

# Facilitation Guide

## Costume Design Odell Chapter 2



## EXPERIENCE OVERVIEW

Students will pick a character from the provided list and design a costume based on what they've learned about them so far in both historic fashion and contemporary fashion.

### Standards

#### COMMON CORE STATE STANDARDS

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

#### MARYLAND STATE ARTS STANDARDS

- I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.
- I:9-12:1: Develop and justify personal aesthetics and artistic point of view.
- E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.

### Getting Ready

#### WHEN TO TEACH

- This activity can be used during/immediately following reading Chapter 2, since the characters used in the activity are introduced by this point in the story. It also can be used during the rest of the novel if there is a time when it'd better suit your unit timeline.

#### RESOURCES AND MATERIALS

- Character List
- [Assignment Template](#)
- WATCH: [Ruth E. Carter explains costume choices in Black Panther](#)
- WATCH: [Costumes define characters](#)

## ARTS INTEGRATION MATERIALS



↓  
**CONCEPT  
MAP**



🔗  
**VIDEO  
PLAYLIST**



↓  
**EXIT TICKET**



🔗  
**MATERIALS**  
GOOGLE FOLDER

# Facilitation Guide

Costume Design  
Odell Chapter 2



## TEACH

### Implementation

1. Revisit or review any fashion content shared in the Roaring 20's video and/or the museum activity, to reiterate the fashion that aligned with the time period of the novel.

2. Using the partially completed example that you created through the course of the module, walk the students through all three parts:

- Character Profile/Analysis- options
  - Open Ended- General concept map or list with a minimum number of details to include (set by the teacher) This would be easiest to use with the blank folded paper option.
  - Template- Pre-determined outline with specific categories/sections you want them to fill in. The sample template provided would be more conducive to this format.
- 20's Costume
- Contemporary Costume

3. After they've read the chapter and have been introduced to all of the characters, students will go through the entire process as well:

- Have them select a character from the list below that they will focus on for this activity. If you decide to have them work in collaborative groups for the entire unit, have each student in the group select separate characters. Suggest that this will support their culminating end of book project.
- Provide them with either copies of the template or hand out blank paper and have them fold it into 3 sections (fold as if it were a letter) and give the opportunity to complete the analysis based on supporting details from the text as well as any relevant details suggested during any class discussions about the novel.
- Once they have finished the first portion, they will begin to design the costume that they envision their chosen character to wear during the 1920's, including supporting details for the choices/selections they use
- Have them share their completed portions with either a partner or small group, and incorporate any suggestions or feedback their partners/group members might have.
- Have them complete the last portion of the activity by designing (using drawing/sketching techniques and color pencils) a costume for their character that would align with modern day times, complete with explanations for the costume piece choices.



VIDEO TUTORIAL



GOOGLE DRIVE

# Facilitation Guide

## Costume Design Odell Chapter 2

### Guiding Questions

Open ended questions/details students might want to use to guide their costume design decisions:

1. What is the character's physical appearance, personality, and background?
2. What are the conflicts the character experiences and how did he/she overcome them?
3. What can we learn from this character?
4. What is the meaning behind the character's actions? What motivates him/her?
5. What does the character do? How does he/she treat others? Is he/she fair or unjust?
6. What does the character say? What is his/her choice of words? Does he/she have a rich vocabulary?
7. How does the character describe themselves? How do others describe him/her?
8. What words do you associate with the character? Perhaps a word like "hope", "bravery", or maybe even "freedom"?

## Indirect Characterization - STEAL

<b>Speech</b>	What does the character say? How does the character speak?
<b>Thoughts</b>	What is revealed through the character's private thoughts and feelings?
<b>Effect on others (others feel about the character)</b>	What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?
<b>Actions</b>	What does the character do? How does the character behave?
<b>Looks</b>	What does the character look like? How does the character dress?