

# Unit Planner

Overview			
<b>Subject:</b>	Social Studies	<b>Topic:</b>	Weaving
<b>Unit Overview:</b>	<p>In this unit, students will learn about the ancient craft of “weaving.” Weaving has been used by numerous cultures in Canada both historically and presently. Here, students will learn about the cultural significance of Métis sash weaving and their connection to the land. Students will develop knowledge and skills around the process of weaving and will finish by creating a Métis-inspired group or individual weaving sample.</p> <p>Important Traditional Knowledge for this unit:</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p>Important Mathematical Knowledge for this unit:</p> <ul style="list-style-type: none"> <li>Basic 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. The horizontal patterns may be AB, AB if you go over/under or they could be AAB, AAB if you go over two and under one. The vertical colour patterns can also be examined once the weaving is done. If you use one colour on each row and cycle through three colours in order, this may represent an ABC pattern. The math conversations are endless!</li> </ul>		
<b>Grade:</b>	K/1		
<b>Unit Duration:</b>	2 weeks	<b>Date:</b>	January 5 2017

## Stage 1 – Desired Results

### Big Ideas

People connect to others and share ideas through the arts

### 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"> <li>Connection</li> <li>Function</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>Textiles have patterns</li> <li>Textiles can be made by hand</li> </ul>	<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>Describe patterns in weaving (ex. Over-under, colour patterns,..)</li> <li>Construct a simple woven piece together with the class or independently</li> <li>Experiment with creating colour patterns</li> </ul>	<p><b>Students will keep considering...</b></p> <ul style="list-style-type: none"> <li>What patterns are used in weaving?</li> <li>How do you weave?</li> </ul>

## 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><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>• Make a product using known procedures or through modeling of others</li> <li>• Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment (Applied Design &amp; Tech K/1)</li> <li>• Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts (Math K/1)</li> <li>• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Art K/1)</li> </ul>	<p><b>Students will know that...</b></p> <ul style="list-style-type: none"> <li>• repeating patterns with multiple elements and attributes (Math K/1)</li> <li>• visual arts: elements of design: line, shape, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast (Art K/1)</li> </ul>

## 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 learn how to weave using an individual or community loom
Role	Weaver
Audience	Classmates, Friends and Family
Situation	Students are to design and create a woven piece that highlights colour and pattern
Performance or Product	Create a woven textile sample
Standards	
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 describe the pattern
- Describe the significance of their choice of 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
<ul style="list-style-type: none"> <li>• Student can expertly show a weaving pattern</li> <li>• Student is able to clearly describe how woven textiles are made.</li> </ul>	<ul style="list-style-type: none"> <li>• Students share reflections on their learning throughout this process that teachers could assess</li> <li>• Teachers could assess the student's woven product</li> </ul>

## 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. What patterns are used in weaving?

- Read aloud “My Métis Sash” by Leah Marie Dorion
- Discuss how weaving makes textiles.
- Explore patterns in the weaving process or in finished weaving samples.

### 2. How do you weave?

- Using the book the following websites teach students the basic weaving techniques.
  - <http://buggyandbuddy.com/weaving-with-kids-using-ribbons-and-fabric/>
  - <https://annareyner.wordpress.com/2011/11/23/weaving-with-young-children/>

Have students reflect on their finished product

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#### Resources:

- My Metis Sash” by Leah Marie Dorion
- <http://buggyandbuddy.com/weaving-with-kids-using-ribbons-and-fabric/>
- <https://annareyner.wordpress.com/2011/11/23/weaving-with-young-children/>

## 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?**

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