

The Threads of Our Community

Pillar: Positive Social Environments

Division: II

Grade Level: K-1

Core Curriculum Connections: Social Studies

I. Rationale: In this lesson, students use the metaphor of a woven fabric to develop a cloth mural that represents a community. Students explore all of the different 'threads' that are necessary to produce the tapestry that is the foundation of all social groups and communities. The analogy used is that a community (family, classroom, school, neighbourhood, town, city, province, and/or country) contains many 'threads' that come together to create a strong and colourful fabric. This lesson promotes respect and acceptance by celebrating diversity and promoting a positive social environment.

II. Activity Objectives:

Students will recognize, respect, appreciate, and celebrate:

- the unique strengths, talents, and contributions that each individual makes to the social groups that they are a part of.
- the value of diversity in the composition of social groups.
- how self-esteem and identity are enhanced by involvement in groups and communities

III. Curriculum Outcomes: Social Studies

Kindergarten	Grade 1
<p>K.2 I Belong General Outcome Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.</p>	<p>1.1 My World: Home, School, and Community General Outcome Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.</p>
<p>Specific Outcomes: ➤ Values and Attitudes K.2.1 value how personal stories express what it means to belong K.2.2 value and respect significant people in their lives:</p> <ul style="list-style-type: none"> • appreciate the important contributions of individuals at home, at school and in the community <p>K.2.3 appreciate how their participation in their communities affects their sense of belonging</p> <ul style="list-style-type: none"> • appreciate the impact that group members have on each other 	<p>Specific Outcomes: ➤ Values and Attitudes 1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity • appreciate multiple points of view, languages, cultures and experiences within their groups and communities • demonstrate respect for their individual rights and the rights of others • recognize and respect how the needs of others may be different from their own

<ul style="list-style-type: none"> • demonstrate respect for the diverse ways individuals cooperate, work and play together 	<p>1.1.2 value the groups and communities to which they belong:</p> <ul style="list-style-type: none"> • demonstrate a willingness to share and cooperate with others • appreciate how their actions might affect other people and how the actions of others might affect them
<p>➤ Knowledge and Understanding <i>Students will:</i> K.2.4 examine the characteristics and interests that bring people together in groups K.2.5 examine ways in which people create a climate of cooperation</p>	<p>➤ Knowledge and Understanding <i>Students will:</i> 1.1.3 examine how they belong and are connected to their world 1.1.4 determine what makes their communities thrive by</p>

IV. Materials:

- Take-home letter to request permission for students to bring items to school
- A rough piece of fabric that shows weaving, such as a potato sack or canvas (or paper strips woven together to demonstrate what a weave looks like.)
- Large piece of cloth (e.g., bed sheet or blanket)
- Student, teacher photographs, drawings, and memorabilia
- Drawing paper and materials
- Scissors
- Push-pins, safety pins, two-sided mounting tape, and/or tacks

Background

Weaving goes back to the Stone Age. In weaving, threads are worked together in a pattern to make cloth. In traditional weaving, rows of threads are stretched side-by-side on a loom. These threads are called the *warp*. A thread attached to a large needle, called a *shuttle*, is passed through from one side of the loom to the other, alternatively going over and under the warp threads. These threads make up the *weft*. Large machine looms do that work today, but there are still many people who still prefer to weave their own cloth.

V. Procedure:

1. Send home a letter to parents, asking for photos or other personal items for the activity. The letter should include a deadline by which materials should come in and a date when parents can expect them to be returned.
2. Attach the large piece of cloth onto the wall or bulletin board. Ask students if they know how cloth is made. Share the Background information above with the students. Then, bring students up in small groups to study the example of weaving to note how the warp and the weft hold together to make one piece of material.
3. Make the analogy that a community (classroom, neighbourhood, town, city, province, or country) contains many "threads" that come together to create a strong and colourful "fabric." To make sure students understand the concept, encourage them to give examples of how people live and work together, though they have different backgrounds, talents, and experiences. Tell students that they are going to create a mural on the cloth that symbolizes how the class is a community woven together with many different "threads."

4. Have students think of things that make them and their families special. These could include holidays, celebrations, traditions, culture, work, hobbies, special talents, history. Have students select items from home or create, draw, or find objects and items that represent their families.
5. Begin the mural by having students create small, colourful name tags on paper for themselves and attaching them to the spot on the fabric where they will contribute their part of the collage. Then have them arrange the items they have collected. If they wish, they could create small labels to identify each item.
6. When the collage is complete, set aside some time every day for students to briefly explain their contributions to the collage.
7. Guide class discussions by exploring and reflecting upon the following questions for inquiry:

