the claim with reasoning that explains the evidence. Write a counterclaim at the end of the paragraph. Write the paragraph using correct form.

### Fashion and Changing Gender Roles in American Society

Over the decades, from the 1900s to the 1950s, fashion has reflected gender roles in American society. Fashion and clothing can reflect a nation's culture, class and gender roles. The various fashion styles for women during the past 100 years reflect the attitudes and beliefs of our society. In the early 1900s, Charles Gibson drew a series of pen and ink drawings that became famous. Many women wanted to dress like the "Gibson Girl" of his drawings. The look required long hair piled in curls on top of her head, tight corsets, hoop skirts, and dresses with yards of heavy fabric that made movement difficult. According to the article on "Fashion and Gender Roles", "Nineteenth century women were supposed to be demure, inactive, and tied to the house." This style reflected the passivity of women, restricted their movement, and showed how they were subservient to men. Women were to look pretty and stay in the home. The early 1900s differed from the 1920s with the creation of the young, energetic flapper who was the opposite of the "Gibson Girl." *The Flapper Look* articles states, "Many women celebrated the age of the flapper as a female declaration of independence. Experimentation with the new looks, jobs, and lifestyles seemed liberating compared with the socially silenced woman in the Victorian Age." The flapper reflected this new independence with her fashion and style. She bobbed her hair short, wore straight dresses that had a low waist and did not require a corset. The hemline of her dress was much shorter and showed her knees. The flapper was an independent woman who started working outside of the home, thinking for herself, and acting more like men. The decade of the 1940s brought World War II. Many women of the 1940s went to work in factories while the men were fighting in the war. These women were nicknamed Rosie the Riveter. They dressed in a more practical, functional style that was suitable for their daily activities. Women started working and taking on male roles in their daily lives. Their clothing and style reflected this change. Lauren Olds states, "Gone were the frills and ruffles of the previous decade. Civilian clothing often mirrored the military style uniforms." They started wearing pants that would withstand the hard, daily work. Beverly Gordon wrote, "Jeans were declared "essential commodities" to serve the needs of thousands of Rosie the Riveters, ... the garments were perceived as part of the patriotic, all-pitching-in-spirit, and were thought of fondly." On the other hand, fashion does not reflect gender roles in American society. In every decade there are women who are feminists and "free thinkers" who do not comply with the fashion of the time. They wear their own, unique style that expresses their personal attitudes and beliefs.

Name \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_

## Grading Rubric for: How has fashion reflected gender roles in American Society?

<b>Title:</b> The title is written correctly and describes the paragraph.	3	0
<b>Claim:</b> The claim was written correctly, as a statement.	5	3 0
<b>Evidence 1:</b> The evidence chosen supports the claim The evidence was cited correctly, including who said it and line numbers (line15) at the end of the quote.	5 5	3 0 3 0
<b>Reasoning 1:</b> The reasoning explains how the evidence supports the claim.	5	3 0
<b>Evidence 1:</b> The evidence chosen supports the claim The evidence was cited correctly, including who said it and line numbers (line15) at the end of the quote.	5 5	3 0 3 0
<b>Reasoning 2:</b> The reasoning explains how the evidence supports the claim.	5	3 0
<b>Evidence 3:</b> The evidence chosen supports the claim The evidence was cited correctly, including who said it and line numbers (line15) at the end of the quote.	5 5	3 0 3 0
<b>Reasoning 3:</b> The reasoning explains how the evidence supports the claim	5	3 0
<b>Counterclaim:</b> The counterclaim is included and makes a statement that is an argument for the other side of the claim.	5	3 0
<b>Organization:</b> The paragraph was organized correctly, following the the guidelines of the foldable/graphic organizer.	3	0
<b>Conventions:</b> The paragraph was written in correct form, including: indent, punctuation, and capitalization.	5	3 0

Total: \_\_\_\_/66

# Argumentative Paragraph Foldable

**Claim (Topic Sentence):** A claim tells the reader what the paragraph is going to be about. It is a statement that answers a question. It answers one side of an argument. There is no "I", because or explanation in your claim.

**Evidence:** This is information from the text that proves your claim. It is a fact. It is the exact words taken from the text, with quotes. If the information is too long, you can use a paraphrase. After the sentence cite your source (Doc. A) or (Lines 13-15) Also, cite your source with the author's name or article name.

**Reasoning:** This links the evidence to the claim. This explains how your evidence is proof of your claim. This is written in your own words. This explains the because or the why. *Examples: This is important because..., This demonstrates..., This shows..., This means..., This explains...*  
Reasoning adds seasoning! It spices things up!

**Evidence:** see above explanation

**Reasoning:** see above explanation

**Evidence:** see above explanation

**Reasoning:** see above explanation

**Counterclaim:** This is the argument for the other side of the claim. Make a statement that explains the other side of the argument. Explain it in your own words. *Examples: Although..., However.. On the other hand...*