

Changes in Fashion Since the 1920s

Activities

Activity 1:	Ten Decades of Fashion
Activity 2:	Fashion Advertisements Then and Now
Activity 3:	Influences on Fashion – 1920s and 2020s

See individual activities for resources required.



Suggested Learning Intentions

Pupils will:

- learn about fashion in the 1920s;
- learn about how fashion has changed and influences on fashion;
- be able to assess the relative importance of different influences on fashion in the 1920s;
- appreciate the role of advertising in fashion; and
- be able to illustrate examples of fashion.

Teacher Notes:

The activities provide opportunities for pupils to explore how fashion and advertising have changed since the 1920s. Pupils will explore the concept of being 'fashionable' and what the main influences of change were in the 1920s.

Pupils will be provided with opportunities to research fashion through the decades and compare fashion and advertising, then and now.

Through active learning strategies, pupils will discuss and debate what factors influence people's ideas about fashion. Pupils will also explore if fashion influences now are the same as or different to those of the 1920s.

The activities can be used as stand-alone resources or as an extended piece of work. Alternatively, adapt individual activities to link with other themes/topics and ability levels.

Shared Education opportunities: these activities lend themselves to shared working; pupils from partner schools can participate in the active learning strategies and create presentations.



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Activity 1: Ten Decades of Fashion

You will need:

- Changes in Fashion Since the 1920s PowerPoint slides 2 to 10
- Resource 1: Ten Decades of Fashion
- Access to digital devices



- Introduce the pupils to 1920s fashion in Northern Ireland with photos on slides 2 to 5. Discuss the similarities to and differences from fashion today.
- Show slide 6 and explain that the 1920s were often referred to as the 'Roaring Twenties' as many countries were emerging from the aftermath of the First World War. Society witnessed significant changes in the 1920s, for example women gained greater freedom; travel was more accessible with the increase of cars; escapism was provided through cinema and entertainment; and consumerism was on the rise.
- Use slides 7 and 8 to encourage class discussion with the use of effective questioning.
 - » *What does fashion mean to you?*
 - » *Why does fashion change?*
 - » *Who decides what is fashionable?*
 - » *Why do people want to be fashionable?*
 - » *What do you imagine was fashionable in Northern Ireland in the 1920s?*
- Show slide 9 and explain the task – pupils are to design a presentation showing ten decades of fashion in Northern Ireland.
- Divide the class into small groups and give each group Resource 1: Ten Decades of Fashion.
- Encourage groups to choose and research a particular aspect of fashion by selecting and gathering photographs/images of fashion throughout the decades from the 1920s to now. Examples of different aspects might include shoes, dresses, sports clothes, hairstyles, makeup, and so on.
- Ask each group to prepare a presentation based on their research, describing the main changes in fashion over this period. The presentation could be a PowerPoint, an infographic, or a timeline poster.
- Allow groups the opportunity to present their work to the class.

Reflection:

- Use Think-Pair-Share and slide 10 to encourage the pupils to discuss their learning with a partner. Invite the pupils to share two things they learned from the activity and two skills they developed.

Extension:

- Pupils could explore the history of [women wearing trousers](#).

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Activity 2: Fashion Advertisements Then and Now

You will need:

- Changes in Fashion Since the 1920s PowerPoint slides 11 to 16
- Resource 2: Fashion Advertisements Then and Now
- Examples of 2021 fashion/clothing advertisements
- Large sheets of paper and coloured markers

