

# An Exhibition in the Classroom - Explore the Site with Your Students



## Pedagogical Intent

Students explore the society and culture of the Canadian Confederation Generation by examining sports clothing worn at that time and by comparing that clothing with sports clothing that people wear today. Students develop their understanding by reviewing prior knowledge about current sports clothes, by analyzing what sport meant to some members of the Confederation Generation, by interpreting historical photographs, by comparing clothes from the past with clothes of today, and by completing a Venn diagram to summarize their analysis of differences and similarities.

## Subjects

History, History and Citizenship, Language Arts, Social Studies, Visual Arts

## Themes

Culture and community, change and continuity, citizenship and identity

## Skills and Competencies

Critical thinking and creative thinking, historical thinking, visual and written literacy, questioning, using primary sources, using information, research, examining social phenomena from a historical perspective, interpreting social phenomena using the historical method

## Duration

60 to 90 minutes

## Lesson 1, Grades 9 to 10

Grades 9 and 10 (all provinces and territories except Quebec);  
Secondary Cycle 2 (Quebec)

## Clothing for Sports

### Teacher Preparation

Familiarize yourself with the contents of the Canadian Dress: The Confederation Generation Online Exhibition. ([www.civilization.ca/confederationdress](http://www.civilization.ca/confederationdress)).

Prepare copies of Activity Sheets: Clothing for Sports, Then and Now (at the end of this lesson) for students. Note that the first page of these activity sheets includes some historical photographs of people dressed in sports clothes of the 19th century.

If you want students to view clothes at the Canadian Dress: The Confederation Generation Online Exhibition website, they will need to have access to computers with Internet connections.





Students may also be interested in completing some of the website’s jigsaw puzzles, matching games, and quiz questions. You could set aside approximately 30 minutes for students to explore these online features.

## Procedure

### 1. Discuss sports clothing today

To introduce the exploration of sports clothes worn by some members of the Canadian Confederation Generation, ask students what sports they know about or take part in. As students list the sports, write them on the board for future reference.

Then ask students to select one of the sports from their list and describe the clothes that people wear today when they play that sport. Suggest that students think about the reasons why people wear those specific articles of clothing.

- Which of the clothes are worn for comfort and ease of movement?
- Which of the clothes are worn for protection?
- How do the clothes worn by people playing sports represent their identity and their culture?

### 2. Review sports and leisure activities of the Confederation Generation

Discuss with students some of the key points about sports and sports clothes from the Canadian Dress: The Confederation Generation Online Exhibition.

- Among the Confederation Generation, sports activities were part of celebrations and were thought to promote community bonding and identity. How might sports activities have contributed to a sense of community in the past? How might they have promoted identity? Do students think that sports contribute to community bonding today? How might participating in sports today shape students’ sense of identity and belonging?
- Sports activities of the Confederation Generation period included lacrosse and baseball, curling, cycling, hockey, and swimming. How many of these sports have students taken part in? Are they surprised that some of the sports that were popular in the 19th century are still popular today? Why or why not?
- More middle-class men than women were engaged in sports in the 19th century. Sports activities were thought to “encourage the manly virtues of sportsmanship, competition and team spirit.” At that time, there was a clear division between activities that were considered appropriate for men and those that were appropriate for women. What do such divisions say about the culture of the time? How would such divisions relate to participation in sports activities and the clothes that people wore as they participated?



- Ask students to look at the more formal business suits worn by men of the Confederation Generation and compare those suits with the clothing worn by lacrosse players or hockey players of the time. How might the change to a more informal style in sports clothing have influenced the way people dressed for other activities? How might that change have influenced the styles of everyday clothing that people wear today?

### 3. Interpret historical images of the Confederation Generation

Remind students that historical photographs are primary sources. Like other artifacts and written documents, such photographs can provide historians with evidence about how people lived in the past.

Suggest that students take a few moments to view some of the historical photographs of sports and leisure events and teams at the Canadian Dress: The Confederation Generation Online Exhibition. Or you could distribute the Clothing for Sports – Then and Now Activity Sheet 1 which contains a selection of historical photographs.

You may want to put one of those photographs on an overhead or SMART board and demonstrate to students how they might read and interpret a historical photograph as a primary source. Suggest that students look carefully at the clothing as they search for clues about what life was like for some members of the Confederation Generation.

