

Unit Planner

Overview									
Subject:	Applied Design, Skills & Technology	Topic:	Weaving						
Unit Overview:	<p>In this unit, students will learn about the ancient craft of “finger weaving.” Weaving has been used by numerous cultures both historically and presently. Here, students will learn about the importance and cultural significance weaving in general and in particular the significance of the Métis sash. Students will develop knowledge and skills around the process of finger-weaving and will finish by designing and creating a mini Métis-inspired sash of their own. In the indigenous tradition, students will be encouraged to give away their first creation to someone special.</p> <p>Important Traditional Knowledge for this unit:</p> <ul style="list-style-type: none"> Metis communities began in the early 1700s when French and Scottish fur traders married aboriginal women (often Cree, and Anishinabe). “Distinct Métis communities developed along the fur trade routes. This Métis Nation Homeland includes the three Prairie Provinces (Manitoba, Saskatchewan, Alberta), as well as, parts of Ontario, British Columbia, the Northwest Territories and the Northern United States. (Library and Archives of Canada) “Metis sashes were worn by men and helped them to survive in the bush. Originally the colours used were green, red, tan and brown, but now they use green, red, blue, gold, and white. The foot-long tassels could be used to repair snowshoes, dog harnesses, bridles, make snares, repair clothing, carry canoes or heavy sacks (like a sling) and most importantly wrap around their waists to stay warm. The sashes were originally 12-16 feet long and made by hand. The finger-weaving process would take one person 60 to 100 hours to produce. They traditionally used the arrow pattern and it is still used today. (adapted from “Little Metis and the Metis Sash” by D.L. Delaronde) <p>Important Mathematical Knowledge for this unit:</p> <ul style="list-style-type: none"> Believe it or not, patterns can be taught through weaving. Think about the process of weaving, over, under, over under, this represents an AB pattern. Students can also investigate the colour patterns. Try setting up a table and have students figure out the pattern in each row of their weaving. How many rows until the pattern repeats? Connect the vertical and horizontal axis in the weaving to the axis on a graph. Investigate the length of the threads that you start with and the length of the finished product. Why did it shrink? Does the complexity of the pattern impact the final length? What is the ratio of starting length to finishing length? The math conversations are endless! <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Row 1</td> <td>ABBCCA</td> </tr> <tr> <td>Row 2</td> <td>ABBCCA</td> </tr> <tr> <td>Row 2</td> <td>AABBCC</td> </tr> </tbody> </table>			Row 1	ABBCCA	Row 2	ABBCCA	Row 2	AABBCC
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Grade:	6/7								
Unit Duration:	Minimum 2 weeks	Date:	January 5, 2017						

Stage 1 – Desired Results

Big Ideas

Design can be responsive to identified needs.

Core Competencies

Creative Thinking

- Novelty and Value

Personal Social

- Personal Strengths and Abilities

Concepts	Unit Understandings	Transfer Goals	Essential Questions
Function Form Causation Connection	<p>Students will understand that...</p> <ul style="list-style-type: none"> Textiles have been made and used by many cultures for thousands of years. Textiles have a variety of purposes. 	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Describes ways in which weaving is used in a cultural and/or consumer context Measure yarn and set-up a 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> How are textiles used in functional ways? What are the features of woven textiles?

	<ul style="list-style-type: none"> Textiles can be made to look visually distinct with patterns. 	<p>“warp” and “first cross”</p> <ul style="list-style-type: none"> Describe a warp, first cross, weft, and shed Construct a finger woven piece (ex. mini Métis sash) Experiment with creating a variety of patterns 	<ul style="list-style-type: none"> How do we describe patterns?
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First Peoples Principles

- Learning Involves Patience and Time
- Learning Recognizes the Role of Indigenous Knowledge

Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <p>Defining</p> <ul style="list-style-type: none"> Choose a design opportunity Identify criteria for success and any constraints <p>Ideating</p> <ul style="list-style-type: none"> Generate potential ideas and add to others' ideas <p>Making</p> <ul style="list-style-type: none"> Identify and use appropriate tools, technologies and materials for production Make a plan for production that includes key stages, and carry it out, making changes as needed <p>Sharing</p> <ul style="list-style-type: none"> Decide on how and with whom to share their product 	<p>Students will know that...</p> <ul style="list-style-type: none"> a range of <u>uses</u> of textiles a variety of textile <u>materials</u> <u>a hand construction techniques</u> for producing and/or repairing textile items consumer concerns that influence textile choices, including availability, cost, function (e.g., waterproof), and textile care (Applied Design & Tech 6/7) <u>discrete linear relations</u>, using expressions, tables, and graphs (Math 7) increasing and decreasing <u>patterns</u>, using expressions, tables, and graphs as functional relationships (Math 6)

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative:	Formative:
Culminating Performance Task(s) at the end of the unit to show understanding	Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

What is a GRASPS task?

G R A S P S	
Goal	To create a mini Métis-inspired sash
Role	Weaver
Audience	Classmates, Friends and Family
Situation	Students are to design and create a mini Métis-inspired sash to give away to a classmate, friend of family member
Performance or Product	Mini Métis-inspired sash
Differentiation:	Class to work together to support each other in achieving the goal

OTHER EVIDENCE: Assessing for Knowledge and Skills

Students will show they have acquired Stage 1 knowledge and skills by:

- Being able to use mathematical terms to describe their pattern
- Describe the significance of their choice of pattern and colour

Assess: Know & Do

Summative:	Formative:
Final assessments of knowledge and skill at the end of the unit	Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress

Rubric:

- Student will be able to expertly describe a wide variety of functions of woven textiles both in the past and in the present.
- Students will be able to describe in detail the features of their finger-woven textile piece using advanced vocabulary.
- Student can expertly create a finger woven piece that includes even tension throughout and a clear pattern in the weaving.
- Student is able to clearly describe the pattern using mathematical language.

- Students could write, draw or share reflections on their learning throughout this process that teachers could assess
- Teachers could assess their woven product
- Teachers could assess their mathematical descriptions of their patterns

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

1. How are textiles used in functional ways?

- Read aloud “The Arrow Sash” “La cienteure fleche” by Sylvain Rivard
- Discuss how the arrow sash was used historically and how textiles are used now.
- Have students reflect on their discussion in a way that the teacher can assess their learning.

2. What are the features of woven textiles?

- Using the book “Fingerweaving Untangled” by Carol James and the following website: www.sashweaver.ca teach students the basic steps and vocabulary of finger-weaving.
- Introduce how to create patterns in a weave.
- Have students create their own mini Métis-inspired sash
- Have students reflect on their learning in a way that the teacher can assess their understanding of finger-weaving vocabulary and process.

3. How do we figure out and describe patterns?

- Teach students to represent weaving patterns using concrete, pictorial, and symbolic mathematical forms

Have students independently describe their final project using pictorial and symbolic mathematical forms

Resources:

- “The Arrow Sash” / “La cienteure fleche” by Sylvain Rivard
- “Fingerweaving Untangled” / “Le fléché démêlé” by Carol James
- www.sashweaver.ca
- <http://mrhonner.com/weaving>

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?