

Lesson Plan: Grade 6

SUBJECT/COURSE: SOCIAL STUDIES

TOPIC: CROSS-STITCH/WOMEN'S WORK

LENGTH OF LESSON: 50 MINS

EXPECTATIONS

Specific Expectations(s):

Social Studies

A3.3 describe some key economic, political, cultural, and social aspects of life in settler/ newcomer communities in Canada (e.g., with reference to land ownership; agricultural practices; work; cultural practices; religious and/or spiritual beliefs/practices; dress and diet; family life and the roles of men, women, and children; social and service clubs), and identify significant ways in which the culture of settlers' places of origin influenced their ways of life in Canada and, where applicable, had an impact on Indigenous communities

Language Arts

2.4 create complex sentences by combining phrases, clauses, and/or simple sentences (e.g., combine several simple sentences – “Nora left the house. She was heading for the market. She didn't want to be late.” – to create a complex sentence – “Not wanting to be late, Nora left the house and headed for the market.”)

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

By the end of the lesson, students will be able to recognize cross-stitch as an integral part of the education of girls in Upper Canada. They will also be able to identify reasons why cross-stitch was traditionally a women's craft and how it was part of the larger role of settler women and their roles within the household. This can be compared to the eastern subarctic Indigenous women who practiced quillwork pre-contact. Cross-stitch impacted Indigenous women's art when it was taught to young girls as a part of the assimilation of Indigenous culture.

Success Criteria (if appropriate):

- Using graph paper, design a sampler that includes at least 1 element from the patterns provided
- Write a 1 paragraph journal entry from the point of view of a young girl in Upper Canada creating her own cross-stitch sampler

ASSESSMENT/EVALUATION

Curriculum

Strategy: Cross-stitch sampler and journal entry

Recording Device: Rubric

Learning Skills

Skill(s): Independent work, Initiative

DIVERSITY AND INCLUSIVITY

- Students can voice record/video record their journal response, or present to teacher
- Students can use a marker to “stamp” instead of drawing “x’s”

RESOURCES AND MATERIALS

- YouTube video <https://www.youtube.com/watch?v=vNb4f3KAvrw>
- TV, projector, or SMART/Promethean board
- Pencil crayons
- Pencils/pens
- Worksheet (attached)

Examples of quillwork: <https://www.whetung.com/collections/quillwork>

TEACHING/LEARNING SEQUENCE

Beginning/Activation: (5 mins)

1. Start by watching the YouTube video on the history of cross-stitch

Middle/Action/Application/Exploration: (40 mins)

1. Discuss what was learned. Possible questions may include: Why do you think only women and girls did cross-stitch? What things did they learn while making their samplers?
2. Watch the video on M'ikmaw quillwork <https://www.cbc.ca/player/play/1839366211574/>
3. Discuss the similarities and differences between the two forms of art
4. Either read as a class, or have students read independently this information about what Indigenous children learned at residential schools in Canada <https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/chapter-4/schedule-and-discipline>
5. Discuss why settlers thought that their way of teaching/learning was better than the Indigenous way of life, and why Indigenous children were sent to residential schools to learn settler culture and way of life
6. Introduce the activity and look as a class at the example pattern and journal entry and hand out the sheets

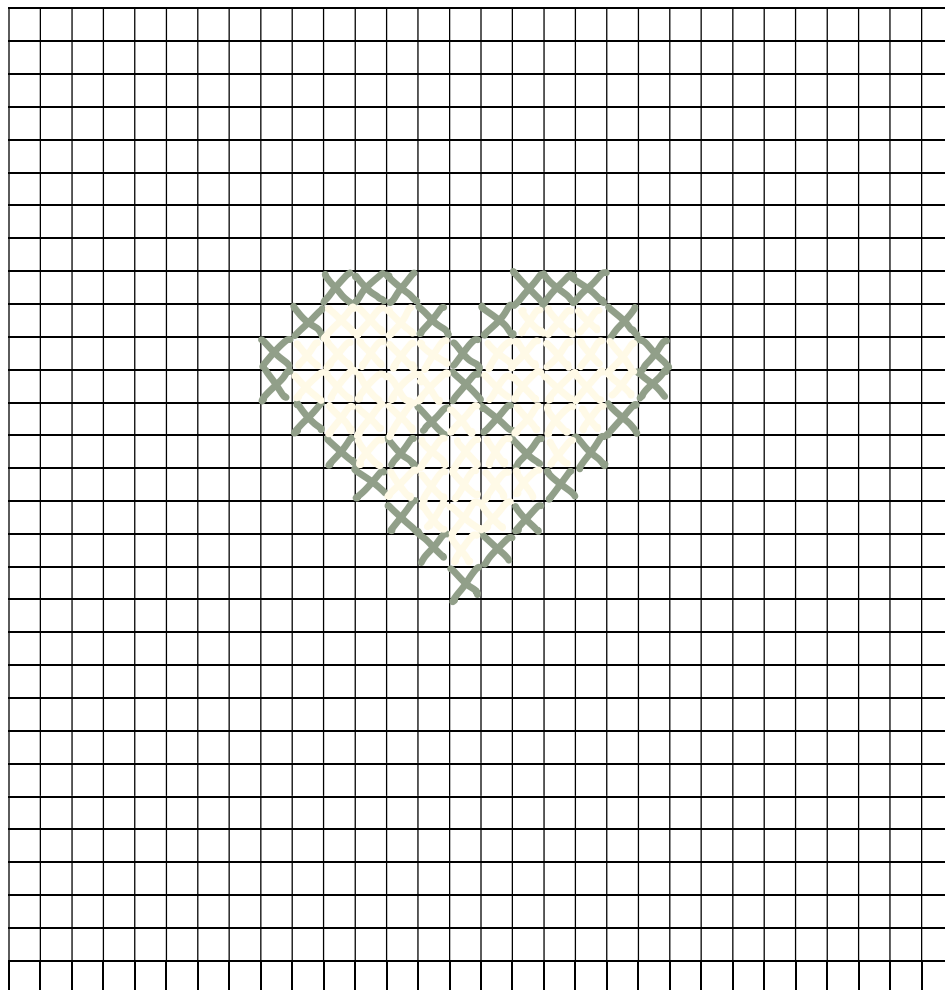
End/Consolidation/Communication: (5 mins)

