



# THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

## Master of Educational Technology

<b>Grade(s):</b> 6/7	<b>Date(s):</b> July 14, 2023	<b>Duration:</b> 90 minutes	<b>Lesson Topic/Title:</b> Traditional Textiles
<b>Subjects:</b> Social Studies		<b>Number of Students:</b>	
<b>Big Ideas:</b> Geographic conditions shaped the emergence of civilizations.  Economic specialization and trade networks can lead to conflict and cooperation between societies.		30	
<b>Curricular Competencies:</b> Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)  Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)  Assess the significance of people, places, events, or developments at particular times and places (significance)			
<b>Content Objectives</b>			
<b>General Objectives:</b>		<b>Specific Objectives:</b>	

<p>Scientific, philosophical, and technological developments</p> <p>Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</p> <p>Global poverty and inequality issues, including class structure and gender</p> <p>Economic policies and resource management, including effects on Indigenous peoples</p>	<p>How did ancient civilizations use textiles?</p> <p>What techniques are still practiced today?</p> <p>How have Indigenous groups globally used weaving?</p> <p>What are the Coast Salish uses for weaving?</p> <p>How to weave!</p>
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**21st CENTURY COMPETENCIES:** *Which COMPETENCIES will be addressed and how?* Critical thinking and Problem Solving/Creativity and Innovation/ Collaboration/ Communication/Global Citizenship/Metacognition and Reflection

Students will be applying their 21st-century competencies throughout this lesson, but detailed below are a few specific examples:

**Critical Thinking:** Students will need to think critically about the texts they engage with in the “Notice and Name”

**Problem-Solving:** Students will need to use a growth mindset while weaving their artifact

**Creativity:** Students will need to be creative in their woven design

**Innovation:** Students will draw inspiration from traditional methods to weave something unique

**Collaboration:** Students will need to work together in the Jigsaw Provocation

**Communication:** Students will need to record notes throughout their learning and will need to communicate orally through informal group presentation after the Jigsaw; they will also be invited to communicate orally during group discussions as the teacher sees fit

**Global Citizenship:** Students will look at weaving globally and see how culture has shaped innovation through textiles

**Metacognition/Reflection:** Students will need to reflect and be aware of their thinking throughout this unit; students will bring with them their own distinct identities, lived experience, prior knowledge, bias, etc., and will need to be aware of how that impacts their learning

**LEARNING GOAL(S)** I can... I will....

I can learn about traditional textiles through stories, videos, and discussion I can use a growth mindset to create a woven artifact to demonstrate my learning

**PRIOR KNOWLEDGE** *Prior to this lesson, students will be able to...*

- Students will draw upon their knowledge of ancient civilizations which are content areas in the BC Grade 6 Social Studies Curriculum
- Students will be able to demonstrate the general knowledge they have on weaving, whether it be through a previous unit, or their own learning and awareness
- There may also be some pertinent current events that relate to fashion or textiles in students’ knowledge base

## **Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-**

### Considerations:

*How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*

Multiple modes of accessibility catering to different learning styles (auditory, visual, tactile learners)

Despite EDIDA frameworks overlapping extensively, this lesson primarily focuses on decolonization and inclusion

Students will all have equitable entry points to the lesson, depending on their prior knowledge, strengths, and areas of growth

All students (and families) are welcome in the space to support and extend the learning

*Consider what materials you will use:*

Different choices of maker materials and tech tools allowing for no-tech and low-tech options

There are options for students with fine motor difficulties and physical impairments

*How will you ensure all voices are included and heard?*

Multiple ways of sharing and participation for learners to show their learning: writing, discussing, thinking, etc.

*How will you present and implement the content in a way that is culturally responsive and relevant?*

Current events can be considered and weaved into the content of this lesson to provide relevant information and an increased level of engagement. In addition, depending on your district you could invite a knowledge keeper or Elder to help with the weaving portion of the lesson

## **First Peoples Principals of Learning**

The following FPPoL are directly connected to this lesson and should be called upon while teaching and facilitating discussion:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

## **DIFFERENTIATED INSTRUCTION** *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Pause and consider your learners. Here are some suggested differentiation strategies to meet the needs of your students.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- UDL Principals
- Preferential seating
- Teacher proximity
- Multiple modes of demonstrating learning
- Preload transitions
- Timely feedback
- Create specific, targeted small groups designed to support and enhance learners' successes during collaboration
- Review expectations and strategies frequently
- Develop an emotional self-monitoring system for scaling emotions during the making
- Use of a Hokki stool and flexible seating

**MATERIALS:**

- [Lesson Slides](#)
- Library books on ancient civilizations' textiles and clothes
  - [Epic! Book Collections](#)
- Student Headphones
- Laptop/iPad Cart
  - Preferably a 1:1 student-to-device ratio
- [Jigsaw Brainstorming Sheet](#)
- Cardboard Loom
  - [Video 1](#)
  - [Video 2](#)
- Tabletop Loom
- Weaving materials
  - paper
  - yarn
  - wool
  - cedar
  - construction paper
  - etc.

