



Scrap Cardboard & Yarn - Soldier Accessory Bag

Teacher:	Mark Lane	Subject:	Social Studies	Grade:	7
Unit:	Civil War				
Focus:	Soldier accessory bag				

Aim:	How does the environment influence a soldiers equipment
Instructional Outcomes:	SWABAT: Weave an ammunition bag out of materials found in the time period of 1865
Standards Addressed:	RH.6.8.7. Students can integrate visual information (social studies standards) NYS Art Standard 2, Knowing and using art materials and resources, students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles
Assessment:	Completed ammunition bag SCR that explains why you chose the material for your ammunition bag Students will be given a rubric that explains how their project will be graded
Use of Data/Groupings:	High-low 6 th grade reading levels ELL's high and low
Key Content & Vocabulary:	durability
Materials/Resources	PowerPoints, computers, copy paper, duct tape, cardboard loom, scissors, yarn, fabric strips, Loom, knitting needles, reeds, and leather strips http://www.loopoftheloom.com/ SAORI Weaving arts, NYC http://weavinghand.org/story/ Weaving lessons, NYC Learning to Weave Paperback – April 1, 2009 by Deborah Chandler, publisher Interweave. The Weaver's Idea Book: Creative Cloth on a Rigid Heddle Loom Spiral-bound – August 17, 2010 by Jane Patrick, publisher Interweave. http://www.nyhistory.org/exhibitions/homefront-battlefield-quilts-context-civil-war , New York Historical Society, civil war quilts, and textiles
Essential Questions (with DOK Levels):	<p>1. How do available materials influence the design of uniforms and equipment? <input type="checkbox"/> Recall (I) <input type="checkbox"/> Skill/Concept (II) <input type="checkbox"/> Strategic Thinking (III) <input type="checkbox"/> Extended Thinking (IV)</p> <p>2. How does durability influence the design of military equipment <input type="checkbox"/> Recall (I) <input type="checkbox"/> Skill/Concept (II) <input type="checkbox"/> Strategic Thinking (III) <input type="checkbox"/> Extended Thinking (IV)</p>



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3. Recall (I) Skill/Concept (II) Strategic Thinking (III) Extended Thinking (IV)

4.

Recall (I) Skill/Concept (II) Strategic Thinking (III) Extended Thinking (IV)

Warm – Up / Do Now

Discovery Education video clip on civil war uniform design
Why was king cotton influential to the creation of civil war uniforms?

____ minutes

	<u>Teacher Action</u>	<u>Student Action</u>
Activity #1: (____ minutes) <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Independent Work <input type="checkbox"/> Cooperative Work	<u>Day 1</u> Powerpoint into to weaving Video of civil war uniform <u>Model loom creation and weavers knot</u> <u>Review rubric</u>	<u>Answer do now question</u> <u>Students will gather their weaving materials and practice weavers knot</u> <u>Pick out materials to weave ammunition bag</u>
Activity #2: (____ minutes) <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Independent Work <input type="checkbox"/> Cooperative Work	<u>Day 2:</u> <u>PowerPoint</u> <u>Model four lines of a weaved ammunition bag using leather strips</u> Modifications:	<i>Students will construct loom made out of cardboard.</i> <i>Students will draw a sample of their ammunition bag.</i>
Activity #3: (____ minutes) <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Independent Work <input type="checkbox"/> Cooperative Work	<u>Day 3</u> <u>Model completed ammunition bag</u> <u>Demonstrate how to fasten strap to ammunition bag</u> Modifications:	<i>Students will complete ammunition bag and do on line research to complete their flag SCR</i>
Closure: (____ minutes)		



materials for the arts

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<p>Multiple Entry Points (Check all that apply; specify applicable groups of students):</p>	<ul style="list-style-type: none"><input type="checkbox"/> Leveled Texts<input type="checkbox"/> Materials/Task based on Student Interest<input type="checkbox"/> Tiered Questioning/Activities<input type="checkbox"/> Use of Images, Audio files and/or Videos<input type="checkbox"/> Jigsaw/Pair-Share Activity<input type="checkbox"/> Use of Technology<input type="checkbox"/> Graphic Organizer<input type="checkbox"/> Flexible Group<input type="checkbox"/> Stations	<ul style="list-style-type: none"><input type="checkbox"/> Modeling/Use of Exemplars<input type="checkbox"/> Use of Vocabulary lists<input type="checkbox"/> Use of Manipulatives/Hands-on supports<input type="checkbox"/> Choice tasks<input type="checkbox"/> Flexible use of time<input type="checkbox"/> Other: <hr/> <hr/>
<p>Homework:</p>	<p>Complete project self-assessment</p>	