

Lesson Title: Button Blanket Art **Lesson #** **Date:**

Name: **Subject:** Social Science, Art **Grade(s):** 2

Rationale:

After having explored the different regions and communities of Canada in Social Studies, this art project is designed to further enhance student understanding by exploring First Nations Art.

Curriculum Connections: Canada is made up of many different regions and communities.

Curricular Competency: Students will be able to use creative processes to explore First Nations Art.

Content: Students will view artistic traditions from First Nations cultures. It will provide them an opportunity to interpret symbolism and how it can be used to express meaning through the arts.

Core Competency: Creative thinking, Personal Awareness and Responsibility, Positive Personal and Cultural Identity.

Learning Intentions	Activity	Assessment
Students will create a button blanket in response to viewing examples during the lesson and understand the cultural significance of First Nations button blankets.	Please see below	<ul style="list-style-type: none">- Choosing an animal that resonates with the student.- Creating a Button Blanket following the traditional Art form.

Prerequisite Concepts and Skill :(for student success)

Students should be able to:

Understand the features of a traditional Button Blanket

Trace

Cut

Glue

Materials and Resources with References/Sources:

For Teacher	For Students
<ul style="list-style-type: none">• The Button Blanket by Nan McNutt	<ul style="list-style-type: none">• one piece each of black and red felt or paper (8"x10")• white/liquid glue or needle and thread• scissors• white buttons, sequins, shells or beads• stencil of crest

Differentiated Instruction (DI): (accommodations)

For students who cannot cut very well, teachers can provide an assortment of pre-cut symbols.

Organizational/Management Strategies: (anything special to consider?)

Each student receives 2 sheets of felt (1 of each color).
Each student starts with 5 buttons each.
Discuss proper use of material.
Have materials ready on tables for students.
Organize students into tables keeping in mind their ability to stay on task.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

Lesson Activities:

Teacher Activities	Student Activities	pacing
<p>Introduction</p> <ul style="list-style-type: none"> Read The Button Blanket (10-15 min) <p>Body</p> <ul style="list-style-type: none"> Discuss the history and the cultural significance (which events button blankets would be used) of the button blanket with respect to Haida tsimshian peoples of the Northwest Coast Discuss the significance of the animals often used in the making of the blankets so the students are able to form a connection to the making of their own blanket <p>Closure</p> <p>Total time for closure: 15-20 min</p> <ul style="list-style-type: none"> have the class reflect on the meaning and the many uses of the button blanket have students share their finished work either to the whole class or in small groups and explain why they chose the animal they did display finished blankets in the classroom or school 	<ul style="list-style-type: none"> Listening to the story Participate in discussion (5-10 min) each student will create an individual button blanket (30-40 min) <ul style="list-style-type: none"> students choose stencil or template using the template the students trace and cut their crest/animal out of either red felt or red paper glue crest/animal onto the center of the black felt or the black paper students glue or stitch buttons, sequins or shells onto the project if the students choose they may also place a red border around the edge of the blanket 	