



MUSEUM OF
INDIAN ARTS + CULTURE

Museum of Indian Arts and Culture
Lesson Plan – Paper Weaving
Focus – Social Studies, Math, and Art
Grade Level – K-2



Objective: The purpose of this lesson is to create a paper weaving, to understand the basic concept of weaving, so that when the students visit the Museum of Indian Arts and Culture for a school tour and possible hands on activity, they will have prior knowledge of the weaving process. The core exhibit *Here, Now, and Always* contains examples of Navajo Weaving. To understand the process of Navajo Weaving, students should watch the video from the “*The Goat in the Rug*” by Charles L. Blood & Martin Link, highlights the weaving process by Glenmae, a Navajo weaver from Window Rock, AZ. A narration video by Polly Blair can be found on YouTube.

<https://youtu.be/nCek0vg9Fys> of the children’s book. Once the process is observed in the video, the teacher will demonstrate paper weaving on a sheet of 9 x 12 colored construction paper. Students will then create their own paper weaving

Supplies Needed: In addition to the video about Navajo Weaving from the story “*The Goat in the Rug*” by Charles L. Blood & Martin, a photo of a Navajo weaving (below), students will need a sheet of 9 x 12 colored construction paper, a pencil, scissors, a ruler, glue or glue stick, strips of colored construction paper 1 inch x 9 inches in a different color than the 9 x 12 sheet of construction paper.

Instruction and Demonstration:

- 1 Teacher introduces Navajo Weaving as important objects that students will see during their tour of the *Here, Now, and Always* exhibit at the Museum of Indian Arts and Culture. By creating a paper weaving, students will have prior knowledge of the weaving process. Teacher will show a photo of a Navajo weaving to the students. Some discussion questions:
 - a. What is weaving?
 - b. How do we weave?
 - c. What do we discover about weaving?
 - d. How is a paper weaving similar to weaving created with yarn?
- 2 The teacher can show this short video on paper weaving and then demonstrate the process to the students: <https://www.youtube.com/watch?v=sOmYCURzd7Y>

- 3** Teacher will demonstrate how to fold the 9 x12 construction paper in half, short side to short side (the hamburger way)
- 4** On the non-folded edge, align a ruler about 1 inch from the edge of the paper and draw a line with a pencil. This is the line where cutting will stop.
- 5** Teacher will demonstrate how to cut lines from the folded edge to the drawn line on the construction paper. This paper becomes the LOOM for the paper weaving. The cut strips in the loom are called the WARP. The strips that the students will weave into the 9 x 12 loom are the WEFT.
- 6** The students will cut on the FOLDED edge, cutting a straight line until about 1 inch from the UNFOLDED edge.
- 7** The students will repeat cutting the straight from the FOLDED edge to 1 inch before the UNFOLDED edge until there are cuts all the way across the Folded Edge. These cuts should be 1 inch or 2 finger widths from the previous cut.
- 8** The students will add the strips by placing them over and under every other strip in the base or loom
- 9** The students will reverse the order for inserting the strips for each next strip to be woven into the paper weaving.
- 10** When all the strips are woven into the 9 x 12 construction paper LOOM, students can glue the ends of the strips to the 9 x 12 paper so that the strips do not slide out of the paper weaving. Be sure to glue on both sides of the LOOM.

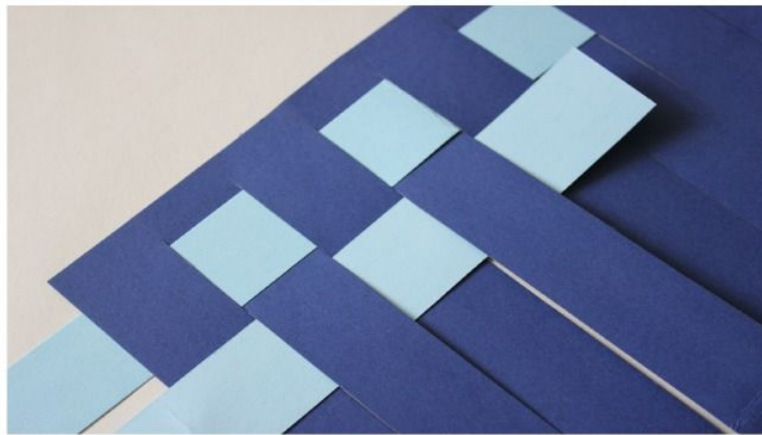


Figure 7

First-Phase Chief Blanket
Naat'danii Bi Beeldléi, 1860

The most highly recognized among classic-period Diné
textiles are chief blankets.

From the book, *Spider Woman's Gift*
Nineteenth Century Diné' Textiles at the
Museum of Indian Arts and Culture
Edited by Shelby J. Tisdale
p.26



Paper Weaving

State Standards

Social Studies

K-4 History

I.A.K.1.

I.A.1.1

I.A.2.1

Math

K.G.B.4, K.MD.A.1

1.G.A.2, 1.MD.A.1.

2.G.A.2, 2.MD.A.1.

Visual Arts

Cr#1

Pr#5

Cn#11