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- Show the pupils examples of any recent fashion/clothing advertisements, for example magazines, TV, and social media ads. Ask the pupils to think of any well-known fashion brands and how they are advertised.
 - Divide the class into small groups and ask the pupils to note how fashion is advertised today, giving examples.
 - Encourage group discussion by use of effective questioning, for example, *Who is the target audience? What persuasive language is used? What is the impact of design – layout, colour, style? Do the adverts include a memorable message?* Allow time for group feedback.
 - Show slide 13 and discuss ideas from groups about target audience, format and style.
 - Invite the pupils to look at examples of 1920s advertisements (slide 14). Ask the pupils to discuss how the style, format and language of the 1920s advertisements differ from today.
 - Explain to the pupils that they are going to compare a 1920s fashion advertisement to a modern advertisement. Show slide 15 and/or Resource 2: Fashion Advertisements Then and Now.
 - Ask groups to compare and contrast the advertisements using the following headings:
 - » Audience
 - » Format
 - » Style
 - » Use of colour/tone
 - » Language
 - » Key Messages.
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Reflection:

- Encourage the pupils to write down and ask another pupil two questions about what they have learned in the lesson (slide 16).
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Extension:

- Challenge the pupils to design a retro 1920s fashion advertisement for a modern fashion accessory.
- Ask the pupils to create a short 1920s radio advert for a piece of clothing.

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Activity 3: Influences on Fashion – 1920s and 2020s

You will need:

- Changes in Fashion since the 1920s PowerPoint slides 17 to 22
- Resource 3a: Influences on Fashion – 1920s
- Resource 3b: Fashion Influences Statement Cards – 1920s
- Resource 4: Roll the Dice Debrief
- Dice

- Show the pupils slide 18 and give a brief background to the social and economic changes of the 1920s and the influences and influencers of fashion by watching the YouTube clip [The 1920s in Vogue](#).
- Ask the pupils what or who influences their fashion choices. Slide 19 will provide some prompts.
- Show the pupils the Fashion Influences Statement Cards – 1920s (slide 20). Explain that pupils will build a wall by placing the statement cards in order of importance, with the most important at the bottom of the wall (the foundation), and the least important at the top (slide 21).
- Divide the class into small groups and give pupils the Fashion Influences Statement Cards – 1920s and instructions – Resources 3a and 3b.
- Ask the pupils to discuss each statement and build the wall to show their importance.
- Allow groups the opportunity to show their walls and give feedback on their decisions, justifying their choices.
- Facilitate a class discussion on influences in the 1920s and 2020s by use of effective questioning, for example:
 - » *What was happening in the 1920s that might have influenced fashion?*
 - » *What influences people's ideas about fashion?*
 - » *Are the fashion influences today the same as those in the 1920s?*
 - » *How are they different/the same?*

Review

- Use Resource 4: Roll the Dice Debrief (slide 22). Pupils roll two dice and find their total. They then answer the question which matches their score. Questions are based on 1920s fashion and the concept of being 'fashionable'.

Extension:

- Ask the pupils to explore fashion brands or icons of the 1920s.

1920s

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Curriculum Links

These lesson ideas and the activities within them could be delivered through a variety of areas of learning, including (but not limited to) History, English, Art, and Learning for Life and Work.

Communication Skills

Talking and Listening

- listen to and take part in discussions, explanations, role-plays and presentations
- contribute comments, ask questions and respond to others' points of view
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary

Reading

- find, select and use information from a range of sources
- use evidence from texts to explain opinions

Writing

- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes

Using ICT Skills

Explore

- research, select, process and interpret information

Express

- create, develop, present and publish ideas and information using a range of digital media

Exhibit

- manage and present their stored work

Thinking Skills and Personal Capabilities

Managing Information

- ask focused questions
- use own and other's ideas to locate sources of information
- select, classify, compare and evaluate information
- communicate with a sense of audience and purpose

Thinking, Problem-Solving and Decision-Making

- make predictions, examine evidence, and distinguish fact from opinion
- justify methods, opinions and conclusions
- make connections between learning in different contexts

Being Creative

- make new connections between ideas/information
- learn from and value other people's ideas

Working with Others

- listen actively and share opinions
- give and respond to feedback
- take personal responsibility for work with others and evaluate own contribution to the group
- respect the views and opinions of others, reaching agreements using negotiation and compromise

