

Weaving Around the World

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Grade Level 4
Duration 2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

FINE/VISUAL ARTS

VA:Cr1.2.5a.

Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

AZ Standards

VISUAL ARTS

Generate and conceptualize artistic ideas and work

VA.CR.1.4a Independently brainstorm multiple approaches to solve a creative art or design problem.

Perceive and analyze artistic work

VA.RE.7.4a Use art-specific vocabulary to compare responses to a work of art before and after working in similar media.

ELA

Reading

Key Ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous people, and settlement patterns including the development of the Southern, Middle, and New England Colonies. Human-environment interactions are essential aspects of human life in all societies.

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4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

SIOP Elements

<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

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Arizona English Language Proficiency Standards

Grade 4 and 5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-4 utilize visual information to understand the text

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-5: contribute information and evidence to collaborative oral and written discussions

Overview

The appreciation of art and its importance in the world around us should begin at a young age. Weaving is one such art form that shows the creativity and skill of the creator through the use of fabrics. Fabrics worn often show the location of the owner. So art, clothing, and geography all are tied together.

Purpose

In this lesson, students will be introduced to and practice weaving skills. They will also learn about the geographical context of clothing and reading a weather map. Through these activities, students will gain a greater appreciation for the fabrics in their lives. This lesson contains adaptations for diverse learners (ELLs).

Objectives

The student will be able to:

1. Create a woven fabric/mat.
2. Use a map to identify a variety of climates and appropriate clothing for such climates.
3. Describe various fabrics.

Key Vocabulary

horizontal lines – line that goes from one side to the other (sleeping line)

vertical lines- line that goes up and down (standing line)

over- above

under- below

knot- the manner in which strings or yarn are tied to each other

pattern- a repetition of shapes or lines creating a design

texture- the feel of a surface

Materials

- Projection device, computer, and internet
- Current Weather Map found at <https://weather.com/maps/currentusweather>
- YouTube video Fibres to Fabrics (4.31 min) <https://www.youtube.com/watch?v=PDuiSnBYCQc>
- YouTube video Pineapple Fiber Production (1.23 min) <https://www.youtube.com/watch?v=lpU6ymlurIQ>
- YouTube video How Banana Waste Is Turned Into Rugs, Fabric (5.36 min) <https://www.youtube.com/watch?v=Ust6Bh1D3GY>
- Different types of **labeled** fabrics (cotton, wool, polyester, knitted objects, felt, flannel, silk, woven mats, etc.)
- Vocabulary Cards
- Doc camera
- Strips of colored paper (11 by ½ or ¾ inches)
- Clear tape
- Understanding a Temperature Map and Answer Key
- Ticket Out the Door
- Vocabulary Test and Answer Key

Procedures

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Engage:

13. Begin the lesson by asking: "What types of clothing would you take with you if you were going to visit Flagstaff, Arizona, during winter? And why those items?" Anticipated answers: Jackets, sweaters, coats, socks, boots, umbrella, waterproof materials. Why: To keep warm; because of the cold weather, to shed the rain/snow, keep you dry, etc. **(Preparation: Linking to background)**
14. Optional: Display examples of the different materials used in clothing to keep us warm and dry. (wool, polyester filling in jackets, waterproof synthetic fabrics, etc.). **(Scaffolding: Comprehensible input)**
15. Project the current Weather Map found at <https://weather.com/maps/currentusweather>
16. Explain that color bar shows rain, ice, snow; and the lines connect places with similar atmospheric conditions. Find Flagstaff and have the students determine whether it is snowing, etc. Then look lower on the website and find the Average Temperature Maps. Have students generalize how cold or hot various parts of the U.S. would be by asking: "Where else in the U.S. do you think you would need TODAY the same type of clothes as Flagstaff, Phoenix, or Yuma?" **(Application: Linked to objectives)**
17. Have students partner and model how to create a three column list for 1) summer clothing, 2) winter clothing, and 3) spring/fall clothing. At the bottom of the paper, 4) list several fabrics you think students will know about. Allow time for students to create their lists. Discuss their ideas.
18. Project the following videos and follow up with a discussion of the composition of different types of cloth and clothing.
Fibres to Fabrics (4.31 min) (Note: British spelling on words might need explanations) <https://www.youtube.com/watch?v=PDuiSnBYCQc>
Pineapple Fiber Production (1.23 min) (reinforce this a sustainable resource) <https://www.youtube.com/watch?v=lpU6ymlurIQ>
How Banana Waste Is Turned Into Rugs, Fabric (5.36 min) (reinforce this a sustainable resource) <https://www.youtube.com/watch?v=Ust6Bh1D3GY> **(Integrating Processes: Reading, Listening, Writing)**