Kindergarten Inquiry Questions:	Grade 1 Inquiry Questions:
<ul style="list-style-type: none"> • What brings people together in a group? • What might we share with people in other groups? • Can we belong to several groups at one time? • How do we know that we belong to groups or communities? • Does everyone belong to a group or a community? • How does living and participating in your community affect your sense of belonging? 	<ul style="list-style-type: none"> • What different types of communities or groups do you belong to? • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? • In what ways do we belong to more than one group or community at the same time? • In what ways do we benefit from belonging to groups and communities? • What are our responsibilities and rights at home, at school, in groups and in communities?
<ul style="list-style-type: none"> • What are the rules at home, at school and in the community? • Are there similar rules at home, at school and in the community? • What are the benefits of working cooperatively with others? • What are challenges that groups face in creating a peaceful atmosphere? • In what ways can people contribute to a group or community? • What actions show care and concern for the environment? 	<ul style="list-style-type: none"> • In what ways do people cooperate in order to live together peacefully? • How do groups make decisions? • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community?

VI. Extensions and Variations:

- This activity could also be modified to target learner outcomes at the grade 2 and 3 level simply by modifying the type of community being represented. For example, at the grade 2 level, the mural could be used to represent the geography, culture, language, heritage, economics and resources that shape and change Canada's communities. At the grade 3 level, Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.
- Learn more about cloth making by visiting a local weaver, museum of industry, or by watching a video of a weaver at work. You might also invite a local weaver to speak to your class and give a demonstration.
- Gather samples of different types of fabric and let students handle them too.

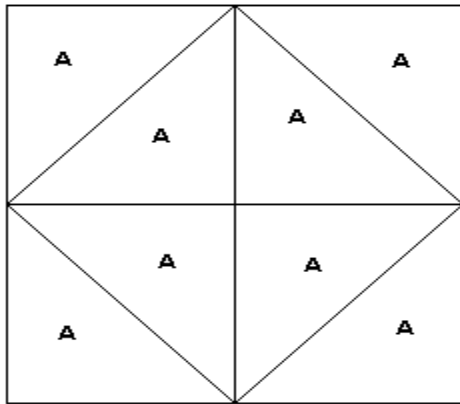
VII. Assessment Ideas:

- Have students choose their own quilt pattern template (or select one appropriate to the needs of your class, depending on the detail and amount of information you wanted displayed). Have students

demonstrate their learning by labelling or drawing pictures on the pieces of the template to show the different groups that they belong to. Also, have them attach a positive word to explain how being a part of each group makes them feel. For example, family: loved; school: respected; hockey: proud, community: safe, etc. Visit [Quilt Block Pattern Library](http://www.quiltblockpatternlibrary.com) or select patterns from the examples of simple templates below.

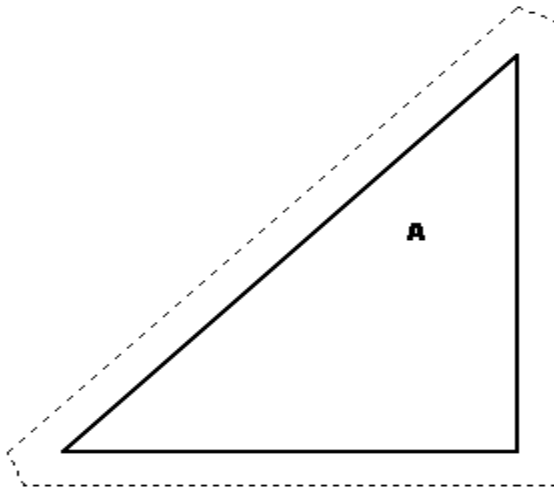
- Have students hand in their completed quilts pattern blocks for assessment.

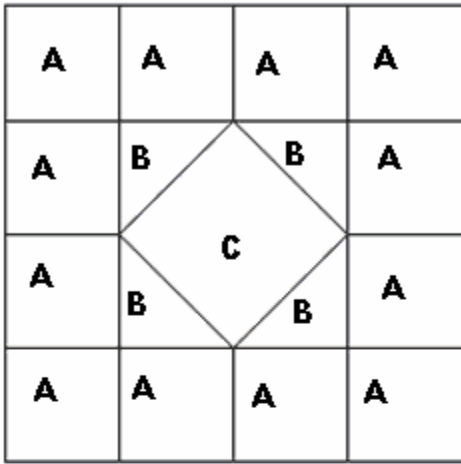
Sample Templates:



**Broken Dishes
Template 1 of 1**

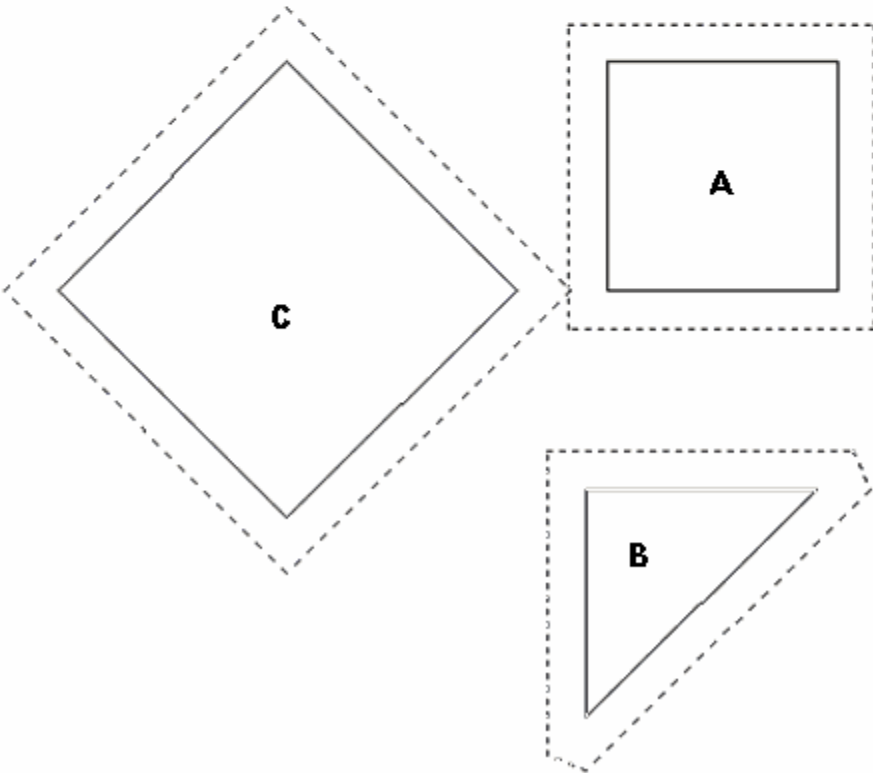
www.blockcrazy.com

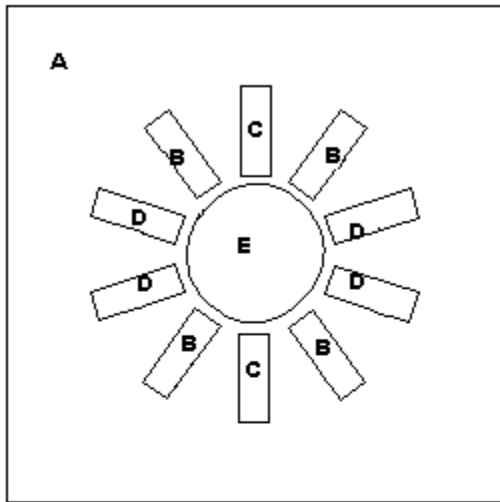




Susannah
Template 1 of 1

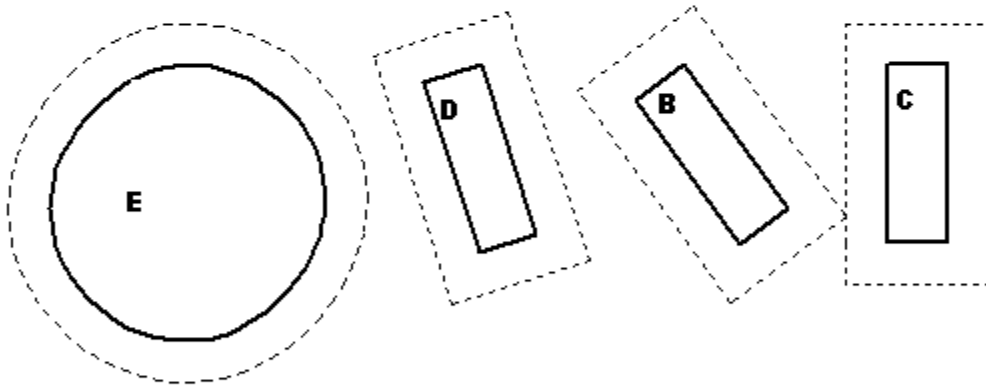
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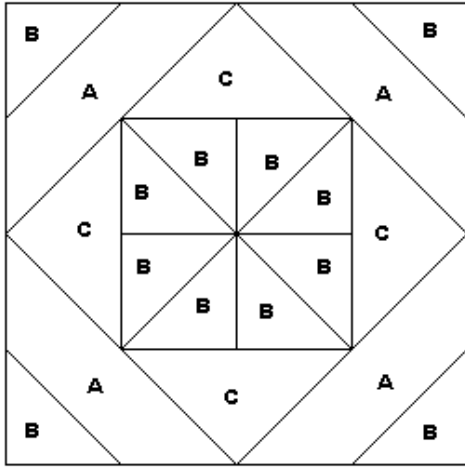




**Wreathmaker Sun
Template 1 of 2**

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Mosaic #4
Template 1 of 2

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