
CLOTHING OF COLONIAL MARYLANDERS

Lesson #12

**COLONIAL MARYLAND:
BUILDING THE NEW WORLD**

A MARYLAND HISTORICAL SOCIETY TRAVELING TRUNK

CLOTHING OF COLONIAL MARYLANDERS

Objective

Students will develop an understanding of the clothing styles in colonial Maryland.

Maryland Learning Outcomes

- 1.1.5.4 Apply the concept of change over time.
- 1.1.5.3 Interpret and organize primary sources of information.
- 2.3.5.4 Understand daily life in Maryland as prelude to comparing New England, Mid-Atlantic, & Southern colonies.
- 2.3.5.1 Analyze religious and social composition of early settlers.
- 1.1.5.6 Analyze issues by summarizing viewpoints and drawing conclusions based on evidence.

Lesson Overview

This three-activity lesson is intended for whole-class instruction. Students will use trunk objects to become familiar with colonial clothing.

Estimated Time: 45 minutes

Materials Required

INCLUDED IN TRUNK –

Objects

- Large Pictures # 1-2, 8-11, 13 - 15, 30, 18-22 (Coles, Calverts, Darnalls, Johnson Brothers, Kitchen 1700s, and Historic St. Mary's City)
- 1600s middling class children's clothing
- 10 Fabric Samples

In Binder # 1

- Object Cards (located in pencil pouch)

In Binder # 2

- Word Search
- Clothing drawings for Word Search

TEACHER WILL NEED TO PROVIDE –

- large safety pins
- mirror - full length if possible
- overhead projector

Advance Preparation

- Gather Large Pictures, Fabric Samples, and clothing from the trunk. Read object cards and back of Large Pictures. Read about the Coles and Calverts (**Meet a Colonist** section of Binder # 1).
- Make copies of the **Word Search** and **Clothing Drawings for Word Search** for each student.
- Check the clothing to make sure YOU know how to put everything on the children. The boy's clothes are easy to figure out, though you may want to have some large safety pins available to hold up the breeches! As you pin them up in the back, remind the children that safety pins had not yet been invented. The girl's clothing is more complicated. The stays are strung from the BOTTOM to the

TOP. Note that the string is tied to the bottom and you only lace one end back and forth! As you lace up the stays, remember not to lace too tightly -- you want the girl to be able to breathe! The girl's bodice or waistcoat (*wēs' kĕt*), is also laced from the bottom but this time you lace both ends of the string so you can tie it at the top in a bow. Check to make sure that the drawstring is still in the skirt. You may have to thread it back in if it has been pulled out. The cap is tied in the front AND there is a pull string in the back, which is also tied.

Historical Background

DOMESTIC LIVES - CLOTHING

- Men wore long shirts as their undergarment, and women wore shifts. They would sleep in these clothes and then put outer garments over them for wear during the daytime.
- Women wore stays to give them the proper carriage and posture. No respectable woman appeared in public without stays. Women who had to do physical labor laced their stays less tightly to be able to bend and stretch.
- Young boys and girls dressed alike; see the painting of the Johnson Brothers. Boys were “breeched” or put in long pants about age four or five.
- Both boys and girls wore stays beginning at about six months of age. Once boys were breeched, they stopped wearing stays, but girls continued in stays for proper posture.
- Children over the age of four or five dressed as miniature adults.
- Most clothing was made locally, either by tailors and seamstresses or by wives and daughters. Wives of overseers and tenants often earned money by making shirts and shifts for wealthier neighbors.
- Clothing in the 1600s was fairly similar in all classes because of scarcity of material in general. A small percentage of those early colonists might have had material of a better quality from England, but the clothing in the trunk is generally representative of middling Marylanders. It might be representative of the middling class of Marylanders in the 1700s as well.
- The portraits of the Darnalls and Calverts included in the trunk show the dress of the wealthiest colonists. Children generally dressed in the same clothing styles as their parents. Little boys wore dresses just like their sisters until they were “breeched.”
- Wealthy Marylanders would have had many changes of clothing. The “middling group would likely have had several set of clothes. The “lower sort” might have had only one set of clothing worn all the time. It would have been styled like the “middling” class but would have been made of poorer fabrics. Clothing was washed infrequently. Undergarments of cotton and linen would be washed more often. Outer clothing generally could not be washed but might be spot-cleaned.

