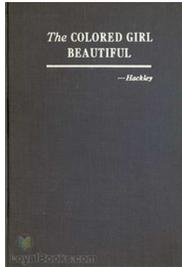


Archival Research Assignment Handout

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Description: The chapter “Appearance” in the book *Colored Girl Beautiful* by Emma Azalia Hackley talks about how the value of a girl’s character and her personality is shown through one’s dress.

How it Relates to Class Readings: This topic of being dressed well shows up in the American Girl doll book *Addy*. Addy was always in awe of Harriet because she wore the most beautiful dresses and a new one every day. Also, Meg in *Little Women* looked as if she had a higher status after she put on the beautiful dress given to her.

How it Relates to Girlhood: The Keywords article *Girlhood* talks about how the term girl actually derived from the word dress or apparel. Girls are taught the act of dress at a very young age through doll play as they dress up their doll. The Keyword article *Girlhood* also talks about how girls find their physical expression in dress which is consistent to what the author says.

Boy’s Dress:

Description: Object 1945.1123 is a dress that was worn by a young boy named Louis Ward Claude. This hand-sewn and embroidered piece is made of cotton sateen, mother of pearl, and buttons. The gown and jacket include minuet detailing including embroidered trim and elaborate floral chains.

How it relates to the class: The Keyword’s essay *Tomboy* discusses the origin and meaning of this word at length. Tomboys are often described as adventurous, out spoke, strong, and participates in boy activities. Tomboyism challenges heteronormativity. When first viewing this dress, it seemed to be reverse tomboyism. One would think that by young boys wearing this dress they were also challenging heteronormativity. However, after listening to the historian speak about it, it was made known that all young boys wore it at this time. Therefore, it did not challenge gender norms during the time period it was worn in.



How it was obtained: This particular archival piece is held in the Museum-Curatorial department within the Wisconsin Historical Society. The piece was donated by Louis Ward Claude himself.

Cornhusk Dolls:

Description: two cornhusk dolls (H: 11 in, W: 3.5 in, D: 1.5 in) from the Oneida tribe created in 1996. The dolls have long black hair (yarn) red cotton printed dress that is beaded, black beaded leggings, beaded leather shoes, and a bead necklace.

How it relates to the class: Native Americans are present in a majority of class readings, especially in the American Girl book *Kaya*, and in *Mountain Wolf Women*. Neither *Kaya* nor *Mountain Wolf Women* are Oneida, however, there are similarities between the Oneida tribe and dolls and *Kaya*’s Nez Perce tribe and *Mountain Wolf Women*’s Ho-Chunk tribe.

The significance: The Keyword’s essay *Culture* discusses how culture is shaped by adult institutions, that seek to affirm certain identities. The essay explains that children have the capacity to create culture by misappropriating artifacts given to them by adults. The two cornhusk dolls created in the late 1990s would be played with differently as time goes on, therefore by observing the way these cornhusk dolls are used by children, one can examine the cultural change occurring overtime.