1. Have a short discussion about what students think they've learned about cross-stitch and how it may have impacted Indigenous art and culture. Have a couple volunteers present their pattern and journal entry to the class.

NAME: Susan

DATE: March 20, 2022

CROSS STITCH SAMPLER



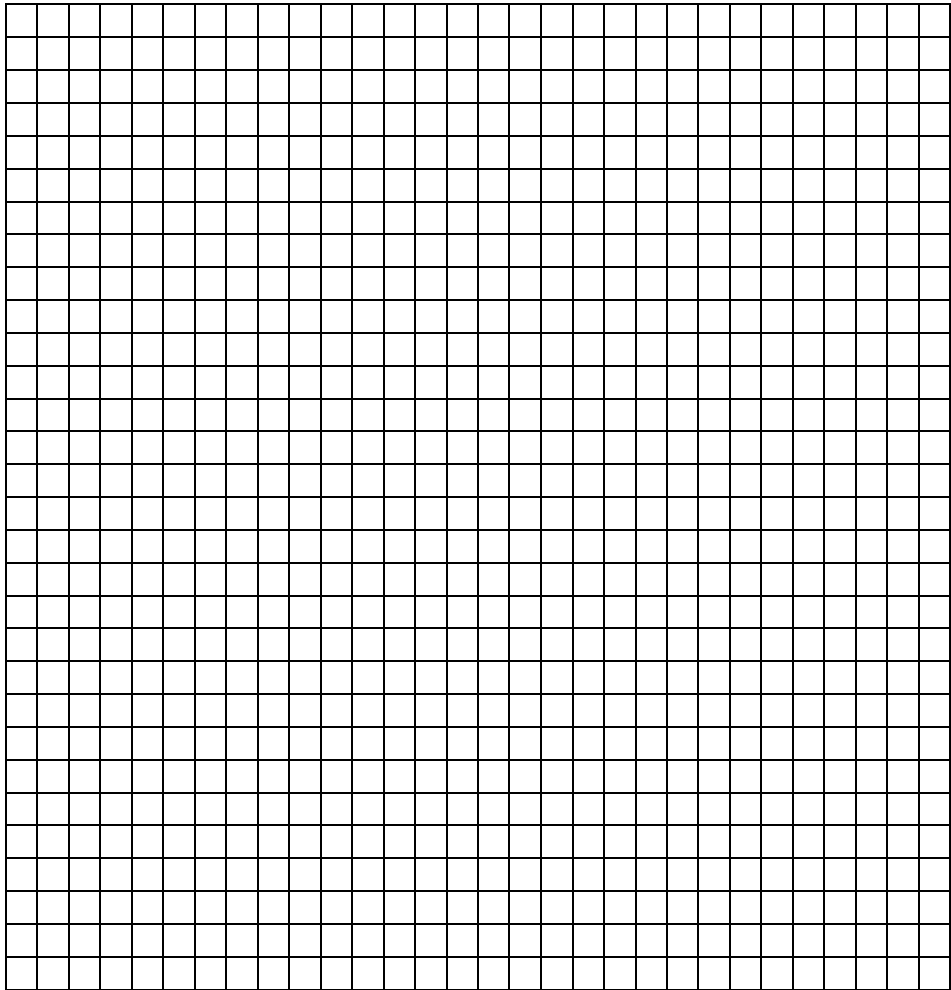
March 20, 1831

Today I learned how to cross-stitch a heart. Mother says it is important for me to learn how to cross-stitch like a proper lady. I think cross-stitch is fun. I can make any flower or bird or tree that I want. Father says that if I finish this sampler by my fourteenth birthday, he will buy me purple thread! I am so excited. I think it will be easy.

NAME:

DATE:

CROSS STITCH SAMPLER



A series of 12 horizontal lines, spaced evenly, intended for writing a name or date.