Motivation (5 minutes)

Show the pictures of the Calverts, Darnalls, and Johnson brothers (Large Pictures # 8-11 and 13-15). Ask the students if any of them dress like this? How about if they get dressed up? How would it feel to spend all your days dressed like this? How would it affect your play? Point out the Johnson boy wearing the dress. Ask if boys wear dresses now. Why not? (Generate discussion about change - how and why it comes about.) Tell students that today they will learn something about how people dressed in colonial Maryland.

Procedure

ACTIVITY 1 PORTRAIT STUDY AND FABRIC SAMPLES (10 minutes)

1. Pass around the 10 Fabric Samples. Identify expensive fabrics (**Chinese Silk, cotton damask, cotton velvet, and broadcloth**). Identify less expensive or common fabrics (**muslin, striped cotton, loosely**

woven wool, fine woven linen, loosely woven linen and leather). In the 1600s gentry and middling wore clothes made of common fabrics. (Object Cards give more information on fabrics.)

2. Have students focus on several aspects of the Calvert and Darnall portraits:
 - Style - Children are dressed like miniature adults.
 - Fabrics and details -- Which fabrics would these be made of? Where might they have come from? Look at the buttons, ruffles, and details in the clothing. What does that tell you about the people?
3. Remind students that only a small number of Marylanders were wealthy like this. (5-8 percent).
4. Show Large Pictures # 1& 2 (Coles - 1600s) How is the clothing similar or different from the others? Make sure children know the Coles were 1600s but the other pictured people were 1700s.
5. Have students look at Large Picture # 30 Kitchen 1700s. The clothes these workers are wearing are typical of middling and lower groups in the 1700s. Are these similar to the Coles 1600s or the Calvert's 1700s? (**Coles**) How are the clothes different? (**less expensive fabrics, few buttons, ruffles, etc.**) Tell students that this represents a much larger percentage of the population than the Calvert and Darnall pictures. Have children note that it was very common for adult women to have their heads covered indoors and out.

ACTIVITY 2 MODEL CLOTHES (20 minutes)

- Choose two students to model the boy's and girl's clothing. Have the class sit near you and the two models. Alternate putting clothing on each model. The girl has twice as many clothes so you might want to put two pieces of clothing on the girl, then a piece of clothing on the boy. The Object Cards tell the correct order for putting on the clothing. Be sure and tell the children the correct names for each piece of clothing.
- Ask the students to try to identify the fabrics. (**fine linen and coarse linen**) Who would have worn them? (**middling**)
- Have students compare the costumes to the portraits. Discuss: How are they alike? How are they different? Note that these clothes are generally representative of middling Marylanders in the 1600s, though they also might be representative of the middling class of Marylanders in the 1700s.
- Allow students to model clothes. (Let the students get to see back, side and front views.)
- Allow model students to see themselves in the mirror.

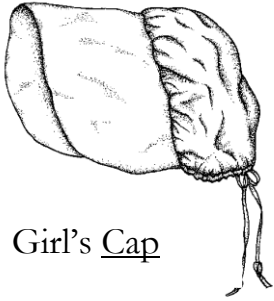
ACTIVITY 3 CLOTHING WORD SEARCH (10 minutes)

- The class will be doing the word search as you help the models out of their clothing.
- Distribute **Word Search** and **Clothing Pictures for Word Search**. Have students look at the pictures and complete the Word Search.

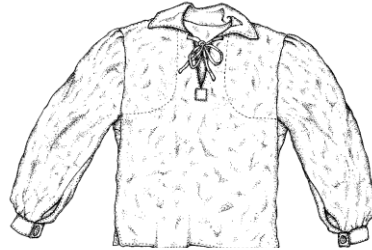
Closure/Assessment (5 minutes)

- Review the major concepts of the lesson:
 - Clothing in the 1600s was similar in the middling and gentry classes. There was a greater difference between classes in the 1700s. Differences: 1700s more expensive fabrics, lace and decorations for the gentry.
 - Children dressed like little adults in colonial Maryland.
 - Boys were dressed like girls until they were about four years old.
 - Married ladies generally kept their heads covered. Often girls did as well.
- Review clothing parts and vocabulary.

