Fashion
Museum
Bath

This learning activity has been created by Languages United

www.languagesunited.co.uk

Contents

The Fashion Museum Pre-Visit Lesson
A History of Fashion in 100 Objects

Level: Intermediate
Time: 60 minutes

Objectives:

• to become more familiar with The Fashion Museum, Bath

• to increase confidence in using vocabulary for clothing and materials

• to increase speaking for fluency, pronunciation and confidence

---

Warmer (10 minutes)

Arrange / hide the letters around the class (see the pre-prepared teacher sheets) and tell the students they have 2 minutes to find 16 pieces of paper, each with a letter on. Once they have been found, divide the students into two teams: they have 5 minutes to make as many words as they can. Monitor the vocabulary they produce, check for spelling errors and check understanding. The team with the most words wins.

They may have 'shoe', 'hat' & 'tie' in their lists, if not write them on the board and ask what they are (items of clothing). Go back to the letters and ask them to arrange them into the three-word name of a museum in Bath related to clothing. Once done, explain that this lesson will prepare them for a visit to The Fashion Museum.

Gap-fill (15 minutes)

Write the words below on the board:

Doris Langley Moore	*fashion specialists*	*modern and classical clothes*
Bath	*23 May 1963*	*130,000*

In small groups of 3 or 4, ask the students how they think the information refers to the history of the Fashion Museum. Give them 5 minutes, then ask one person from each group to explain what they have decided. Without giving the correct answers, hand out the student worksheet and ask them to complete the gapfill in their groups. Check as a class.

Answer: The Fashion Museum in Bath has a world-class collection of **modern and classical clothes**, from the 1600s to the present day. It was first named 'The Museum of Costume' and was opened in the Assembly Rooms on **23 May 1963**. It was created by **Doris Langley Moore**, a designer, collector, writer and scholar, who gave her famous private collection of costume to the city of **Bath**. In the summer of 2007, it was named The Fashion Museum. There are approximately **130,000** visitors to the museum each year; the visitors are a mix of tourists, **fashion specialists**, students and locals.

Clothes and materials (20 minutes)

Refer to the student worksheet; they will match the items of clothing in the box to the images. The names of the clothes should be revision at this level. Ss can work individually or in pairs.

Images of the following items are on the worksheet:

socks	coat	suit	blouse	dress	hat	jumper	trousers	jacket
a shirt	jeans	belt	shoes & boots	gloves	t-shirt	tie		

Ss check their answers in pairs or groups before checking as a class. Ask one student to write the correct answers on the board as they are read out, in a vertical list on the left side of the board.

1. Shirt

2. Tie

3. Suit

   etc.

Once complete, ask the students what materials each of the items of clothing are usually made from – this is a good way to judge what they already know and encourage participation as any guesses which may be incorrect for the current item of clothing being discussed can be written next to the correct item further up or down the list.

1. Shirt   cotton, linen

2. Tie   silk

3. Suit   wool

   etc.

Ensure all the materials below are represented; then refer to the worksheet and ask the students to complete the table individually.

Cotton	Silk	Leather	Linen	Denim	Fur	Wool
shirt	tie	gloves	trousers	jeans	coat	suit
blouse		shoes	shirt		hat	jumper
dress		boots				jacket
t-shirt		belt				
socks						

Consolidation (10 minutes)

Ss write what they are wearing on a slip of paper (red cotton t-shirt, denim jeans, leather belt, etc.) which are collected and put in a hat. Pass the hat around, each student must take a slip, read it out and guess which student they are reading about. Monitor to correct spelling and pronunciation.

Presentation preparation (5 minutes)

Explain to Ss that on their visit to The Fashion Museum they must each take a photo which they will present in the post-visit lesson. The template is given below:

Time period:

Item & material it is made from

Fact 1:

Fact 2:

I chose it because:

To prevent multiple images of the same item of clothing, allocate a time period to each student. Although more than one student will have the same time period, it is unlikely that they will choose the same item to photograph, which will make the post-visit presentations more varied and interesting.

The options are: *1700 – 1800*   *1801 – 1900*   *1901 – 1950*   *1951 – 2000*   *2001 – 2015*

Letters for the warmer activity: cut up and arrange around the room.

H I E M

H F O A

N M U S

T E U S

The Fashion Museum – Student Activity Sheet

Gap-fill exercise: *Complete the text with the words below.*

Fashion Museum in Bath has a world-class collection of _____ , from the 1600s to the present day. It was first named 'The Museum of Costume' and was opened in the Assembly Rooms on _____ . It was created by _____ , a designer, collector, writer and scholar, who gave her famous private collection of costume to the city of _____ .

In the summer of 2007, it was named 'The Fashion Museum'. There are approximately _____ visitors to the museum each year; the visitors are a mix of tourists, _____ , students and locals.

