

Lesson Plan: Grade 8

SUBJECT/COURSE: SOCIAL STUDIES

TOPIC: CROSS-STITCH/WOMEN'S WORK

LENGTH OF LESSON: 50 MINS

EXPECTATIONS

Specific Expectations(s):

Social Studies-History

A1.2 assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890 (e.g., with reference to land ownership in Prince Edward Island, married women's property rights, women's political rights, property qualifications for the franchise, restrictions on Chinese immigration, the rights and legal status of "status Indians" on reserves, the privileged lifestyle of industrialists in contrast to the lives of workers in their factories, discrimination facing African Canadians)

Language Arts

2.1 write complex texts of a variety of lengths using a wide range of forms (e.g., a memoir of a significant Canadian; a report comparing the economies of two nations and explaining how a new industry might affect each nation's economy; briefing notes for an oral debate outlining both sides of an argument, including appeals to both logic and emotion; a narrative in the style of a particular author, adding to or extending a text by that author; an original satirical, science-fiction, or realistic fiction piece modelled on the structures and conventions of the genre; a free verse or narrative poem, or a limerick)

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 examined in the context of girls and women of African descent living in Canada being sent to segregated schools and learning cross-stitch as a part of their assimilation into settler 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

Recording Device: Anecdotal notes

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
- Graph paper
- Pencil crayons
- Lined paper
- Pencils/pens
- Cross-stitch sampler by Rachel Barrett

TEACHING/LEARNING SEQUENCE

Beginning/Activation: (5 mins)

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

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

7. 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?
8. Examine sampler
9. Discuss the similarities and differences between the two
10. Discuss why settlers thought that their way of teaching/learning was better than other ways of life, and why children of African descent were sent to segregated schools to learn settler culture and way of life
11. Introduce the activity and look as a class at the example pattern and journal entry and hand out materials

End/Consolidation/Communication: (5 mins)

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

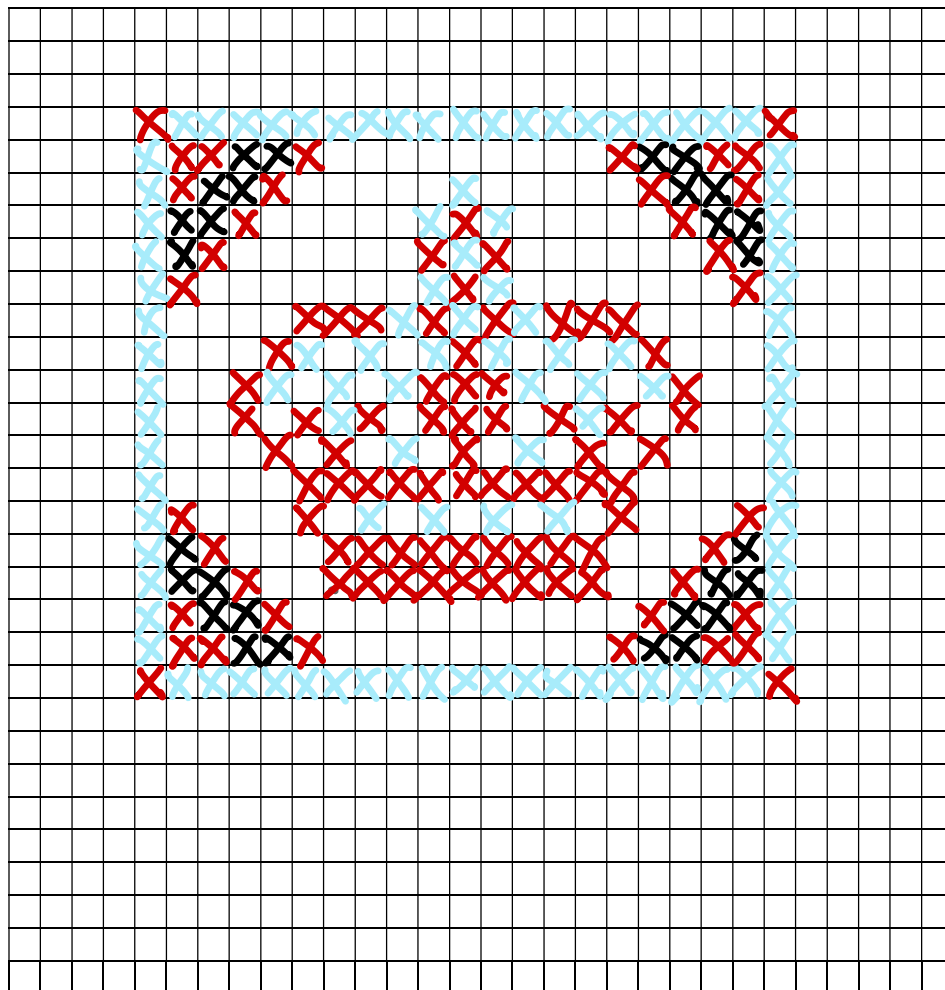


Rachel Barrett Sampler, 1845. Nova Scotia Museum. 2018.14.1

NAME: Rachel

DATE: March 20, 2012

CROSS STITCH SAMPLER



March 20, 1845

Today at school we worked on our cross-stitch samplers. I like cross-stitch the best out of all the needlework skills we are learning. Sometimes I wish that I could cross-stitch things other than what teacher tells us to. Mother has a beautiful scarf with a bright, colourful pattern on it. I want to cross-stitch that pattern on my sampler. Teacher says that we have to be more ladylike so she tells us what to stitch. Maybe tomorrow we will add something different.