Self-Management

- learn ways to manage their own time
- seek advice when necessary

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Useful Links

[Repeller – What is Fashion?](#)

[Love to Know – Definition of Fashion](#)

[Glamour Daze – History of Women's Fashion](#)

[Alamy – 1920 Fashion Advertisements](#)

[Pinterest – 1920s Fashion Advertisements](#)

[YouTube – The 1920s in Vogue](#)

[BBC Bitesize Revision – 'The Roaring Twenties'](#)

[Belfast Telegraph – Pictures Archives: Northern Ireland in the 1920s](#)

[Fashion History Timeline](#)

[1920s Men's Fashion Style Guide – A Trip Back in Time](#)



Resource 1: Ten Decades of Fashion

Pupil Instruction:

Research fashion throughout the decades: 20s, 30s, 40s etc.

1. Select a fashion theme, for example hats, shoes, or sports clothes.



2. Source photographs/images and information for each decade.



3. Decide how you would like to present this information to the class, for example a PowerPoint presentation, infographic, or a timeline poster.



4. Create a presentation with your group.



5. Share and discuss your presentation with the class.

Resource 2: Fashion Advertisements Then and Now

Pupil Instruction:

1. Compare and contrast the two advertisements.

In your group, discuss and write down your ideas under the headings:

- » Audience
- » Format
- » Style
- » Use of colour/tone
- » Language
- » Key Messages.

2. Feedback your thoughts during a class discussion.

Initial thoughts...

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**Tailored Costumes,
Three-Piece Gowns,
Wraps & Overcoats**
**AT PRICES JUST
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3-PIECE GOWNS
"Poette," a very smart design in Black faced cloth, trimmed White cloth and Black Russian braid.
SALE PRICE 9 Gns.

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SALE PRICE from 6½ Gns.

FUR - TRIMMED OVERCOATS
"Tubette," a delightfully warm and cosy coat in Overchecked Fleece, trimmed fine American Opossum.
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SALE LIST POST FREE

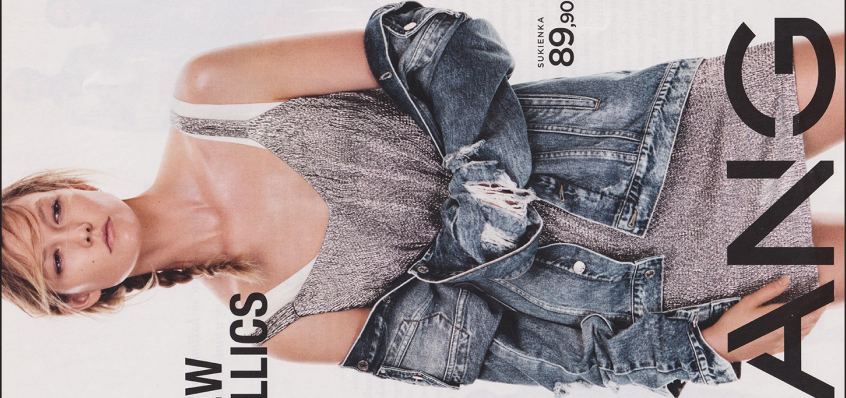


OVERCOATS
"Burlington," as illustrated, other shapes for travel, motoring or general use, in Fleece, Blanket Cloths, Velours and Tweeds.
SALE PRICE from 6 Gns.