Doris Langley Moore   *fashion specialists*   *modern and classical clothes*

Bath   *23 May 1963*   *130,000*
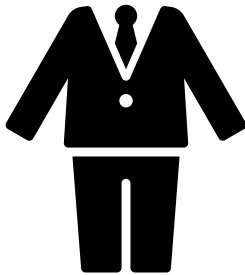
Clothes and materials:
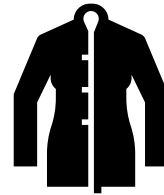*Look at the items of clothing in the box below and match them to the images.*
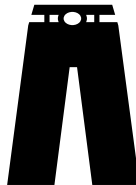
1. a shirt
2. _____
3. _____
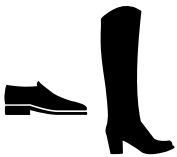4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
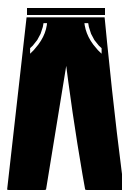
socks   coat   suit   blouse   dress   hat   jumper   trousers   jacket
a shirt   jeans   belt   shoes & boots   gloves   t-shirt   tie

Complete the table of materials with items of clothing.

Cotton	Silk	Leather	Linen	Denim	Fur	Wool

The Fashion Museum Student Activity Sheet
A History of Fashion in 100 Objects

Level: Intermediate
Time: 60 – 90 minutes

In the next lesson you will present a photograph of a piece of clothing chosen from a particular time period given to you by your teacher. Include the following information:

Time period: _____

Item & material it is made from _____

 Fact 1: _____

Fact 2: _____

 I chose it because: _____

_____

You can use the audio guides for further information on any of the exhibits; press the number of the exhibit followed by the green button.

Q1. <u>What is the Fashion Museum?</u> Fill in the gaps with the words given below.

Fashion Museum in Bath has a world-class collection of _____ , from the 1600s

to the present day. It was first named 'The Museum of Costume' and was opened in the Assembly

Rooms on _____ . It was created by _____ , a designer, collector, writer

and scholar, who gave her famous private collection of costume to the city of _____ .

In the summer of 2007, it was named 'The Fashion Museum'. There are approximately

_____ visitors to the museum each year; the visitors are a mix of tourists,

_____ , students and locals.

Doris Langley Moore   *fashion specialists*   *modern and classical clothes*

Bath   *23 May 1963*   *130,000*

Q2. <u>Fashion through Time</u>. **The fashion museum shows the changes in fashion from the 1600s to 2015 and shows us what was worn at the time of important historical events. Use the location number to complete the table below, including the item, date and the event. The first one has been done for you.**

Location number	Item	Date	Event
7	Open robe	1730s	Bath became a popular resort for the rich
13		____s	The Circus, one of the most famous landmarks in _____ was constructed
15		____s	American Revolution 1765 – 1783
18		____s	
21		____s	
23		____s	The French Revolution 1789 – 1799
25		____s	Industrial Revolution 1760 – 1820/1840
26		____s	
33		____	
31		____s	Beginning of the Australian _____ trade
32		____	The introduction of the railways in Britain
39		____s	Invention of the _____ _____

1850s Frock. Fill the gaps with the words given below.

In the _____ boys wore frocks or dresses until they were about _____.

The reason was that it was much easier to go to _____ wearing a dress. It was a big

moment in a boy's life when he was 'breeched', that is old enough to wear _____.

the toilet   six or seven years old   trousers   mid-1800s

42	_____s	Mass _____
Shoes, boots & accessories	Shoes	_____s	Before the mid-1800s, a shoe would fit both the _____ and _____ foot!
46	_____	Joseph Swann in _____ and Thomas Edison in _____ working to develop the lightbulb

61: 1908 Wedding dress. Fill the gaps with the words given below.

The silk wedding dress was designed by Lucile. Lucile was Lady Duff Gordon.

Lady Duff Gordon boarded The RMS Titanic in _____ with her husband Sir Cosmo to travel

for business in _____. On the fourth night of the voyage the ship hit an iceberg and sank,

with the loss of _____ . Sir Cosmo and Lady Duff Gordon survived, joining _____

in a lifeboat with space for 40.

1,503 lives   *April 1912*   *10 people*   *New York*

62	_____	Start of the First World _____
67	_____	...helped to make trousers more acceptable for women
68	_____s	1939: start of the _____ World War
79	_____s	Rock 'n' roll came to the UK from America; Elvis _____ became famous
82	_____	The Space Race between USSR and USA. In 1961, Russian astronaut _____ _____ became the first man in space.
83	_____	April 1968, Dr Martin Luther _____ was assassinated.
92	_____	9/11 terrorist attacks, New York

Q3. <u>Famous People</u>. Match the famous people in the word cloud to the items they are associated with. The first one has been done for you.

