

LESSON TITLE: WOVEN MAT

WOVEN MAT

GRADE/AUDIENCE:

- Grade 7-12

STATE STANDARDS:

- Content standard 3: Subject matter, symbols and ideas
- Content 4: Visual arts connection to history and culture
- Content standard 6: Connections to daily life, math, science, language arts

LESSON OBJECTIVES:

- To create a woven mat in the Pequot tradition, for use in a modern home
- To create a woven piece with traditional colors and symbols in mind
- To learn basic weaving skills

LESSON OBJECTIVES FOR YOUR STUDENTS:

- To gain a better understanding of how weaving was an integral part of daily Pequot life.
- To gain an awareness of the natural materials available at the time
- To gain knowledge of the symbolism used in Pequot decoration
- To gain familiarity with the terminology associated with weaving

COMPELLING / GUIDING QUESTIONS:

- If you were a Native American (Pequot) how would you use a woven mat in your daily life?
- What other things could you make by weaving?
- If you had a woven mat that had started to show signs of wear and tear, what could you do with it?

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DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Using a warp thread, fasten the thread to the cardboard loom with tape (temporarily) or a knot.
2. Begin wrapping the warp thread around the tabs of the cardboard loom alternating bottom and top.(FIG. E)
3. Fasten off thread when you have wrapped the last tab with the warp thread.
4. Choose a yarn or piece of raffia and attach it to the warp thread at the top of the loom. This will be the weft thread.
5. Using a needle or shuttle, weave under one warp thread and over the next warp thread all the way across the loom until you reach the other side.
6. Push the yarn up to straighten it. Adjust tension so it lays flat.
* Leave about 2" space between the top of the loom and the first row of weaving
7. Work the next row of weaving by working OVER the weft threads you passed UNDER on the last row, and UNDER the threads you passed OVER on the last row. (FIG. F)
8. Use a beater or a piece of thick cardboard to compact this row up against the last row.
9. Continue in this manner, changing colors as desired, until the loom is full to within 2" of the bottom.
* Be careful not to pull the weft threads too tight as you weave.
10. Secure the yarn by tying the weft yarn to warp thread and cutting.
11. To remove weaving from loom, cut the warp threads along the loom top and bottom edges .
12. Tie square knots with every 2 warp threads to secure.

TIME NEEDED FOR LESSON:

3-4 hours

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Cardboard weaving looms
- Yarn, fibers, raffia, grasses
- Photos or samples of weaving projects
- Scissors
- Yarn needle or shuttle
- Cardboard strips (beaters)"

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PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Mashantucket Pequot Museum exhibits
- Rowlandson, Mary. *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson*. 1683. <http://www.gutenberg.org/files/851/851-h/851-h.htm>
- Underhill, John. *News From America*. Electronic Texts in American Studies. University of Nebraska-Lincoln, 2007. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1037&context=etas>

PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:

- Ability to use scissors
- Ability to thread a needle
- Familiarity with life in a Pequot wigwam and the need for woven items (mats, bags or clothing)

SUGGESTED DIFFERENTIATIONS:

- Weave with paper strips instead of yarn
- Thicker yarns or string to help students with coordination issues
- Use a larger loom or a loom made from a box so a student with motor skill deficiency can find success

CROSS-DISCIPLINARY CONNECTIONS:

- History: Use of weaving in the daily life of the Pequots
- Math: Estimating needed materials
- Science: Knowledge of native materials so informed choices can be made depending on the use of the woven object
- Language Arts: Familiarity with the vocabulary of weaving (warp, weft, shuttle, beater)

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Whole class critique: give positive feedback about classmates projects
- Self-assessment: What knowledge did you gain through this project?
- How successful was this project?
- What could you have done to make this a more successful project?