

Stó:lō Salish Weaving (4-12)

Lesson Plan

(1 ½ High School, 2 ½ hours Middle School, Whole Day Elementary)

Materials needed:

- Prepped looms
- Cut wools strips for students
- Pictures
- Blanket
- Spindle whorl wood

Students need to clear their desks and put chairs on both sides of the desk on each half of the loom.

Introduction:

1. Introduce Yourself

- Introduce yourself (name, title, where you are from, who you are as an Aboriginal Person)
- Acknowledge the territory. “We acknowledge that we reside on the traditional ancestral unceded shared territory of the Sumas and Matsqui First Nations, Sumas and Matsqui First Nations have lived in the Fraser Valley for at least 10,000 years.
- Ask who are Aboriginal people? (Answer: 3 groups, First Nations Métis and Inuit People).

Introduce the Presentation

Today we are going to be doing Salish Weaving. In elementary school we do mini blankets or a coaster.

Weaving was an activity quite popular among Aboriginal people. Different materials such as rabbit fur with the hide, Inuit with sea lime grass or sweet grass in Saskatchewan are used elsewhere.

1. In the Stó:lō communities the Wooly dog was used (*show picture*). The Wooly dogs were raised and owned by the women. In spring their fur would get cut because they didn't need their fur in the summer.
2. Can anyone think of another resource the Stó:lō people used for wool? (Answer: Mountain Goat). Here is a picture (*Show picture*).
 - Mountain goats live in Hope and Chilliwack areas. In the spring they lose their fur and it gets caught on the lower vegetation. Teenage boys were sent up to collect the fur. When they brought the fur back to longhouses they would clean it like the picture (*show picture*).
 - The fur would be then combed with a wide tooth comb in one direction. If you take the wool, spread it, roll it and then twist it, then it gives the fibres strength. (*show picture of elder*) This is a picture of an Elder Stó:lō woman, she is spinning wool using a spindol whorl.
3. **Colours:** The Salish would use plants to make colours.
 - This stick is from an organ grape (*Show stick*). Under the outside bark is yellow, it goes into vat of hot water and the yellow under the bark makes a yellow dye. The wool is put into the water and after 2 or 3 days makes yellow. Different colours would be made from a variety of plant material.

4. Show picture of master weaver. (*show picture*) She picked up weaving at 4 or 5 years old. She has been doing it for over 90 years now. As a child she would hang out with her aunties and grandma and watch them weave. The elders noticed her interest in weaving and decided to train her. She is one of the last master weavers in the community. She makes these amazing blankets. (*show blanket and picture*)
5. The blankets are popular because they keep you warm and ultimately they were important in ceremony. A blanket would be made specifically to honour particular individuals, such as elders, Si'yams, and people who have done outstanding work in the community.
6. Call a volunteer up as an example and show how we would blanket and headband someone to honour them. Share the importance of blanketing, ie. "This person has done outstanding work", or "This elder has shared their knowledge with our community and shown their good heart and work." Explain others would gather around and witness the ceremony. The whole group would then be lead around the longhouse by a drummer and singer.
 - When you graduate, you will be blanketed with a black robe and graduating hat and tassel. All graduates will be paraded across the stage. Family and friends will be there as witness.

Now we are going to start weaving. In the weaving world there is weaving terminology. The wood is called a loom, this is a mini loom. Strings up and down are called warps. Strings that go across are called wefts.

Start the Activity:

Take half the class with their partners and show them how to weave. The other half of the class are given a worksheet with a word search on the back. If they don't finish by the time you show them, they can finish after the weaving, if they have time.

How to weave:

Take your example loom, place on desk, students gather on the floor facing the loom.

1. We are going to start with the left side. These strings going up and down are called the warps.
2. Start off with 1 weft (doesn't matter what colour). Take the weft and put it behind the first warp and pull it so the ends meet up and are even. Tie it like a giant shoe lace into a single knot. Separate the two so I have a left side weft and a right side weft.
3. Now they are separated, pick up the left weft, hold the end like a sewing needle with your left hand. Now with your right hand pull out the second warp with your finger. Feed that left string behind the second warp. Pull it through gently, not tight. Now it becomes the right string.
4. Now pick the left one and put it behind the third warp. Left string now goes behind the 4th warp. Repeat to last warp.
5. On your last warp, tie another shoelace knot.
6. Now we are going to reverse directions. We were working with the left, now we are working with the right.

7. We are now using the right weft. Pick up the right weft, it will now go behind the 2nd warp. Repeat until you get back to the beginning. Tie another shoelace knot and start over from the beginning using the left weft.
8. When students have used up their first weft they have to tie two knots in it. Continue weaving by tying on new weft onto the same warp they ended on.
9. Students will get a loom and weft and go back to desks.
10. At the end of the school day, allow 45 minutes to remove weaving for looms.
11. Procedure for removing weaving from looms:
 - Make sure there is not weaving 10 centimetres from the top and the bottom of the warps.
 - Cut warps as close to the bar as possible.
 - Lay out both weavings and cut the warps down the middle to separate the two weavings.
 - Show students how to finish ends, by taking two warps and tying two knots. Do for both the top and the bottom of the weaving.

Conclusion:

1. Thank the teacher for inviting you into their classroom.
2. Please turn your eyes to your teacher for further instructions.
3. Exit the room.

SALISH WEAVING

H	C	W	F	I	P	W	T	S	R	X	B	J	T	S
T	E	A	R	G	E	I	O	K	T	M	A	A	S	P
A	R	R	W	F	R	F	O	D	I	O	O	M	S	D
Z	E	P	T	S	Q	Q	R	Z	O	G	L	U	E	B
W	M	S	L	F	A	J	E	S	N	H	M	O	L	N
A	O	H	E	Y	K	Z	P	I	R	V	A	A	G	G
H	N	O	G	N	I	V	A	E	W	E	N	N	M	I
S	Y	Y	L	W	A	T	R	U	W	K	D	S	T	S
M	O	O	L	Y	N	J	G	P	E	W	R	A	U	E
N	S	H	Q	U	D	Z	N	T	T	E	F	V	E	D
P	K	U	O	V	Q	O	O	K	D	S	H	S	C	L
E	N	M	L	Y	W	G	G	L	S	A	L	I	S	H
C	S	P	I	N	D	L	E	W	H	O	R	L	K	H
U	O	F	J	A	N	R	R	J	E	W	H	T	N	N
R	U	G	H	S	V	X	O	D	Y	J	X	M	D	B

BLANKET

CEREMONY

DESIGN

ELDERS

LEADERS

LOOM

MOUNTAINGOAT

OREGONGRAPEROOT

SALISH

SPINDLEWHORL

STOLO

WARPS

WEAVING

WEFTS

WOOLYDOG



Salish Weaving

Name _____

1) What two main animal fibres were used to make the blankets?

_____ and _____

2) How were the fibres collected? _____

3) What tool was used to spin the fibres? _____

4) What is the name of the equipment the weavings were woven onto?

5) What are the strings called on the weaving that go up and down? _____

6) What are the strings called on the weaving that go side to side? _____

7) Who wore the blankets? _____, _____, _____

8) If you were to weave a blanket with the love and understanding design, who would you make it for? _____

LOVE AND UNDERSTANDING DESIGN – DIAMONDS JOINED TOGETHER

