



Weaving Expedition Overview

Expedition Title: Craftsmanship (Weaving: □□□□-□□□□)	Timeframe: April 2012- September 2012
Grade level: 7	Authors: Parminder Singh, Jayshree Iyer, Poonam Vig, Neha Sharma, Anita Singh, Gunjan Sethi, Anku Baby and Shilpi Nischal.
Date created or revised: April 2012	

Big Ideas

Craftsmanship is an art of living life- Striving for perfection.

Guiding Questions

- ❖ What are the challenges faced by craftsmen in India?
- ❖ Is craftsmanship only about craft?
- ❖ What does it take to be a craftsman?

Focus of the Expedition

Subjects	Concepts/Understanding	Skills	Values
Maths		Measurement	Attentiveness and authenticity
English	Posters, writing biographies	Reading and Writing	Inclusion and authenticity.
Science	Fiber to Fabric	Observation and Recording	Attentiveness
Social Science	Timeline	Organizing in sequential order	Excellence
Hindi	□□□□	□□□□□□□□ □□□□ (□□□□□□ □□□□), □□□□□□□□ □□ □□ □□□□□□□□□□ □□□□	Inclusion and authenticity

Learning Targets to be addressed in the Expedition

Science and Technology	<ul style="list-style-type: none"> ➤ I can analyze the properties of fabrics in order to suggest appropriate fabrics according to the uses that they will put to and defend my views. ➤ I can conduct experiments to identify the behaviour and properties of fabrics in the face of water, air, fire and pressure.
Social Sciences	<ul style="list-style-type: none"> ➤ I can frame interview questions to elicit relevant information about the life of a weaver. ➤ I can depict the changes in the life of a weaver through a time-line. ➤ I can describe the unintended consequences of technological advancements on the life of weavers.
Reading	<ul style="list-style-type: none"> ➤ I can locate the specific and fine details in the given case-studies. ➤ I can arrive at inferences after reading a given case-study and provide evidences from the text that support my inferences.

Writing	<ul style="list-style-type: none"> ➤ □□□ □□□□ □□ □□□□ □□ □□ □□ □□□□ □□□ □□□□ □□ ➤ □□□□□ □□ □□□□ □□□□/□□□□ □□□ ➤ I can present information pertaining to specific fabric in the form of an autobiography of that fabric. ➤ I can choose effective words to make my writing appealing to the readers. This means I can use strong verbs, adjectives and words of trade.
Math	<ul style="list-style-type: none"> ➤ I can accurately measure the woven cloth.
Visual and Performing Arts	<ul style="list-style-type: none"> ➤ I can sketch the weave patterns seen through naked eyes, hand glass and microscope. ➤ I can create a song on the life of a weaver and sing it. ➤ I can makea three dimensional sketch of a loom.
Craftsmanship	<ul style="list-style-type: none"> ➤ I can manage my time while working on the loom. ➤ I can work patiently on the loom. ➤ I can work on the loom with precision.
Character and Culture	<ul style="list-style-type: none"> ➤ I can be responsible for the task allotted to me. ➤ I can complete a given task in the stipulated time. ➤ I can be a contributing member of my crew. ➤ I can use resources in a way that ensures minimum wastage.
Specific Skills	<ul style="list-style-type: none"> ➤ I can handle the loom with precision. ➤ I can critique the written work of my crew members. ➤ I can frame questions to interview weavers to elicit the required information.

Discovery and Creation

Project-1

Project Title and the key steps

I , a Weaver

- ❖ Studying patterns
- ❖ An Orientation around how to use looms
- ❖ Sketching the looms
- ❖ Working on looms to create the product.

Big Ideas/ Broader Concepts

Attentiveness leads to true craftsmanship.

Learning targets to be addressed

Long Term Learning Target: I can use the loom effectively to weave a piece of cloth.

Supporting Learning Targets:

- I can accurately measure the woven cloth.
- I can sketch the weave patterns seen through naked eyes, hand glass and microscope.
- I can makea three dimensional sketch of a loom.
- I can manage my time while working on the loom.
- I can work patiently on the loom.
- I can work on the loom with precision.
- I can complete a given task in the stipulated time.
- I can be a contributing member of my crew.
- I can use resources in a way that ensures minimum wastage.

Case study <ul style="list-style-type: none"> ❖ Observing different Patterns ❖ Types of looms and weaving tools 	Final product/ performance and the audience <p>Seating Mats (for NGO)</p>
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Project-2

Project Title and the key steps <p>□□□□□ □□ □□□□□, □□□□□ □□□□□□</p> <ul style="list-style-type: none"> ❖ Setting the context through case-studies ❖ Identifying the locality of the weavers ❖ Setting the clear expectations/tasks ❖ Distributing roles among the crew <ul style="list-style-type: none"> • illustrations • photography • interviewer (conducting) • collecting data/doing research 	Big Ideas/ Broader Concepts <p>Social structures have an influence on the socio-economic life of Weavers.</p>
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Learning targets to be addressed

Long Term Learning Target: I can write a life-sketch of a weaver by compiling relevant information collected through an interview.