Start with questions like the following, and encourage students to formulate their own questions.

- Who is in the photograph and what are they doing? Whose story is being told in the photograph?
- Where does the photograph come from? Why might it have been taken? What is the setting?
- Are the people in the photograph staged or are they engaging in a natural activity?
- What is your overall impression of the people in the photo?
- What are they wearing? What do you notice first about their clothes? Why do you think they are wearing these clothes? How does what they are wearing reflect their culture and identity?
- How might people have looked at the photograph at the time it was taken? How do you look at it now? How does the photograph help you understand the people who lived at that time?

### 4. Look for clues in jigsaw puzzles, matching game, and quiz

After students have viewed the historical photographs, ask them to think about how the sports clothes worn by some members of the Confederation Generation differ from and are similar to the clothes that people wear today when they play sports.



To help students focus on details and look for clues that could help them understand and interpret clothing of the Confederation Generation, suggest that they explore the matching games and jigsaw puzzles in the Games section of the Canadian Dress: The Confederation Generation Online Exhibition. Jigsaw puzzles can be especially useful for visual and kinesthetic learners. Students may also find it helpful to review key ideas from the Online Exhibition by taking the quiz in the Games section.

### 5. Use a Venn diagram to compare sports clothes then and now.

Distribute pages 2 and 3 of the Activity Sheets: Clothing for Sports — Then and Now Activity Sheets 2 and 3 (at the end of this lesson). On Activity Sheet 2, students are asked to paste two photographs: one from the historical photographs in the Canadian Dress: The Confederation Generation Online Exhibition and one from the present day.

Suggest to students that the two photographs could show the same sport. For example, from the exhibition they might select the photo of the Victoria Hockey Team, Champions of Manitoba and Northwest Territories from 1892-1893. Their photo of a present-day hockey team could be either a professional or an amateur team.

Students are asked to use the Venn diagram on Activity Sheet 3 to record similarities and differences in the clothes worn by team members then and now.

After students complete their Venn diagrams, you could briefly discuss with them anything that they were surprised at in their comparisons. Then ask students how comparing specific and related artifacts from two different time periods can help them understand both past and present cultures.

## Extension Activities

### Planning an online exhibition for students of the future

Suggest to students that they work together in small groups to plan an online exhibition to show students of the future the clothing that they wore to play sports. The purpose of their exhibition would be to give those future students artifacts and historical images that would help them understand the kind of sports clothes that students of the early 21st century wore and how those clothes reflected aspects of their culture.

### Researching the history of hockey in Montreal

Students interested in further information about the early days of hockey in Canada could visit the McCord Museum's "Hockey in Montreal since the 19th century" collection. ([www.mccord-museum.qc.ca/scripts/explore.php?Lang=1&tableid=11&tablename=theme&elementid=60\\_\\_true](http://www.mccord-museum.qc.ca/scripts/explore.php?Lang=1&tableid=11&tablename=theme&elementid=60__true)]



The exhibition describes the origins of hockey and the first recorded public game of hockey, which was played in 1875 at the Victoria Rink in Montreal. The collection includes historical photographs and artifacts — including skates, hockey sticks, and trophies — from the early days of the sport.

### **Investigating sportswear as cultural phenomena**

To help students inquire into another connection between clothing and culture, you could ask them to discuss in small groups how sportswear has influenced today's casual clothing. Students could first list some of those clothes (e.g., running shoes, tracksuits, baseball hats) and then begin their inquiry with the following questions. Once again, encourage students to add questions of their own.

- Why and how has sportswear influenced today's casual clothing?
- What characteristics of sports clothes have contributed to their popularity?
- How has media coverage of sports celebrities and events contributed to this trend?
- Why do some sports clothing manufacturers add logos to their clothes and accessories?
- How important are such logos to people who buy that brand of clothing and why are those logos important?



