GRADE NINE

WEEK OF MARCH 21-25 WRITING

Below are three readings and one Extended Response/Writing Prompt that you can use for the Problem of the Day initiative. The prompt asks students to write an informative/explanatory essay. You can give the students one full class period to read the passages and write the essay or use portions of two or more class periods.

The Readings: CLOTHING OVER TIME

Reading 1: Ready-Made Clothing by National Institute of Standards and Technology

1   Before the American Civil War, ready-made apparel existed but its variety was limited. Coats, jackets and undergarments were only available in predetermined sizes. Most clothing was made by tailors, by individuals, or by their family members at home. The Civil War was a pivotal event in the historical development of men's ready-made clothing. At the outset of the Civil War, most uniforms were custom-made in workers' homes under government contract. As the war continued, however, manufacturers started to build factories that could quickly and efficiently meet the growing demands of the military. These factories were able to make uniforms for a fraction of the cost of home sewers. Mass-producing uniforms necessitated the development of standard sizes. Measurements taken of soldiers revealed that certain sets of measurements tended to recur with predictable regularity. There were certain ratios of shoulder to waist measurements that occurred more frequently than others. After the war, these measurements were used to create the first commercial sizing scales for men. Today these ratios persist in names of fits and cuts in men's suits, shirts, and denim jeans. A men's store might offer a slim fit, a classic fit and a relaxed fit to suit various tastes and body types.

2   The mass production of women's clothing developed more slowly. Women's outfits were generally custom-made well into the 1920s. At that point a number of factors came together to contribute to the success of the women's ready-made apparel industry. New industrial production techniques were developed, driving supply, and the advertising industry rose in prominence, driving sales. Most importantly, demand was created in the form of the rising urban professional class. Single and married women found themselves in new relationships to domestic life, work life, and fashion. Many spent less time in the home and all associated hand-

made clothes with an older, more rural lifestyle. They no longer shopped at the town's general store for bolts of calico fabric. Chain stores and mail order catalogs offered multiple ways to access the new clothes. Ready-made articles of clothing were portrayed as modern and fashionable, if not sturdy. The new consumer industries were rapidly redefining the way Americans viewed mass-manufactured goods. The purchase of mass-produced clothing was sometimes seen as a loss of individuality. However, American women began to accept ready-made merchandise as convenient and affordable. They were up-to-date fashion items that could be easily replaced as styles changed. Making clothes more quickly meant styles did change more frequently as well. It took far less time for a designer to sketch a pattern and have an item made than ever before.

3   However, the new ready-made clothing often fit poorly. A tailor might take two dozen measurements when making a men's suit. For example, determining the distance from the base of the neck to the middle of the shoulders is critical for an exact fit. Women's clothes are less straightforward and early male pattern makers did not know where to begin. Each manufacturer created its own unique and sometimes arbitrary sizing system. These systems were based on inaccurate body data or no body data at all. Different manufacturers frequently labeled garments of widely different dimensions the same size. This situation resulted in additional expenses for alterations. It also meant large volumes of returned merchandise. This meant more work for the consumer or tailor and for shop clerks and mail-order catalogues. It also meant overall increased costs for the consumer of ready-to-wear clothing. It was not until 1937 that the U.S. Department of Agriculture considered conducting a study of women's body measurements. They helped to create a standardized sizing system the entire industry could follow. Not all modern companies follow the same size chart but nearly all have standardized which types of measurements determine their sizes. If a woman knows just three measurements she can order from almost any retailer in the world.

> "Ready-Made Clothing" adapted from "Standardization of Women's Clothing: Short History of Ready-Made Clothing" by National Institute of Standards and Technology.

Reading 2: Tailoring

4   Clothes before the Industrial Revolution were made and worn very differently than they are now. For the most part, families made their own clothing by hand from fabric they made or purchased locally. Fabric was intricate and time-consuming to make. As a result it was a highly prized commodity. Merchants made their wealth in transporting fine fabrics and threads. In places like Scotland, fabrics called tartans showed clan affiliation. Polynesians spent hours beating plant fibers and tree bark into tapa cloth. For Hawaiians, part of this practice took on religious significance and was conducted in sacred spaces. Before mass production, fabric itself—the finished

product as well as the process—could be very meaningful. While time, effort, and moneywere put into making or obtaining fabric, creating a garment was much less complicated. Almost every culture had some version of a tied robe or tunic— essentially, a loose fabric that draped and was secured by a belt, pin, or sash. In the Middle Ages such ties and belts helped Europeans to keep improperly fitted clothes secure on their bodies. Most clothes, especially those of the lower and middle classes, would be considered very oversized by modern standards. They were generally made out of one or two pieces of cloth to minimize waste.