Obama
Cambridge
Hepburn
Beyonce
Leigh
Galliano
Gaultier
Fred
Marlene
Katharine
Jean-Paul
Queen
Sir
Christian
Dior
Walter
Duchess
Raleigh
of
Dietrich
Lady
Vivien
Victoria
Rihanna
Astaire
Madonna
Michelle
Gaga
John

Location number	Item	Date	Famous Person
1	Man's shirt	1600s	Sir Walter Raleigh
Shoes, boots & accessories			
67			
69			
74			
75			
88			
90			
92			
94			
95			
96			

Q4. <u>Countries of Influence</u>. Fashion was influenced by different countries: using the images, identify the countries below to see which ones influences the times of clothing.

France _____ _____ _____ _____

Location	Item	Date	Country of Influence
9			
15			
17			
21			
51			

Q5. <u>Materials</u>. Rearrange the words below to spell the materials that clothes are made from Then use them to complete the table on the next page. The first one has been done for you.

nenil   linen

lisk   _____

tocont   _____

owol   _____

lococried   _____

shcroit artheef   _____   _____

greti walc   _____   _____

urf   _____

idmen   _____

thereal   _____

catslip   _____

Location	Item	Date	Material used
1	Man's shirt	1600s	linen
7			
25			
42			
52 (7)			
52 (14)			
52 (15)			
70			
88			
92			
100			

 Don't forget to return your audio guide!

Teacher Copy:
The Fashion Museum Activity Sheet
A History of Fashion in 100 Objects

Level: Intermediate
Time: 60 - 90 minutes

Objectives

- to become more familiar with the history of British fashion

- to become more confident with using language related to fashion

- to become more confident at reading for specific information

- to increase listening skills for specific information

If using the Post-Visit Lesson Plan, remind students of the template for the presentation activity in the next lesson.

Time period:
_____

Item & material it is made from
_____

Fact 1:
_____

Fact 2:
_____

 I chose it because:
_____

_____

Time period options are:
1700 – 1800   1801 – 1900   1901 – 1950   1951 – 2000   2001 – 2015

Explain to the students that they can use the audio guides for further information on any of the exhibits; press the number of the exhibit followed by the green button.

If the pre-visit lesson plan was not used, use this as a short pre-entry activity.

Q1. What is the Fashion Museum? Fill in the gaps with the words given in bold below.

The Fashion Museum in Bath has a world-class collection of **modern and classical clothes**, from the 1600s to the present day. It was first named 'The Museum of Costume' and was opened in the Assembly Rooms on **23 May 1963**. It was created by **Doris Langley Moore**, a designer, collector, writer and scholar, who gave her famous private collection of costume to the city of **Bath**. In the summer of 2007, it was named The Fashion Museum. There are approximately **130,000** visitors to the museum each year; the visitors are a mix of tourists, **fashion specialists**, students and locals.

Q2. Fashion through time: *The fashion museum shows the changes in fashion from the 1600s to 2015 and shows us what was worn at the time of important historical events. Use the location number to fill in the table below, including the item, date and the event. The first one has been done for you.*

Location number	Item	Date	Event
7	Open robe	1730s	Bath became a popular resort for the rich
13		1750s	The Circus, one of the most famous landmarks in **Bath** was constructed
15	1. Robe à la française	1760s	American Revolution 1765 – 1783
18	2. Robe à la française	1770s	
21	Man's suit	1780s	
23	Closed gown	1780s	The French Revolution 1789 – 1799
25	Gown – block printed textiles	1790s	Industrial Revolution 1760 – 1820/1840
26	Gown	1800s	
33	Printed Dress – roller printing	1825	
31	Man's trousers	1820s	Beginning of the Australian **wool** trade
32	Cotton dress	1824	The introduction of the railways in Britain
39	Dress	1840s	Invention of the

1850s Frock. Fill the gaps with the words given below.

In the **mid 1800s** boys wore frocks or dresses until they were about **six or seven years old**. The reason was that it was much easier to go to **the toilet** wearing a dress. It was a big moment in a boy's life when he was 'breeched', that is old enough to wear **trousers**.

42	Shawl	1850s	Mass **production**
Shoes, boots & accessories	Shoes	1800s	Before the mid-1800s, a shoe would fit both the **left** and **right** foot!
46	Evening dress	1870	Joseph Swann in **Britain** and Thomas Edison in **America** working to develop the lightbulb

61: 1908 Wedding dress. Fill the gaps with the words given below.

The silk wedding dress was designed by Lucile. Lucile was Lady Duff Gordon.

Lady Duff Gordon boarded to RMS Titanic in **April 1912** with her husband Sir Cosmo to travel for business in **New York**. On the fourth night of the voyage the ship hit an iceberg and sank, with the loss of **1,503 lives**. Sir Cosmo and Lady Duff Gordon survived, joining **10 people** in a lifeboat with space for 40.