## Clothing for Sports, Then and Now Activity Sheet 1



Swimmers at Orchard Beach,  
Keswick, Ontario, 1879



Lacrosse team from the Mohawk Nation at  
Kahnawake (Caughnawaga), Canadian lacrosse  
champions, 1869



Lacrosse team, Ottawa, 1891



Victoria Hockey Team, Champions Manitoba and  
Northwest Territories, 1892-1893



Bicycling and Bicycle Outfits, from *The Delineator: A Journal of Fashion,  
Culture and Fine Arts*, April 1895



## **Clothing for Sports, Then and Now Activity Sheet 2**

Nom: \_\_\_\_\_ Date: \_\_\_\_\_

### **Sports Clothes from the Past**

A large, empty rectangular box with a thin red border, intended for drawing or illustrating sports clothing from the past.

### **Sports Clothes from the Present**

A large, empty rectangular box with a thin red border, intended for drawing or illustrating sports clothing from the present.

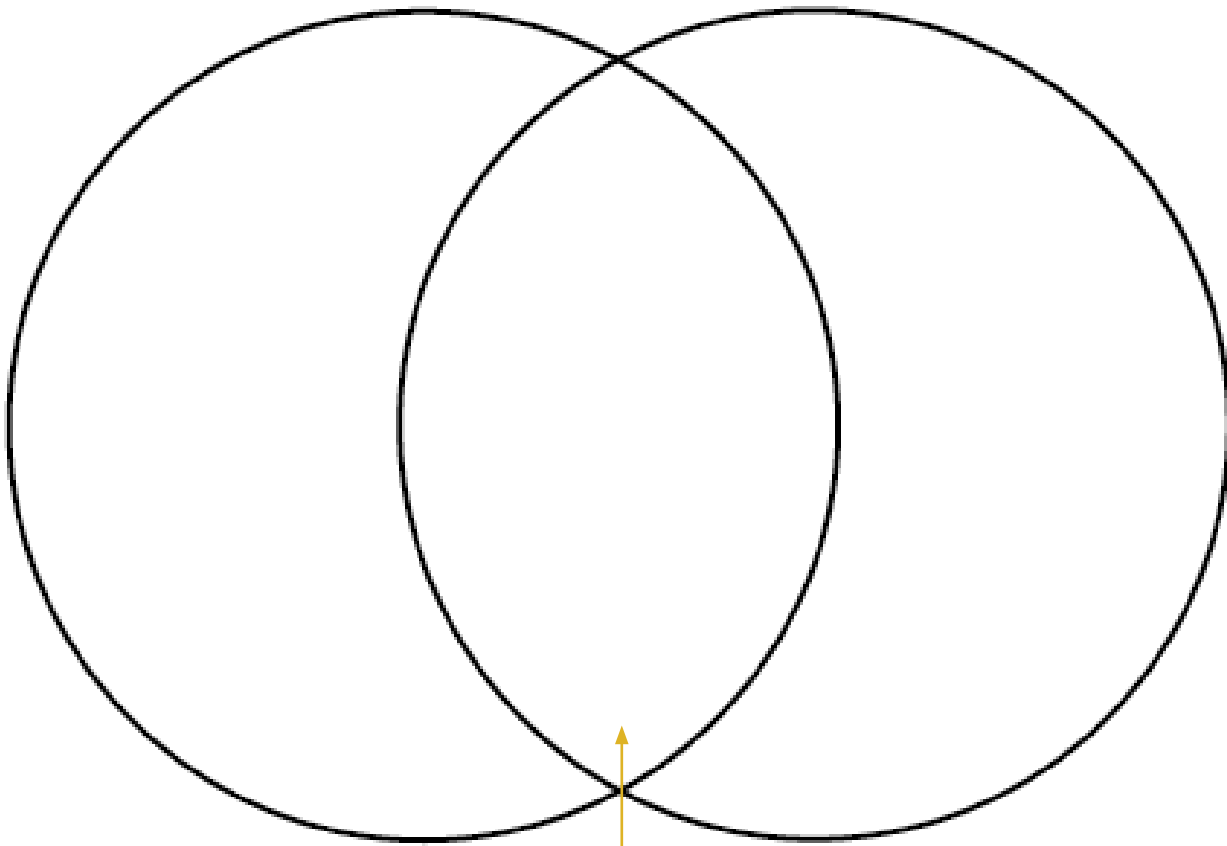


## Clothing for Sports, Then and Now Activity Sheet 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Sports Clothes from the Past**

**Sports Clothes from the Present**



**Similarities**