5   With the Renaissance's changes in art and society came more fitted clothes. These garments were made by sewing several pieces of fabric together. The wealthy had clothes made by tailors, who often customized their own patterns. But without closures like zippers and buttons, people often had to be sewn into their clothes! Laces and corsets eventually solved some of these problems, but it was still incredibly difficult to get dressed back then. By the 17th century, crafting and tailoring of Western clothing required more and more skill as designs became more complex. Intricate scenes of animals or flowers were embroidered by hand. They took hours to complete and were a sign of the wearer's wealth. Gemstones might be sewn onto the collar or sleeve of a very fine garment. A fine cloth was only as goodas its cut and decoration and a man or woman could make their fortune on the strength of these designs. At the height of the 18th century, French fashion garments were truly works of art. They took days and dozens of hands to complete, with each person contributing hours of specialized skill. The materials themselves came from miles away; some (like silk) even came from other countries!

6   Eventually political and social movements led to much more restrained and practical clothing. As embellishments and flashy fabrics fell out of use even among aristocrats, fit became increasingly more important in the 19th and 20th centuries. Instead of voluminous tunics or pants that tied, men began to wear suits. While suspenders were used for many years, pants had to fit accurately. Women wore trimmer dresses with buttons that allowed for more fitted looks. They put aside petticoats meant to give skirts more volume and many favored flowing looks over corseted ones. Clothing became a natural extension of the body rather than its decoration or disguise. Countries likeEngland became renowned for their tailors and the wealthy traveled to have their clothes made. Tailoring was still expensive and not an option for all. Making a single coat might require several trips to the tailor, difficult for those who lived far away. The wealthy could travel into town or across provinces to attend several fittings a month. It was much less expensive to make clothing in the home and, if you could afford it, have a tailor help with the more complicated portions. Most often family members were each other's tailors, pinning and hemming in the home. While simple fabrics were much less expensive than before, clothes were still

altered, mended, and handed down as children grew. Clothing was still not seen as replaceable or disposable. Eventually ready-made clothing would be available, but that brought its own set of problems. It would be several decades until fitted, comfortable clothing was truly affordable.

"Tailoring" written for educational purposes.

Reading 3: Advancements in Modern Clothing by Anthony Kazanjian

7   Rapid advancements in computer technology during the late 20th and early 21st centuries have given today's fashion designers unprecedented freedom to express their creativity. In previous generations, garments were designed by hand, using pencil sketches and traditional math-based pattern sizing. Today, designers often have computer-aided design (CAD) software at their disposal to determine textile weaves and sizing designs. CAD software allows them to view designs of clothing on virtual models of various shapes and sizes. This makes for a much more efficient garment design process, saving companies both time and resources that would have otherwise been spent on manually creating and adjusting prototypes.

8   The impact of CAD software on everyday clothing is becoming more prevalent as the software is linked to 3-D printing technology. While other industries, such as aerospace or architecture, have been using this technology for decades, it has now started to spread to the world of fashion. Designers have been experimenting with 3-D printed apparel, and this could revolutionize the experience of buying clothes for the average consumer. For example, a swimwear company can now offer custom-designed bathing suits on its website, using nylon and a 3-D printer to print out each order to a customer's body shape and measurements. In addition to the use of 3-D printers by industry specialists, machines for home printing are becoming more and more affordable. If this trend continues, it will allow consumers to print out objects like bracelets in a matter of minutes from the comfort of their homes. Though it may be a while before anyone can print out his or her own complete wardrobe, the ability to create customized clothing is becoming more of a reality as technology evolves. One day, we may all be wearing our own one-of-a-kind, perfectly tailored clothes.

"Advancements in Modern Clothing" by Anthony Kazanjian written for educational purposes.

Extended Response/Writing Prompt

Write an informational essay about the relationship between clothing styles and developments in clothing creation. Your essay must be based on ideas, concepts, and information from the "Clothing Over Time" passage set.

Manage your time carefully so that you can

- **read the passages;**

- **plan your response;**

- **write your response; and**

- **revise and edit your response.**

Be sure to

- **use evidence from multiple sources; and**

- **avoid overly relying on one source.**

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

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GRADE NINE

Columbus City Schools

RUBRIC FOR WEEK OF MARCH 21-25 WRITING

Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6–12

	Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)		
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: • A strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained	The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following: • A maintained controlling idea, though some loosely related material may be present • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion	The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following: • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure	
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following: • A focused controlling idea but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following: • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following: • Confusing or ambiguous ideas • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following: • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.