62	Nurse's apron	1914	Start of the First World **War**
67	Beach trousers	1929	...helped to make trousers more acceptable for women
68	Evening gown	1930s	1939: start of the **Second** World War
79	Nylon petticoat	1950s	Rock 'n' roll came to the UK from America; Elvis **Presley** became famous
82	Mondrian dress	1965	The Space Race between USSR and USA. In 1961, Russian astronaut **Yuri Gagarin** became the first man in space.
83	Man's jacket	1968	April 1968, Dr Martin Luther **King** was assassinated.
92	Gloves	2000	9/11 terrorist attacks, New York

Q3. Famous People.

Match the famous people in the word cloud to the items they are associated with.

Obama

Cambridge

Hepburn   Beyonce

Leigh

Galliano   Gaultier   Fred

Marlene

Katharine

Jean-Paul   Queen   Sir

Christian

Dior   Walter   of

Duchess

Dietrich

Raleigh

Lady

Vivien   Victoria

Rihanna   Astaire   Madonna

Michelle   Gaga   John

Location number	Item	Date	Famous Person
1	Man's shirt	1600s	Sir Walter Raleigh
Shoes, boots & accessories	Boots	1800s	Queen Victoria
67	Beach pyjamas	1929	Marlene Dietrich / Katharine Hepburn
69	Man's evening dress	1936	Fred Astaire
74	New look suit	1947	Christian Dior
75	Jacket	1948	Vivien Leigh
88	Jeans	1983	Madonna
90	Man's jacket	1991	Jean-Paul Gaultier
92	Gloves	2000	John Galliano
94	Galaxy dress	2015	Beyonce
95	Hyper-Cherries headpiece	2015	Rihanna / Lady Gaga
96	Evening dress House of McQueen	2011	Michelle Obama / Duchess of Cambridge

Q4. Countries of Influence. *Fashion was influenced by different countries: use the images of the countries below to see which ones influenced the items of clothing.*

France   *Italy*   *India*   *Japan*   *China*

Location	Item	Date	Country of Influence
9	Man's waistcoat	1740s	China
15	Robe à la française	1760s	France
17	Man's banyan	1750s	India
21	Man's suit	1780s	Italy
51	Fan	1890s	Japan

Q5. Materials. *Rearrange the words below to spell the materials that clothes are made from. Then use them to complete the table below. The first one has been done for you.*

nenil	linen
lisk	silk
tocont	cotton
owol	wool
lococried	crocodile
shcroit artheef	ostrich feather
greti walc	tiger claw
urf	fur
idmen	denim
thereal	leather
catslip	plastic

Location	Item	Date	Material used
1	Man's shirt	1600s	linen
7	Open robe	1730s	silk
25	Gown	1790s	cotton
42	Shawl	1850s	wool
52 (7)	Bag	1800s	crocodile
52 (14)	Fan	1800s	ostrich feather
52 (15)	Necklace	1800s	tiger claw
70	Fur coat	1930s	fur
88	Jeans	1983	denim
92	Gloves	2000	leather
100	Menswear	2015	plastic

 Don't forget to return your audio guide!

The Fashion Museum Post-Visit Lesson
A History of Fashion in 100 Objects

Level: Intermediate
Time: 60 minutes

Objectives:

• to use and review the information learned from the Fashion Museum visit

• to review and revise the language related to clothes and materials

• to increase speaking for fluency, pronunciation and confidence

---

Warmer: (5 minutes)

General class discussion – review of the visit to the Fashion Museum: favourite / most interesting items, etc.

Small group presentations: (30 minutes)

On their visit to The Fashion Museum they each took a photo of an item of clothing from a particular time period given to them in the pre-visit lesson. The options were: 1700 - 1800; 1801 - 1900; 1901 - 1950; 1951 - 2000; 2001 - 2015. They will present their photo in this lesson using the template below.

Time period:
_____

Item & material it is made from
_____

Fact 1:
_____

Fact 2:
_____

I chose it because:
_____

_____

Divide the students into groups, each of which will have one person from each of the time periods. Allow them some time to prepare before they present their photo to the others in their group. The group decides on one person, based on information, good use of language, etc. to present their photo to the rest of the class. Monitor for pronunciation and correct vocabulary when necessary.

Optional additional activity: Small group discussion.

What are the main differences between the items chosen from each period?

Hot seat: (25 minutes)

Divide the class into two teams of even ability; one student from each team sits on a chair with their back to the board, with the rest of their team standing nearby. Explain that you will write a word related to the Fashion Museum on the board and the person sitting on the chair must guess what that word is, based on the descriptions given by their team-mates: they must not look at the board. The first seated person to say the word correctly wins the point. Explain that if you hear any language other than English, the other team wins the point. Use the information from the activity sheet.