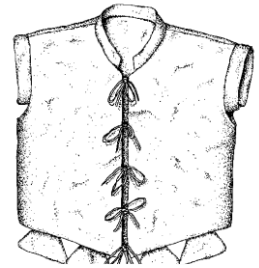
Clothing For Word Search



Girl's Cap



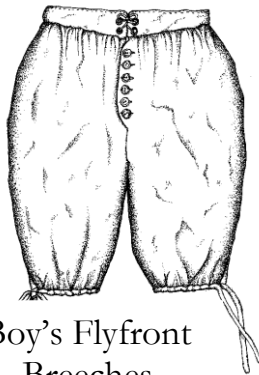
Boy's Shirt



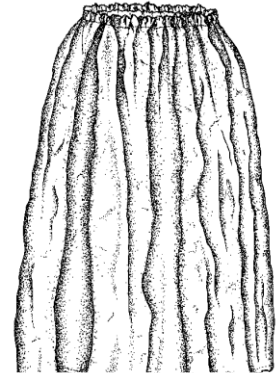
Boy's Sleeveless Doublet



Girl's Frock with Bib-Front Apron



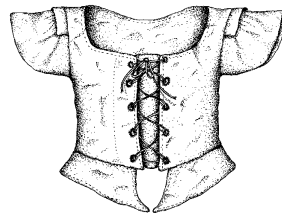
Boy's Flyfront Breeches



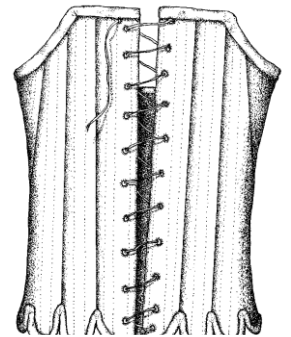
Girl's Skirt



Girl's Shift



Girl's Bodice
or Waistcoat



Girl's Strapless Stays
(Back View)



Boy's Sleeved Waistcoat over Breeches
Lace Cravat at Neck

Word Search

Directions: Find the following clothing vocabulary words in the puzzle below. Words may be horizontal, vertical, or diagonal.

waistcoat
doublet
breeches

stays
shirt
lace

cravat
skirt
bibfront apron

cap
shift
bodice

stockings
frock

F	G	R	H	J	Y	E	L	A	C	E	K	T	R	U	N	D	Z	C	L
U	G	H	L	T	S	J	C	U	K	J	T	H	L	P	Q	A	V	T	N
D	R	U	Y	L	N	D	R	I	M	D	T	J	E	C	V	I	F	T	U
D	R	S	H	I	R	T	M	I	K	E	T	D	O	U	B	L	E	T	G
B	G	N	L	I	K	Y	T	E	S	D	R	T	H	E	V	N	O	U	K
D	R	J	U	F	E	Y	R	Y	S	S	J	C	R	A	V	A	T	K	U
J	E	E	J	R	K	N	Y	O	R	H	B	K	O	D	N	J	R	S	G
H	E	L	E	O	S	K	E	J	O	L	I	D	T	K	M	H	Y	M	S
U	K	R	G	C	T	J	R	E	Y	K	B	F	D	B	Q	Y	I	L	T
J	T	I	F	K	H	S	I	N	E	Y	F	S	T	R	B	D	R	Y	A
D	K	I	M	D	J	E	R	O	Y	M	R	F	S	I	S	K	S	B	Y
L	T	S	O	K	I	F	S	R	O	B	O	D	I	C	E	N	C	E	S
M	R	F	M	I	T	F	N	I	R	S	N	M	U	K	H	I	R	A	Z
S	R	U	K	B	D	T	U	K	N	S	T	R	U	C	M	N	G	S	R
N	S	T	O	C	K	I	N	G	S	O	A	P	E	E	C	L	T	F	U
F	R	N	T	A	C	O	I	T	T	L	P	M	U	R	B	A	D	U	X
G	D	D	N	R	F	N	R	S	K	I	R	T	K	B	D	B	P	U	L
M	R	T	I	M	V	M	T	K	O	B	O	U	R	D	T	D	J	U	B
W	A	I	S	T	C	O	A	T	N	Q	N	X	L	B	O	N	T	N	E
R	D	R	M	F	K	U	D	H	T	J	K	C	R	T	E	Q	N	O	V