Left: Military motorcycle with Vernon Coffey in side car. Driver identified as Virgil McNeal.
Online Collections Database, **1987.61.7**, www.theworldwar.org/research/database. National WWI Museum and Memorial.
Online.
Right: A soldier in winter kit with a sheepskin gilet, a purple scarf, tin hat and carrying a stave.
Online Collections Database, **1977.20.25.1**, www.theworldwar.org/research/database. National WWI Museum and Memorial.
Online.

Combat Couture: Designing for War

Recommended Grade Levels: 6-12

Course/Content Area(s): Family and Consumer Sciences

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LESSON OVERVIEW:	In this project, students will work in groups to develop a new uniform for a pre-assigned national military to be used in a specific location at a predetermined time of year. This activity will require students to research terrains, battlefield conditions, climates, the principles of camouflage, and identify materials that will be suitable for each of these conditions and uniform requirements.
OBJECTIVES:	*Students will:*
	- Evaluate geographic elements such as climate, terrain, and battlefield conditions for a predetermined location - Research battlefield techniques used in the battle they are assigned (weaponry, trenches or no trenches, etc.) - Identify the proper materials, styles, and wearable gear a soldier would need to be effective on the battlefield - Create an effective uniform using materials available to uniform designers at the time of the battle
STANDARDS ALIGNMENT:	**National Council for the Social Studies (NCSS) C3 Framework Standards:** **D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. **D2.His.2.9-12.** Analyze change and continuity in historical eras. **National Standards of Family and Consumer Sciences** **NSFCS 16.2.2** Evaluate performance characteristics of textile fiber and fabrics. **NSFCS 16.3.1** Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. **NSFCS 16.3.2** Apply basic and complex color schemes and color theory to develop and enhance visual effects. **NSFCS 16.3.3** Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel. **NSFCS 16.3.8** Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel.
TIME NEEDED:	Four 45-minute class periods

INTERDISCIPLINARY:	World History, American History, Fashion Design, Theatre (Costume Design)
PRIOR KNOWLEDGE:	● Some knowledge of textiles and color theory is ideal, but not essential to success, as students will have the opportunity to research the concepts. ● General overview knowledge of WWI.
MATERIALS NEEDED:	● Internet access for research ● Design Packet ● Slideshow software (Google Slides, PowerPoint, Canva, etc.) ● Colored pencils, markers, or other art supplies

LESSON

PRE-ASSESSMENT/INTRODUCTION/HOOK:

Provide students with the following context:

- War is a time of advancement, especially technological advancements.
- Consider providing notable historical examples in a slideshow (gunpowder and guns, aircraft, GPS, synthetic rubber, atomic bomb, etc.)
- Military wear is also a technology that develops.
- Show images of early/pre-WWI uniforms from the NWWIMM Online Collections Database or some other source (ex. Model 1897 Prussian pickelhaub - 1982.118.1; French enlisted man's overcoat - 1980.75.1; etc.).
- Ask students if they see any weaknesses in these uniforms, or whether this would be a good idea for every climate or helpful with camouflage.
- Briefly note that WWI presented several new tactical challenges that required militaries to upgrade their uniforms, and the students will take part in a project where they will endeavor to undertake this task.

DIRECTIONS:

1. Break students into 4-5 groups of 3-6 students.
2. Give each of them a Design Packet and assign them a group number to determine which country/battle they will research. The packet contains the following:
   - An assigned country and a location of a battle in which that country fought.
   - Questions about the country's pre-WWI uniform
   - Questions about the battle - climate, time of year of the battle, terrain, battlefield conditions, and combat tactics.
   - An outline of a human, on which will be drawn a designed uniform.
   - A list of the key elements of the uniform and questions concerning the function and material(s) comprising the element.
3. Students can split up the research, writing, design, and presentation work based on individual strengths.
4. Students should have two research days, one to two design days, and one presentation day. The assignment time frame is up to instructor discretion.

POST-ASSESSMENT:

The assignment will conclude with a presentation day in which each group will display their newly designed uniform and provide justification for their design choices using a slideshow software.

MODIFICATIONS

- Shorten or lengthen the project depending on student capabilities/needs; groups may be added or removed at instructor discretion.
- This could ostensibly be adjusted into a FCS/fashion design assignment demonstrating a lesser known job opportunity for designers and application of color theory, vibrant matter, and assemblage.

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- If students don't have access to slideshow software, they can present without slides.
- The presentation element could be cut for time and substituted with a submission.
- Note that the submarine assignment will require some outside-the-box thinking, as it won't answer the questions in the same way as the other groups. This would be a good option to assign to a creative or more advanced group. Alternatively, this could be cut.
- The outline could be substituted for a different option.

Bibliography:

Human outline is free from vecteezy.com with a free trial - no attribution required.