

Lesson Title: Weaving History

English II (10th grade)

Candidate Name: Anne Warner

Overview of the lesson: Students will begin class with a bell question focused on their own culture. The teacher will show the “Lily Hope: Weaving History” video to help students visualize what they will be reading about. Students will read and engage with “Weaving History with Integrity,” by Rachel Bishop. See. Think. Wonder questions will be used to help engage students with both the video and the text. Depending on class size, groups of 3-4 students will engage in group discussions about their own cultures.

Standards: RL 9-10.4,6 Craft and Structure; RI 9-10.7 Integration of Knowledge and Ideas

Essential Question(s): How does culture affect the way a person sees the world? (Common Lit, Grade 10, Unit 3)

Objective(s): Students will understand how culture affects the way a person sees the world. This understanding will be drawn from their engagement with the video, reading, and group discussions.

Assessment: Students will answer the exit ticket question: “Please tell me how culture shapes how you see the world or how you think it shapes how others see the world?”

Spark/Hook: Watch “Lily Hope: Weaving History” by Smithsonian American Art Museum.

(<https://youtu.be/7sWebOn62cY?si=Tq8dVK0pDCGoWgXk> 4 minutes)

Use See. Think. Wonder. to engage students with the topic.

Activities:

Time: approx.	Teacher: What will the teacher be doing during this lesson?	Students: What will the students do during this lesson? How will the students be ACTIVELY engaged with the material?
5 minutes	The teacher will have bellwork questions asking about students’ own culture displayed for	Students will work independently and handwrite their answers to the bellwork question.

	<p>students. Students need not answer all of the questions, as long as they are actively engaged in the process. Let students know that they will have the opportunity to share this information later in the lesson.</p> <p>-What is your favorite meal/food, tradition, or holiday? Why is this important to you? What do you know about its background?</p>	
10 minutes	<p>To introduce the topic of cultural perspective, the teacher will show the Lily Hope video. After the video, ask See. Think. Wonder. questions to the whole group. Try not to spend too long on the video and move onto the reading. The teacher will refer back to the video several times during the reading.</p> <p>-What did you see, observe, or notice in the video?</p> <p>-What do you think about what you saw?</p> <p>-What do you wonder about the video?</p>	Students will share their thoughts and ideas in response to the teacher’s questions.
30-40 minutes	<p>The teacher will guide students through the reading, “Weaving History with Integrity.” The teacher will identify words and/or ideas students may struggle with and help students understand them (example below). The teacher may consider returning to the video during the reading to help students make connections.</p>	Students will take turns reading aloud. Students will answer questions throughout the reading. Students will ask the teacher questions to clarify challenging words, concepts, and ideas (see teacher notes).
5-10 minutes	<p>The teacher will facilitate group discussions (3-5 students) about students’ own culture and how this affects their own interactions</p>	Students will participate in small group discussions about their own culture and how it affects the way they view the world.

	and views of the world around them. Have students answer exit ticket question.	Students write exit ticket answer on index card and turn in.
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Adaptations:	Culturally Responsive/Best Practices:	Materials Needed:
ELL and IEP students may struggle with reading aloud, completing the bellwork, and the assessment. Provide copies of words and definitions to these students, as needed. Select reading passages that fit their personal goals.	Learn about students by using a bell work question asking about their own culture and heritage. Use media that positively depicts a range of cultures (video and article).	Teacher access to technology to watch YouTube video. <i>Weaving History with Integrity</i> , by Rachel Bishop. Paper/notebooks for students to write bellwork and to write vocabulary

Words and discussion ideas:

Tlingit: What do you know about this word from the video we watched? How could you learn more about it?

Wooshkindein Da.aat, Lily’s Tlingit name, means “walking together one behind another”: The Teacher may consider having a brief, whole group discussion about how people in different cultures are given names. This could be introduced with basic comments about how people may have received a name because their parents liked how a name sounded or wanted to remember a loved one. Students can then have the opportunity to share why they have the name they do. People generally enjoy talking about their names, but teachers should be aware of those that may be sensitive. Teachers should also be aware that some students may have chosen to go by a different name.

Chilkat blankets: What do you know about this word from the video we watched?

Endangered: What does this word mean? How can an artform become endangered?

Her mother, the late Clarissa Rizal, was a multimedia artist and Chilkat weaver who studied alongside master Chilkat weaver, Jennie Thlunaut. Lily grew up in Juneau and remembers watching her mother’s hands constantly at work while she was encouraged to help: It may be appropriate to have a brief discussion about different ways of learning, especially traditional skills and knowledge. Outside of formal education, like school, what are some of the ways you

can learn things? What skills have you learned or are you learning? How did you become aware or interested in this skill?

Mother of pearl: What is mother of pearl? Have you ever seen it? Where?

Warp: What is this? Did you notice it in the video?

Ceremonial: What does this word mean? How was this used in the video? It may be necessary/appropriate to have a brief discussion about cultural appropriation. How can we respectfully appreciate other cultures?

Commissioned: What does this mean? Why might someone commission a ceremonial robe? Why can't they make it themselves?

Clan: From the words around it, how can we determine what this word means? What are other ways this word might be used?

Coveted: How can we know what this word means? Did you notice who produced the Lily Hope video? What is the Smithsonian? Why would museums want Lily Hope's weavings?

Weft: How was this word used in the video? How is it used here?

Hemlock: Have you ever seen a hemlock? Where does it grow? How do you think Lily Hope knew to use this material as a dye?

Labor-intensive: How long is 2,500 hours? What do you think would inspire someone to spend that much time on a single project? Why does one weaving take so much time and effort?

In the last 120 years, there have been fewer than a dozen Chilkat weavers capable of weaving full-size ceremonial regalia: What factors might limit how many people learn this skill? What skills do you know of that only a few people have?

Sneaky: Why does Lily Hope say that her mother was sneaky? Have you ever realized that you had learned how to do something without noticing?

It's about sharing the story behind the art: What do you think Lily Hope means by this? Are there other methods of sharing knowledge without writing? Does your family/culture have any traditions (i.e. dance) that tell a story without words?

Fine art: What is this? Have you heard of clothing being considered "fine art?" (ex: traditional Chinese wedding dresses, which could include a brief discussion about how things like color are viewed/used in different cultures).

I want people to hear the word Chilkat and immediately have an image of a Chilkat blanket pop into their heads: Why do you think Lily Hope would want this? Are there other words that make images pop into our heads (ex: qaspeq/kuspuk, plaid/kilts, etc.)?