**Lesson Video Tutorial for Teachers, found here:**

<https://drive.google.com/file/d/180BgAU2muk7hPxLu3Gaccz5cBOZFhx23/view?usp=sharing>

<p><b>INTRODUCTION/MINDS-ON - 10 minutes</b></p> <p>The following lesson slides are intended to accomonapy the entire lesson (Intro, Provocation, Challenge, Extension):  <a href="https://docs.google.com/presentation/d/1CkHc-L-kkRsfRZnxlqDrF3o1o_kE_zhtbGARmsqQnrg/edit?usp=sharing">https://docs.google.com/presentation/d/1CkHc-L-kkRsfRZnxlqDrF3o1o_kE_zhtbGARmsqQnrg/edit?usp=sharing</a></p> <p><b>Notice and Name</b></p> <ul style="list-style-type: none"> <li>• Students will walk into the classroom and see books laid out on some ancient civilizations</li> <li>• Alternatively, teachers can assign this <a href="#">Epic! Book Collection</a> to their class</li> <li>• The following questions will be posted on the whiteboard <ul style="list-style-type: none"> <li>○ What do you notice about ancient textiles?</li> <li>○ What do you recognize and what is new to you?</li> <li>○ What connections can you make from the previous lesson?</li> </ul> </li> </ul>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p> <p>What do you notice about ancient textiles?</p> <p>What do you recognize and what is new to you?</p> <p>What connections can you make from the previous lesson?</p>
<p><b>ACTION-LEARNING EXPERIENCES:</b></p> <p><b>EXPERIENCE 1 (Provocation - Jigsaw) - 30 minutes</b></p> <p><b>Jigsaw</b></p> <ol style="list-style-type: none"> <li>1. As a class watch the following video on weaving around the world <ol style="list-style-type: none"> <li>a. <a href="https://www.youtube.com/watch?v=0c3SUdEV8hM">https://www.youtube.com/watch?v=0c3SUdEV8hM</a></li> </ol> </li> <li>2. Split students up into 4 groups: Gutuemala, Coast Salish, Anglo-Saxon, and India <ol style="list-style-type: none"> <li>a. Guatemala - Watch: <a href="https://www.youtube.com/watch?v=apL15H1usIM">https://www.youtube.com/watch?v=apL15H1usIM</a></li> <li>b. Coast Salish - Watch: <a href="https://www.youtube.com/watch?v=RD7dohlz8Lw">https://www.youtube.com/watch?v=RD7dohlz8Lw</a> and <a href="https://www.youtube.com/watch?v=PuGlgFyYhfw">https://www.youtube.com/watch?v=PuGlgFyYhfw</a></li> <li>c. Anglo-Saxon - Watch: <a href="https://www.youtube.com/watch?v=gDxsq1YW620&amp;t=17s">https://www.youtube.com/watch?v=gDxsq1YW620&amp;t=17s</a></li> </ol> </li> </ol> <p><b>Student's Instructions: India - Watch:</b> <a href="https://www.youtube.com/watch?v=SlkmdF1CTxA">https://www.youtube.com/watch?v=SlkmdF1CTxA</a></p> <ul style="list-style-type: none"> <li>• Put your name on the <a href="#">brainstorming sheet</a> provided (either digitally or printed)</li> <li>• Answer the pre-viewing questions independently</li> <li>• Watch the video</li> <li>• Record notes while you watch</li> </ul>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p> <p>What do you notice?</p> <p>How does this connect with other course concepts?</p> <p>Who's story is being told?</p> <p>Who's story is missing?</p>

- Be prepared to share
  - If you finish early, find another resource that teaches you about weaving in your assigned place/time period
3. After ten minutes or so, have the students come together with the other students who researched the same topic to share what they learned
  4. Have each group share with the class three key takeaways