H.J. NICOLL & CO. LTD.
114-120 REGENT STREET, W. 1
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NEW METALLICS



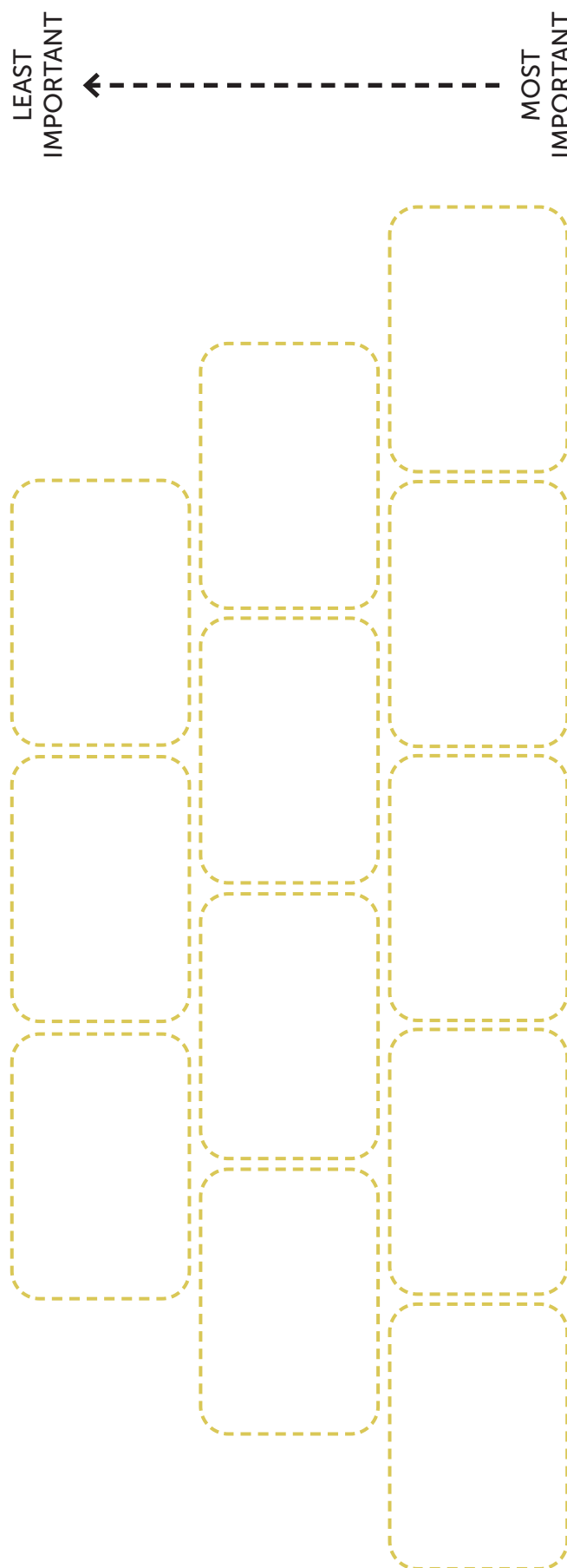
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Resource 3a: Influences on Fashion – 1920s

Pupil Instruction:

1. In your group, discuss each of the statements on the Fashion Influences Statement Cards – 1920s. (Resource 3b)
2. Use the statement cards to build a wall by placing the statement cards in order of importance, with the most important at the bottom (the foundation) of the wall and the least important at the top.
3. Feedback your thoughts during a class discussion.



Resource 3b: Fashion Influences Statement Cards – 1920s

Women's growing sense of independence

USA culture – the glamour of movies/films, music and art

Women filling work roles vacated by men during and after the war

Fashion reflected people's sense of liberation and hope after the First World War

The rise of consumerism

The development of mass production

Innovative fashion designers

Communication and travel enabled fashion trends to spread to different countries

New fabrics

People's desire to be like the film stars of the time

Film Stars

The rise of marketing and advertising



Resource 4: Roll the Dice Debrief

Pupil Instruction:

In small groups play 'Roll the Dice and Share a Slice'. Roll two dice and find your total score. Then answer the question or respond to the statement that matches your score.

ROLL THE DICE AND SHARE A SLICE!



Let's see what you've learned about 1920s fashion and being fashionable. On your turn, roll two dice to find your total score. Answer the question or respond to the statement for the total you rolled. If you roll the same total more than once, challenge your friends to remember your answer from before. Are they listening?