Supporting Learning Targets:

- I can frame interview questions to elicit relevant information about the life of a weaver.
- I can depict the changes in the life of a weaver through a time-line.
- I can choose effective words to make my writing appealing to the readers. This means I can use strong verbs, adjectives and words of trade.
- I can be responsible for the task allotted to me.
- I can critique the written work of my crew members.

Case study <ul style="list-style-type: none"> ❖ □□□□□ □□□ □□□ □□□ □□ □□□□□□□ ❖ Kabor, the Weaver 	Final product/ performance and the audience <ul style="list-style-type: none"> ❖ □□□□ □□□□□ (School) <p>“□□□□□ □□ □□□□ □□□□□ □”</p> <ul style="list-style-type: none"> • Haryana • Chanderi • Varanasi
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Project-3

Project Title and the key steps <p>Fiber to Fabric (Autonomous Module)</p> <ul style="list-style-type: none"> ❖ Building Background Knowledge (process of Fiber to Fabric) ❖ Discussing product (autobiography of a cloth) with students. ❖ Performing experiments and recording observations. ❖ Writing autobiographies. ❖ Displaying autobiographies for juniors. 	Big Ideas/ Broader Concepts <p>Every fabric has its own journey behind it.</p>
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Learning targets to be addressed

Long term Learning Target: I can present information pertaining to specific fabric in the form of an autobiography of that fabric.

Supporting Learning Targets:

- I can analyze the properties of fabrics in order to suggest appropriate fabrics according to the uses that they will put to and defend my views.
- I can conduct experiments to identify the behaviour and properties of fabrics in the face of water, air, fire and pressure.
- I can choose effective words to make my writing appealing to the readers. This means I can use strong verbs, adjectives and words of trade.

Case study

- ❖ Chapter- Fiber to Fabric

Final product/ performance and the audience

- ❖ Autobiography of a chosen fabric.

Connections with the Community and the Larger World

- Weaving seating mats to donate to an NGO
- Interacting with weavers and interviewing them to understand the challenges faced by them and compiling the information in the form of a life sketch

Product Descriptor -A
Seating Mats

Product A – Seating mats will be made of the cloth woven by the ‘Young Weavers’.

Each crew will work on one loom and two mats will be made by each crew.

The weaving process will include

- learn to use the looms and understand how the different parts work
- learning the skill of weaving
- weaving patterns using different colored threads
- maintaining the loom and thread
- working with attention and adhering to the chosen pattern
- finishing the woven piece
- putting the different pieces together and making seating mats

Expert: Mr. Aurorashmi Mohanty will support the young weavers during the expedition.

Product Audience

Students will identify an NGO which works with the underprivileged and are in need of seating mats. This product will be given to the NGO as part of the students’s service.

Product Descriptor-B **Life Sketch of Weavers**

Product B - A book which is a collection of life sketches of weavers.

Each child will interview a weaver from a selected weavers’ community and present the information collected through a life sketch. The objective is to write and design 2 or 3 pages on each artisan describing his/her life, his/her work and challenges faced in the craft and in their lives.

Each life sketch should include

- an introduction with a brief description of the weaver
- details of the associated craft and weaving community
- anecdotes /interesting experiences of a weaver
- photographs, sketches, illustrations and pictorial representations related to the weaver and his community
- rituals observed by the weaver
- songs and tunes which the weavers hum while weaving
- challenges he/ she faces in his/her daily life [Social and Economic]
- additional pages for "exceeding" expectations:
 - an introduction to the whole book
 - a title page and the cover design
 - a glossary of all parts
 - design elements that integrate the different sections of the book
 - other: see me if you have an idea

The □□□□ □□□□ will go through multiple drafts, after self and peer assessment.

Product Audience

This book will be placed in the school library, resource room, reception, school magazine and ‘Dilli Haat’. Through this book, the role and work of weavers will be acknowledged and recognized in the community hence leading to service to craftspeople.

Product Descriptor-C

Autobiography of a Fabric

Product C - An autobiography of a fabric. Each child will choose a particular variety of fabric and will write a descriptive autobiography of the same. The autobiography should have a strong narrative style.

The autobiography will consist of

- the journey
- a) Making of fiber from the raw material
- b) Making of the fabric from its fiber
- properties of the fabric
- behaviour of the fabric in the face of water, heat, air, pressure
- fate of the fiber on disposal
- other - come and see the teacher

Product Audience

These autobiographies will be a resource for future Grade 7 students and will be placed as a resource in the school library.