

Lesson Plan: Grade 3

SUBJECT/COURSE: SOCIAL STUDIES, MATH, ART

TOPIC: CROSS-STITCH/WOMEN'S WORK

LENGTH OF LESSON: 40 MINS

EXPECTATIONS

Specific Expectations(s):

Social Studies:

A3.6 describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children

Math:

E2.9 use square centimeters (cm²) and square meters (m²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides

Art:

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

Learning Goal(s)/Refined Expectation(s):

Students will recognize cross-stitch as a popular practice among women and girls in the 1800's in Upper Canada and how it contributed to their education. Students will also be able to calculate the area of their cross-stitch elements using square cm (cm²) by counting the squares they have coloured in.

Success Criteria:

- Using graph paper and pencil crayons, design at least 3 elements in a cross-stitch style
- Calculate the area of at least 3 elements on their sampler in square cm (cm²)

ASSESSMENT/EVALUATION

Curriculum

Strategy: Cross stitch sampler

Recording Device: Rubric

Learning Skills

Skill(s): Independent Work, Collaboration

Recording Device: Anecdotal notes

DIVERSITY AND INCLUSIVITY

- Students who need a challenge can also calculate the area of each colour they used in their sampler

RESOURCES AND MATERIALS

- Smart/Promethean board, projector, or TV
- Internet connection
- YouTube video <https://www.youtube.com/watch?v=vNb4f3KAvrw>
- Graph paper
- Pencils
- Erasers
- Pencil crayons

TEACHING/LEARNING SEQUENCE

Beginning/Activation: (5 mins)

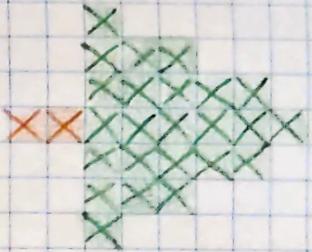
1. As a class, have a short discussion about hobbies. Questions may include: Do you have any hobbies or activities you like to do outside of school? Do you have a favourite craft (i.e. painting, beading, making friendship bracelets)? What do you learn from doing these crafts/activities?

Middle/Action/Application/Exploration: (30 mins)

1. Watch YouTube video <https://www.youtube.com/watch?v=vNb4f3KAvrw>
2. As a class, discuss what was learned in the video. Questions may include: How old were some of the girls who made the samplers in the video? What would they use cross stitch for in their everyday lives? Do you think you could make a sampler that looks like theirs? Why/why not? Are there any people you know who cross stitch as a hobby?
3. Introduce the first part of the activity (designing a sampler) and show the example sampler
4. Once the students have a good grasp on what they need to do for the design part and have made at least 1 (one) element, introduce the area part of the assignment
5. Once students have the area for 1 (one) of their elements, they can continue on the rest.

End/Consolidation/Communication: (5 mins)

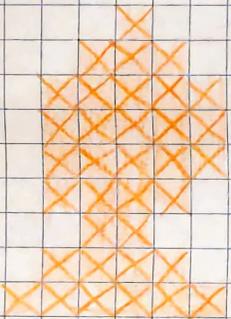
1. Have a short discussion with the class about their samplers, maybe have some students show theirs to the class



The area of the tree
is 26 cm^2



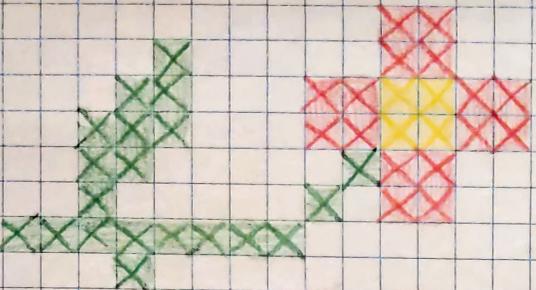
The area of the heart
is 27 cm^2



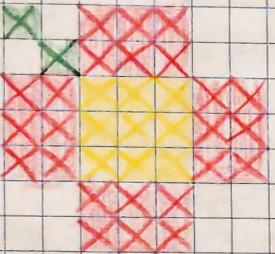
The area of the fish is
 35 cm^2



The area of the letter
A is 14 cm^2



The area of the
flowers is 75 cm^2



The area of the dog is
 32 cm^2

