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Lesson 4: Weaving a Life in a New Land Lesson Ideas for Alignment

Developed by Grace Morgan

Maine Learning Results

ELA

B1c, d, e Writing: Interconnected Elements

B5a Writing: Practical Application

E1a, c Listening

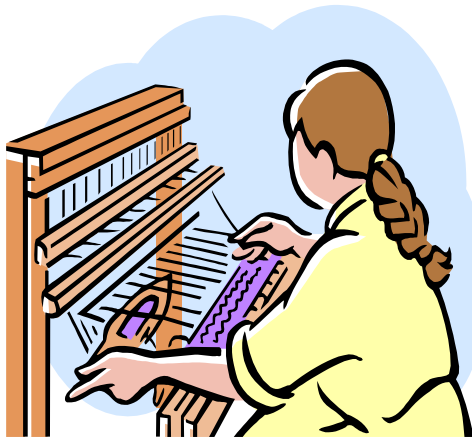
SS

E1b Historical Knowledge, Themes, and Patterns

Common Core

ELA

Writing: 3, 4



Lesson Summary: Small farms in the New World raised sheep and grew flax for fiber to weave. Settlers used large wooden looms to weave cloth when enough yarn had been spun. Students will use a small frame loom to learn basic weaving techniques.

Teacher Note: When discussing looms used in colonial times, show a visual as you describe how it works. The YouTube weaving video is recommended and will help students understand what they are to do. Note that some frame looms have pegs to wind the warp around, others don't and the warp is wound around the frame as in the resource illustrations provide

Learning Objectives:

The student will:

- Imagine being a colonist and write a letter to King William III of England about the 1699 wool law.
- Define weaving terms: warp, weft, beater, and shuttle.
- Follow oral directions to warp their frame loom.
- Follow oral weaving directions.
- Complete small weaving project.
- Make a journal entry describing their weaving experience.
- Compare and contrast clothing a family today with clothing a family in colonial times.



Process:

- Discuss the early settlements and how weaving cloth developed in the colonies.
- Discuss how the English law of 1699 impacted the people of the colonies.
- Discuss the relationship between England and the colonies and how it evolved over time.
- Describe what a colonial loom looked like. Use handout.
- Discuss weaving vocabulary.
- Give oral to step by step directions to prepare their frame loom and then weave.
- Provide Handout for the compare/contrast exercise.

Assessment:

Use sample rubrics or have class develop an assessment rubric.

