

Name:	Giselle Castillo
Lesson Title:	Woven Bag
Grade Level:	Highschool

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections Native American culture (Cherokee and Anishinaabe, Chippewa, Ojibwa).	Interdisciplinary Connections Native American History
Art Vocabulary: Weaving, Bandolier bag, basket weaving,	Elements/Principles of Art Unity, texture, pattern, color, repetition
Media and Materials needed: Ruler, scissors, cardboard loom, popsicle stick needle, cardboard needle, yarn, buttons, beads, hot glue	

Content Standards

Creating Standard 1

Acc.VA:Cr1.2: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Presenting Standard 6

Acc.VA:Pr6: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Connecting Standard 11

Acc.VA:Cn11: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.

Learning Objectives

- 1. Students will create a woven “messenger” bag with a design that is inspired by Native American cultures (Atakapa, Cherokee, Choctaw, and Chitimacha) but still their own.**

2. **Students will write a message on paper that they would want to communicate to their class, their loved ones, or in general.**
3. **Students will create a design on their messenger card that correlates with the design of their woven bag.**

Anticipatory Set:

Students are going to walk into class and be presented with a powerpoint on Native American woven bags and baskets and its history. In the beginning of the powerpoint there will be a video of Native American women weaving baskets and explaining what this practice means to them. https://www.youtube.com/watch?v=G2iM9_wFe0s. During the video I am going to pass out examples of woven bags to connect with the video but also transition into the next type of bags that were made by Native Americans.

After the video I am going to present them with images of Bandolier Bags and the different designs and usage they had for them. We will discuss the differences and similarities of these bags and introduce the lesson.

Big Idea:

This assignment is meant to show students how culture impacts art whether it be design, context, or usage. Students can start to think about how artwork modeled by a specific culture can be a reflection of people's intricate identities.

Essential Question:

How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions?

Objective/Purpose:

This lesson will allow students to analyze and understand how culture influences art. We are going to take a look at the history of basket weaving as well as Bandolier bags. They are going to be able to identify how culture has influenced art to be

Model:

I am going to do a demonstration on creating their woven bag. Specifically, by showing them how to create their cardboard loom, wrapping their yarn around the loom, and beginning the process of their woven bag. I am also going to demonstrate how to start a new layer with the same, or different, color of yarn when they run out.

Along with doing an in person demonstration, I am also going to give them a link to a video tutorial in case they need it for a reference.

<https://www.youtube.com/watch?v=1MVn2mLQHHo>

Check for Understanding:

During the beginning of the lesson students are going to be having a discussion Native American arts and crafts while talking about the meaning of their artwork and why it's significant. This will allow them to visualize how culture has a huge impact of art forms.

In the middle of the lesson I am going to introduce them to paper weaving so they can familiarize themselves with the weaving process as well as generating the thought of using patterns to create a more dynamic art piece. After that I am going to be demonstrating the process of starting their woven bag while assisting them.

At the end they are going to complete a self-evaluation critique that will be asking them questions about what they learned in the project.

Step by Step Instruction of Lesson

Instructional Strategies (what the teacher does)	Activities (what the students do)
<p>Day 1</p> <p>Students will walk in and be presented with a powerpoint and video on Native American Basket weaving and Bandolier bags. The class will then discuss their usage and identify the importance of culture in these mediums. Furthermore, they will be given in</p>	<p>Day 1</p> <p>After watching the video, students are going to have a discussion on basket weaving and Bandolier bags from the video and powerpoint. During the video they will be able to explore the materials with the in</p>

persona; examples of woven bags that I created so they can see the different use of texture, pattern, and design they can achieve in their project.

After their discussion I will introduce them to examples of woven bags created by different artists to generate inspiration for their project.

I will then introduce them to the “messenger” card they are going to place in their bag. I am going to ask them to write down at least 3 messages in any context on index cards that will be provided to them. They will share at least one of these messages in their group when they are done.

person examples I will be providing for them.

Students will then see example images from woven bags and begin to think about their designs.

Students will write down 3 messages on index cards provided to them. They will then share at least one of these messages in their group and have a discussion on their messages.

Day 2

Students will have different colored sheets of paper on their desk and be introduced to paper weaving. This will be a warm-up for them to get familiar with the process of weaving before they start on their woven bag.

I will give them a demonstration on how to start paper weaving in their sketchbook using different color combinations. Along with my demonstration, I am also going to provide them with a video on how to do paper weaving if they need it for reference when they need to on the projector.

Students will then begin the process of paper weaving until class is over. This will not be a graded assignment based on completion but merely practice.

