



materials for the arts

Science: Seasonal Changes - Ecosystem Storyweave

Teacher: Debra Sukupa

Unit Topic: 4th grade science focusing on ecosystem.

Focus Question: How will your story-weave represent a seasonal change and its effects on plants and animals?

Objective: Students will create their own story weave as a response to a read-aloud book.

Teacher Points:

- Prior to task, teacher will familiarize students with examples of different purposes for weaving in our world.
- Prior to task the teacher will introduce vocabulary/terminology related to art and weaving

Why/Purpose/Connection:

- Students will listen to a read-aloud about a deciduous tree's changes through the seasons. They will take notes as they observe weather patterns, sky and cloud changes and colors.
- Students will be introduced to the origins and uses of weaving in different cultures.
- Students will take notes during the museum visit. They will observe the Haudensaunee and Algonquin Native American artifacts, patterns, colors, use of natural resources, religious symbols of Great Tree, wampum, and symbolism.
- Students will become familiar with specific terminology related to different material textures, colors, and weaving.
- Students will use their knowledge of ecosystems, plant and animal adaptations, animal instincts, and weather to integrate into their artwork. (Science connection).
- Students will write a description of their artwork and how they integrated ELA and science.
- Students will orally present their work.

Materials

- Teacher-made story-weave sample using recyclable materials for modeling.
- Reused materials (soft cardboard to be used as the wrap from cereal, tissue, and product boxes. Pre-cut all soft cardboard in 1/4" strips and sort by color in labeled trays. Teacher will pre-cut plastic grocery bags into thin strips. Teacher will have pre-cut firm corrugated cardboard as base for story weave.
- Yarn, ribbons, ropes, cut fabric strips, construction paper, tacky white glue, tablecloths to cover desks, paper and pencils, stapler and masking tape.
- Art work planning page

Common Core Standards:

Blueprint for Teaching and Learning in Visual Arts for Grade Five: They demonstrate independence, deepen imaginative capacities and work on sequential unit projects. They respond to varying demands of audience, task, purpose, and discipline and develop clarity of message in applied design.

Reading Standards for Grade Four: 4.RS.9, integrate information from texts on the same subject in order to write or speak about the subject knowledgeably.

Writing Standards for Informational Text-Grade Four: 4.W.1.1, create and present artwork in response to a particular theme studied in class.

Speaking and Listening for Grade Five:

SL.1, engage in collaborative discussions with diverse partners on 4th grade topics.

SL.4, report on a topic and recount an experience in an organized manner.



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Procedure:

1. Teacher reads aloud book, asks open ended questions and facilitates discussion.
2. Teacher will present story-weave sample, explain task, expectations, and grading rubric.
3. Students will plan their story-weave sample by sketching a preliminary design. They will brainstorm ideas by choosing their favorite season, colors etc. Each student will complete an Artwork Planning Page. This will be collected and used to write a final presentation.
4. Each student will begin by selecting cardboard strips as warp base. Strips will be secured with glue to firm cardboard, and then taped at one edge. Students will select various repurposed materials to weave through as through as the weft. Student must follow their planner page outline.
5. When complete, students will secure loose woven edges with glue/tape/staples. Teacher will trim as required.
6. Upon completion, students will use the completed Artwork Planning Page to assist in writing a final presentation of their completed story weave.
7. Students will orally present their story weave in detail.

Differentiation:

- Teachers will assist groups of students to brainstorm ideas and planning their weaving design.
- Teacher will assist students to work in small collaborative groups to create individual pieces.

Independent:

- Students may choose to use the computer to type the final weaving presentation description.
- Teacher will circulate among groups to guide in the preparation and execution task.

Independent Exploration/Practices:

- Students may choose to photograph and prepare power-point presentations.

Cultural Connection to New York City:

- Teacher will plan a class trip to the American Museum of Natural History, NYC. Students will observe different Native American woven objects.
- Students will observe the specific details integrated into the native designs (things from nature such as trees, flowers, animals, etc.)

Resources:

- *Sky Tree: Seeing Science Through Art* by Thomas Locker
- <http://www.youtube.com/watch?v=9HdyIU9uITg>
- <http://www.metmuseum.org/search-results/ft=woven+basket&rpp=100&pg=1>
- <http://metmuseum.org/search-results?ft=woven+mats&rpp=100pg=1>
- <http://www.incredibleart.org/lessons.middle.weave.htm>