



## Introduction Lesson : Weaving Created by:

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Lessons can be found online at: <https://www3.sd71.bc.ca/School/abed/resources/teacher/Pages/CoastSalishWeaving.aspx?login=-749532777>

### Driving Question:

How does learning about weaving help us to learn about its significance to indigenous people? What is important about weaving to indigenous people?

## Weaving: Introductory Lesson Curriculum Connections

### Grade 3: Arts Education

#### Big Ideas:

The arts connect our experiences to the experiences of others.

#### Curricular Competencies; Exploring and Creating:

Explore identity, place, culture, and belonging through arts experiences

#### Content:

visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis

### Grade 4: Arts Education

#### Big Ideas:

Creative expression is a means to explore and share one's identity within a community.

#### Curricular Competencies:

Explore identity, place, culture, and belonging through arts experiences

Explore relationships among cultures, societies, and the arts

#### Content:

processes, materials, technologies, tools and techniques to support arts activities

### Grade 5: Arts Education

#### Big Ideas:

Engaging in creative expression and experiences expands people's sense of identity and belonging.

#### Curricular Competencies:

Explore connections to identity, place, culture, and belonging through creative expression

### Curriculum Competencies:

Thinking critically; making meaningful personal connections; inferring from images/art expression; connecting and engaging with others to share and develop ideas

Share the principles of learning with your students...

# FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

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 involves generational roles and responsibilities.

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.

For First Peoples classroom resources visit: [www.fnescc.ca](http://www.fnescc.ca)





### Driving Question:

How does learning about weaving help us to learn about the significance to indigenous people? What is important about weaving to indigenous people?

**Learning Targets:** Thinking critically; making meaningful personal connections; inferring from images/art expression; connecting and engaging with others to share and develop ideas

Bead Timeline: find full bead timeline story here: <http://www3.sd71.bc.ca/School/abed/resources/teacher/Pages/BeadTimeline.aspx>

Focus on local resources, what is available in your area. People use the resources in their area to fulfill their daily need.

Intergenerational learning: from an elder, harvesting practices, learning the skills

And the practise of giving thanks to the living resource you are us-



### Establishing a Need to Know:

YouTube video: **Toni Frank - First Nation Cultural Art Showcase**

<https://www.youtube.com/watch?v=ZGYnQx2R4nE>

Toni Frank (Shahtle Mult) comes from the Coast Salish and Kwakwaka'wakw People. She is Shíshálh (Sechelt) and K'ómoks (Comox). Toni was born and raised on K'ómoks Traditional Territory overlooking the Puntledge River estuary in the Comox Valley, and grew up near the K'ómoks Big House that is used for all kinds of ceremonies and community functions. Produced by Salish Eye Productions [www.salisheye.com](http://www.salisheye.com)

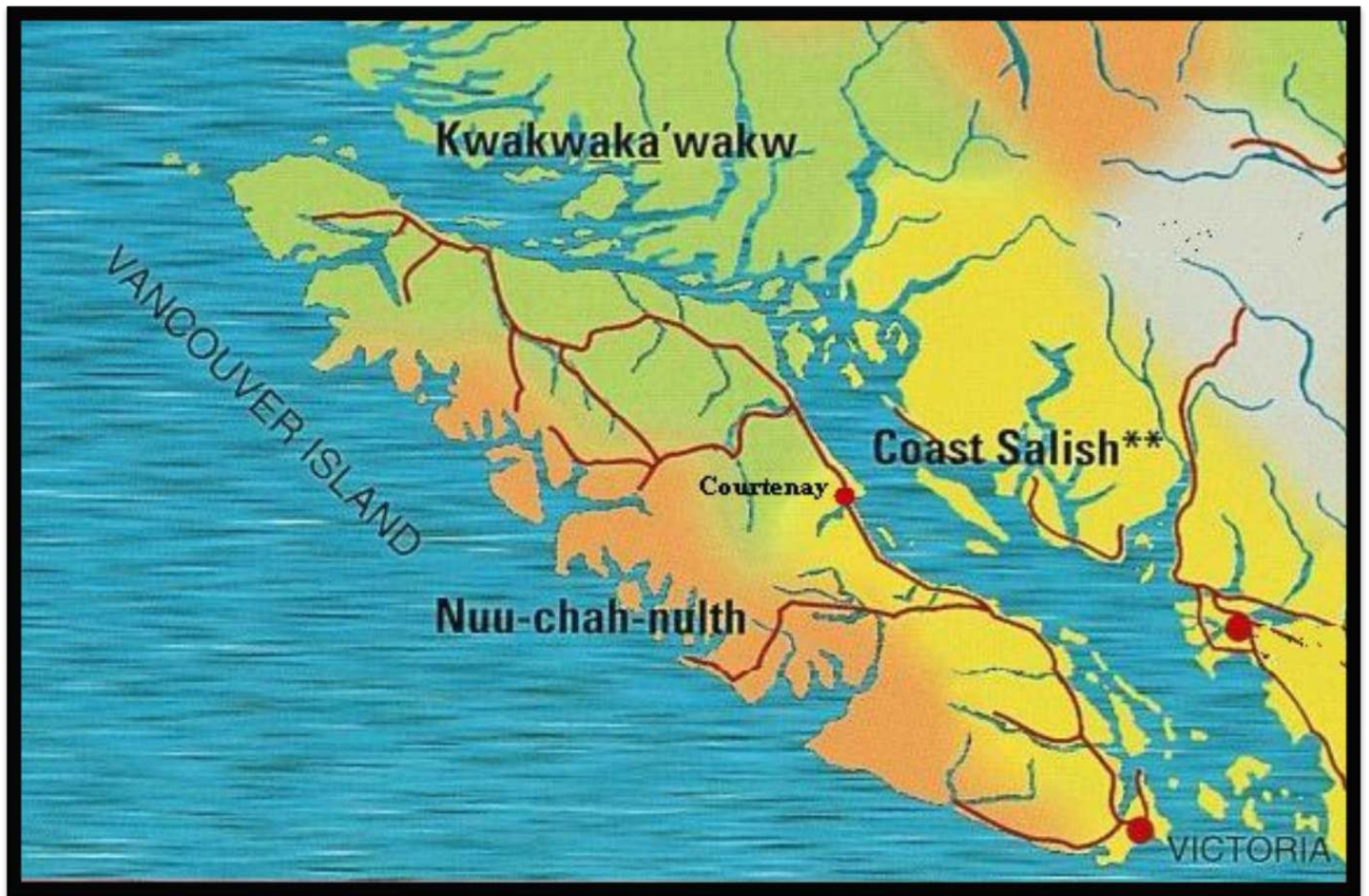
**Model:** Noticing, thinking and wondering from the shot at .21sec into the video. So students have an idea of what to expect to do after the video

**Watch video:** "Everyone has a calling for what their art is.." Toni Frank

**Partner Turn-and-Listen:** guiding questions- What did you notice? Think? Wonder?

Share out to the larger group.





Share the larger First Nations groups of the Vancouver Island and discuss that there is diversity and variety of traditions in each. Note that Comox Valley is right on the border between.

Weaving would be different in each territory: with use of material, style, technique and patterns. People would learn from their elders or knowledge keepers.

**Notice, Think, and Wonder:** Place several weaving examples around the room and have students move from station to station to Notice, Think and Wonder about the topics.

Model and think out loud how to notice , think and wonder with detail before sending the students on their own.


## Weaving Samples

- Baskets: North American basketry kit from SD71 LRC
- Metis Sash
- Salish knitting
- Salish weaving
- Cedar hat

**Weaving**

I notice... I think...

What is important know about weaving?



I wonder...