Day 2

Students will observe the demonstration on paper weaving. They will recount these steps and then begin the process in their sketchbook.

Students will continue to work on their paper weaving assignment until the end of class.

At the end of class I will assign students to bring extra materials they might want to attach to their woven bag.

Day 3

Students will walk into class and have materials for their woven bag placed on their desks. There will be additional materials on a separate desk in front of the class aside from the ones they've brought from home.

I will do a demonstration on making the cardboard loom, wrapping the yarn around the loom, and beginning the process of their woven bag. When I've finished students will start on their woven bags.

When a student runs out of their first yarn I will stop the class and do another demonstration on how to continue with the sale, or different, colored yarn. Students will continue with their woven bags until the end of class.

Before class ends, I will share the video and the link to a video tutorial on woven bags to work on at home.

Day 3

Students will observe the demonstration on creating their woven bags. They will recount these steps and then begin the process.

Students will observe the demonstration on beginning a new layer of, or the same, color of yarn for their woven bag. They will then continue the process of creating their woven bags.

Students will continue working on their woven bags until the end of class.

Day 4:

When students walk into class I am going to give them a demonstration on making the flap, creating their handle, and placing buttons or beads on their woven bags. Once finished, students will continue the weaving process until the end of class.

As students start to finish their woven bags, I will be reminding them of their "message"

Day 4:

Students will observe the demonstration on making the flap and decorating their woven bags. They will continue to make their woven bags.

card that will be inside their bag. I will also be reminding them that their card has to have a small design that correlates with their bag.

Students will be instructed to have their woven bag and “message” cards finished for next class.

Students will be reminded of their “message card” as well as to have it complete by next class.

Day 5:

Students will walk into class and be given 10-15 minutes to add finishing touches to their woven bag and/or “message” cards.

I will separate students in groups of 3 or 4 to do a gallery walk. They will be given post-it notes to place 3 comments on 3 woven bags (one comment per bag).

I will go around the room to each group and ask them to share their comments and thoughts on each bag they commented on as their critique. Students will be given the chance to share the “message” in their bag if they would like to. This is optional to the student.

Students will be given an artist evaluation critique worksheet to finish before class.

Day 5:

Students will walk into class and have 10 minutes to add finishing touches.

They will be separated into groups of 3 or 4 to do a gallery walk around the room and observe/critique their classmates woven bags. As they are walking they will have to give 3 comments to 3 woven bags (one comment per bag).

Students and their groups will have a critique talking about the comments they left on their classmates' work. They will be given the option to talk about their “message” card.

Students will complete self-evaluation critique before the end of class.

Critique/Discussion:

Students are going form into groups of 3 or 4 and do a gallery walk. Throughout the gallery walk they will have to place comments on at least 3 bags of their choice. When the gallery walk is over each group will have to say which bag they placed a comment on and why. This will generate a discussion amongst themselves where they will be able to critique each other's work. Students will be given the option to share the message they placed in their woven bag.

When the discussion is over, each student will be given a self evaluation paper where they are going to talk about the process of working on their woven bag, their work ethic, and the choices they made throughout the process in regards to the design and the message in their bag.

Assessment/Scoring Rubric

Criteria	1	2	3	4
Craftsmanship	Woven bag is incomplete.	Woven bag isn't quite neat with parts still being loose. There is some influence from Native American culture.	Woven bag is neatly woven with different patterns and texture. Shows a representation to Native American culture while being original.	Woven bag is above and beyond expectations. Neatly woven with beautiful pattern, texture, and accessories. Shows a clear influence from Native American culture while being original.

<p>“Message” Card</p>	<p>Student did not complete or turn in card with their woven bag.</p>	<p>Student has turned in incomplete card or completed without a design linked to their woven bag. There may or may not be a quote on the card.</p>	<p>Student has completed their card with a clear link to their woven bag. It contains a meaningful message to the student.</p>	<p>Student went above and beyond in the design of their card. It is clearly influenced by their woven bag and has a meaningful message.</p>
<p>Focus</p>	<p>Can’t focus on weaving and is almost never on task.</p>	<p>Often disrupting other students while weaving and has to be reminded to stay on task.</p>	<p>Stays focused most of the time. Is sometimes distracted by others, but is able to get back on track.</p>	<p>Stays focused while weaving. Eyes aren’t constantly wandering the class. Doesn’t disrupt other students.</p>
<p>Self-Evaluation Critique</p>	<p>Self-evaluation critique was not turned in.</p>	<p>Self- evaluation critique was only partially completed.</p>	<p>Students completed their self-evaluation critique.</p>	<p>Student completed self-evaluation critique. Gave thoughtful responses to the process of creating their project.</p>