

Unit Planner

| Overview | | | | | | | | | |
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| 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 cultural significance the colours used in Métis weaving and in particular the significance of the Métis sash. Students will develop knowledge and skills around the process of basic finger-weaving and will finish by creating a Métis-inspired friendship bracelet. 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? What is the ratio of starting length to finishing length? The math conversations are endless! <table border="1" data-bbox="943 1650 1366 1743"> <tr> <td>Row 1</td> <td>ABBBA</td> </tr> <tr> <td>Row 2</td> <td>BAAAB</td> </tr> <tr> <td>Row 2</td> <td>ABBBA</td> </tr> </table> | | | Row 1 | ABBBA | Row 2 | BAAAB | Row 2 | ABBBA |
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| Row 2 | BAAAB | | | | | | | | |
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| Grade: | 4-5 | | | | | | | | |
| Unit Duration: | 2 weeks | Date: | January 5 2017 | | | | | | |

Stage 1 – Desired Results

Big Ideas

Skills are developed through practice, effort, and action.

Core Competencies

Thinking

- Creative Thinking: Novelty and Value

Personal Social

- Personal Strengths and Abilities

| Concepts | Unit Understandings | Transfer Goals | Essential Questions |
|--|--|--|--|
| <ul style="list-style-type: none"> Perspective Form Function/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. Colour in textiles have a variety of purposes and meanings. | <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Describes ways in which colour in textiles can be culturally significant. Measure yarn and set-up a “warp” and “first cross” | <p>Students will keep considering...</p> <ul style="list-style-type: none"> How are colours in textiles important culturally? What are the features of woven textiles? |

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| | <ul style="list-style-type: none"> Textiles can be made to look visually distinct with colour. | <ul style="list-style-type: none"> Describe a warp, first cross, weft, and shed Construct a finger woven friendship bracelet Experiment with creating a variety of colour patterns | <ul style="list-style-type: none"> How do we describe patterns? |
|--|---|---|--|

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> <ul style="list-style-type: none"> identifying the skills required for a task and develop those skills as needed demonstrating a willingness to learn new technologies as needed gathering information about or from potential users deciding how and with whom to share their product (Applied Design & Tech 4/5) Representing mathematical ideas in concrete, pictorial, and symbolic forms (Math 4/5) Exploring connections to identity, place, culture, and belonging through arts experiences (Art 4/5) | <p>Students will know that...</p> <ul style="list-style-type: none"> increasing and decreasing patterns, using tables and charts (Math 4) rules for increasing and decreasing patterns with words, numbers, symbols, and variables(Math 5) visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety (Art 4/5) |

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?

OTHER EVIDENCE: Assessing for Knowledge and Skills

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

| G R A S P S | |
|------------------------|---|
| Goal | To create a friendship bracelet Being able to use mathematical terms to describe their pattern Describe the significance of their choice of colour Rubric: <ul style="list-style-type: none"> Student will be able to expertly describe a how colours in textiles can have cultural significance. 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. |
| Role | Weaver |
| Audience | Classmates, Friends and Family |
| Situation | Students are to design and create a friendship bracelet to give away to a classmate, friend of family member |
| Performance or Product | Friendship bracelet |
| Standards | |
| Differentiation: | Class to work together to support each other in achieving the goal |

Assess: Know & Do

| Summative: Final assessments of knowledge and skill at the end of the unit | Formative: 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: <ul style="list-style-type: none"> • Student will be able to expertly describe a how colours in textiles can have cultural significance. • 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. | <ul style="list-style-type: none"> • 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 colours in textiles important culturally?

- Read aloud “Little Metis and the Metis Sash” by Deborah L. Delaronde
- Discuss how the colour in the Metis sash were significant and introduce students to other cultures that use colour in textiles in culturally significant ways.
- 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 “Finger-weaving Untangled” by Carol James and the following website: www.sashweaver.ca teach students the basic steps and vocabulary of finger-weaving.
- Have students share what they learned about the meaning of colours in the Métis sash and interview a friend or family member about their cultural colour connections or preferences.
- Using the information collected from their friend or family member, design a 2-colour friendship bracelet for that person.
- 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:

- “Little Metis and the Metis Sash” by Deborah L. Delaronde
- “Fingerweaving Untangled” / “Le fléché démêlé” by Carol James

www.sashweaver.ca

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?