## **EXPERIENCE 2 (Challenge - Weaving) - 50+ minutes**

### **Weaving**

1. Start with a close read of the following article
  - a. <https://www.thecanadianencyclopedia.ca/en/article/woven-textiles>
2. Ask students to draw connections between the video they watched and the article
3. Spend some time here, honouring student's voice, and their past lived experiences to share
4. Next, plant the seeds for today's maker challenge
  - a. "Today, you are going to create an artifact that shows some of your learning today. You can weave a wall hanging, a bookmark, a bracelet, whatever you want!"
5. Depending on your learners, you can show them inspiration such as:
  - a. <http://www.schachtspindle.com/pdfs/makerspace-weaving.pdf>
  - b. <https://www.burkemuseum.org/collections-and-research/culture/contemporary-culture/coast-salish-art/coast-salish-weaving-tools#:~:text=There%20are%20three%20basic%20basketry,used%20as%20the%20sewing%20element>
  - c. [https://www.jamestowntribe.org/history/hist\\_weaving.htm](https://www.jamestowntribe.org/history/hist_weaving.htm)
  - d. [https://www.whatcommuseum.org/virtual\\_exhibit/universal\\_exhibit/vex19/index.htm](https://www.whatcommuseum.org/virtual_exhibit/universal_exhibit/vex19/index.htm)
  - e. [https://aboriginalresourcesforteachers.weebly.com/uploads/3/0/3/5/30354089/exploring\\_patterns\\_through\\_coast\\_salish\\_weaving.pdf](https://aboriginalresourcesforteachers.weebly.com/uploads/3/0/3/5/30354089/exploring_patterns_through_coast_salish_weaving.pdf)
  - f. <https://textilemuseum.ca/wp-content/uploads/2020/05/Crosscurrents-REV.pdf>
6. Ensure your materials are accessible and that you offer an array of materials
  - a. EG: paper, wood, yard, wool, cedar, etc.
  - b. Video tutorials:
    - i. <https://www.youtube.com/watch?v=O89UkwqZ4g0>
    - ii. <https://www.youtube.com/watch?v=w3ZftYA9Ei4>
    - iii. [https://www.youtube.com/watch?v=AWLIy-Um7\\_0\\_6](https://www.youtube.com/watch?v=AWLIy-Um7_0_6)

<p>iv. <a href="https://www.youtube.com/watch?v=SkqtkBS8cYI">https://www.youtube.com/watch?v=SkqtkBS8cYI</a></p> <p>7. Making Time!!!</p> <p><i>If you are in the WVSD #45, please feel free to watch this video for background knowledge:</i></p> <p>“Here is a link to a video of Allison Burns Joseph, from the Skwxwu7mesh Nation, teaching a group of Irwin Park and Hollyburn staff how to weave a ‘twill’ pattern in June 2021. If you would like to learn more about Allison, click <a href="#">HERE</a>.”</p> <p><a href="https://wvschoolsca-my.sharepoint.com/:v:/g/personal/emiller_wvschools_ca/Ee4NHDoR6G9DsdXOXTNY7YcBCLKciSm2KCHNWTz03Crsw?e=PnzYq6">https://wvschoolsca-my.sharepoint.com/:v:/g/personal/emiller_wvschools_ca/Ee4NHDoR6G9DsdXOXTNY7YcBCLKciSm2KCHNWTz03Crsw?e=PnzYq6</a></p> <p>Things to note:</p> <ul style="list-style-type: none"> <li>● Preview the video – some parts would be ideal for showing a class – the intro and a few of her tips.</li> <li>● I suggest starting at 1:56 for the welcome and info about weaving.</li> <li>● 10:00 is when she teaches you how to make a loom!</li> <li>● Weaving the twill technique starts at 12:29 – to 21 min.</li> </ul> <p><b><u>EXPERIENCE 3 (Extension - Optional)</u></b></p> <p>1. Have students build a one-pager through Slides, Book Creator, or Genially to show off their finished product and share their learning</p>	
<p><b>CONSOLIDATION/CONCLUSION:</b></p> <p>This lesson can easily be split up over the course of a few sessions or done in one longer lesson. It can be a stand-alone lesson within a unit on ancient civilizations or it can be sequenced in our fast fashion unit! The next lesson in this unit is through the lens of numeracy!</p>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p> <p>How is this lesson going to support my students and planning best?</p>

## ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

### Strategies

Assessment is ongoing throughout this lesson based on participation, discussion, and creation. Please look at the following suggestions for the different types of assessment.

### Assessment For

- Thumb-O-Meter
  - “Show me on your thumb, how you feel about textiles?”

### Assessment As

- Think-Pair-Share
  - “First, think to yourself how well you understood the video you watched, next partner up with your elbow partner and discuss, finally we will share out with the class.”

### Assessment Of

- The following rubric, under “tools” could be used or adapted for this entire lesson

### Tools

[Rubric](#)

## EVALUATION OF THE LESSON

### REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
  - a. When teaching this lesson again?
  - b. For the subsequent lesson?



5. What are the next steps for my professional learning?