Explore:

19. Distribute samples of 4 or 5 different types of **labeled** fabric to each small group of students. Write these questions on the whiteboard.
 - 1) What are the similarities and differences between any two fabrics that you touched?

2) Why do you think they are different?

Allow groups time to generate some answers.

20. Solicit and record the groups' responses on the board and link their descriptions to the former activity of where they listed the kinds of fabrics they could identify. Did they learn the names of some new fabrics? And how does the weaving composition make fabrics similar or different. **(Grouping Options: Small group, Scaffolding: Comprehensible input)**

Explain:

9. Return to the idea of visiting Flagstaff during Christmas. Which of these fabrics would they like their clothing to be constructed from?
10. Introduces the vocabulary words by projecting the Vocabulary Cards and explaining the definitions.
11. Using the Doc camera, model the weaving process using the strips of colored paper while reinforcing the meaning of the vocabulary words. **(Scaffolding: Modeling; Application: Linked to objectives)**
12. Divide students into groups of 3 or 4 and give each group 6 paper strips of any 2 different colors and a long strip of clear tape. The teacher will then guide the students through the weaving process using the paper strips.
 - Lay one colored strip of paper horizontally on the desk/table and tape its left edge to the table. Repeat with the next strip of the same color.
 - Once the 6 horizontal strips are taped down, the teacher demonstrates the weaving process step by step, using the vocabulary words- over and under.
 - Have students in the groups take turns weaving with the second color of the paper. Tape this color strip at its top to the desk.
 - As each student weaves their strip, the group members repeat over /under as they perform the specific task. **(Grouping Options; Small groups; Scaffolding: Guided practice; Application: Hands-on, Promotes engagement)**
 - Model how to secure the strips with tape on all four sides so the woven fabrics/mats can be picked up.
 - Have each group show their woven pieces to the class and explain their process and what they learned using the new vocabulary. **(Integrating processes: Speaking, Listening)**

Evaluate:

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13. Have students complete the Ticket Out the Door, Understanding a Temperature Map, and Vocabulary Test.

Assessment

Geography

The Understanding a Temperature Map can be graded for correctness. Mastery will be considered a score of 80% or higher.

ELA

The Vocabulary Test can be given to measure language acquisition. A score of 85% or higher is considered mastery.

Visual Arts and ELA

The Ticket Out the Door can be graded for completeness. Accept any reasonable answers. Mastery will be considered 2 valid answers for each question. **(Assessment: Individual, Written)**

Extensions

Research plastic and its environmental impact. Several lessons are online at <https://geoalliance.asu.edu/>

Explore hand weaving vs. machine made fabrics.

Watch YouTube videos on weaving and fabrics:

Why people still weave

<https://www.youtube.com/watch?app=desktop&v=6N5oFM-scs4>

Paper plate weaving

<https://www.youtube.com/watch?v=EoTIhumo0VE>

Yarn Graffiti in the News

https://www.youtube.com/watch?v=_ILwlztSk6o

Sources

Video Sources

Types of clothes:

<https://www.youtube.com/watch?v=PDuiSnBYCQc>

Pineapple fabric:

<https://www.youtube.com/watch?v=lpU6ymlurlQ>

Banana fabric

<https://www.youtube.com/watch?v=Ust6Bh1D3GY>

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