

WE BE TELL'N

STORIES IN FABRIC

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Time: 30-90 minutes

Content Connections:

- ELAR - symbolism, theme, motif, characterization
- Social Studies - history, culture
- Art

Topic: Depending on the brain age and skill level, the lesson ranges from the history of telling stories using fabric to creating a symbolic flag all the way to interweaving fabric strips and even cross stitching.

Materials:

- Pictures of tapestries (displayed digitally or printed - example: [The Met](#))
- (Easy)
 - 50 precut strips of fabric (1 inch wide x 18 inches long)
 - 10 additional fabric sheets (random assortment)
 - 3 scissors capable of cutting fabric
- (Medium)
 - Plot dice (sometimes called story dice)
 - Sticky Notes
 - Choose based on skill and ability level
 - Fabric markers
 - Mesh, yarn, and latch hook
 - Cross stitch thread, needle, cloth, and hoop
- (Hard)
 - Plot dice (sometimes called story dice, or access to an [online plot generator](#))
 - Choose based on skill and ability level
 - Fabric markers
 - Mesh, yarn, and latch hook
 - Cross stitch thread, needle, cloth, and hoop
- (Extreme)
 - Wooden hoops
 - Linen fabric larger than hoops
 - Needles
 - Various colors of thread (known as floss...not the stuff for your teeth)
 - Scissors
 - Thimble

- (Extension)
 - Hand held magnifying glass,
 - powered microscope,
 - slide prepared with lightly-colored fabric for close observation
 - Range of fabric samples large enough for the students to hold in pairs and have weight placed on top (for example, 2x2 foot square of canvas, cheese cloth, t-shirt, etc.)
 - 1-5lb, non-breakable objects to use as weights--testing the tensile strength of the various fabrics.

DIRECTIONS

Step One


- Begin by showing or distributing pictures of tapestries (e.g.--[The Met](#)).
- Avoid direct instruction, and instead ask the students questions, such as
 - What do you think the tapestry is about?
 - Who do you think made the tapestry?
 - Have you seen tapestries like this before?
 - Why would people make tapestries?
 - What do all the tapestries have in common?

• Step Two

- Explain that the students will be creating their own story using fabric.
- At this time, you may have already pre-selected one of the following activities, or prepared multiple stations for the students to select from.

• Step Three

- Introduce the challenge(s)

EASY The checkered flag	MEDIUM Collective Story	HARD Individual Story	EXTREME Cross stitching
<p>The students use strips of fabric to weave together a pattern for their flag.</p> <p>The student should choose colors that represent themselves (e.g.--"I chose red and orange for my flag because I am powerful and energetic).</p> 	<p>In a small group, students will create one mural that tells a whole story.</p> <p><i>There are many ways to create a collective story, this is one that creates a fun fiction story.</i></p> <p>Have the students sit where they can see the dice that are rolled.</p> <p>Say, we are going to create a story. We need to know the main characters, the location, and the conflict (the</p>	<p>Individually, students will create a tapestry that tells a story.</p> <p>The students have choice:</p> <p>-it can be a real story, or one they make up</p> <p>-they can use plot dice or an online plot generator to get inspiration.</p> <p>-the tapestry can have one picture or it can have a collection of pictures (like a storyboard or Grecian urn).</p>	<p>Have the students draw a simple picture on a fabric square (large enough for the hoop).</p> <p>Either provide direct instruction or have the students use a video. The video is long, but shows you the steps from fabric and hoop to completed project.</p> <p>https://www.youtube.com/watch?v=rOHw4q9xRwQ</p>

	<p>problem), we then need to know how it was resolved.</p> <p>Roll one die at a time and have the students create a story. Each scene is written on a sticky note (for example, “Joe was a brave little toaster” and then the next sticky note “He left his home in Toastertown searching for a new life.”)</p> <p>Now each student is assigned a scene by given them a sticky note.</p> <p>All the students are asked to create their scene using either</p> <ul style="list-style-type: none"> ● Fabric markers ● Mesh, yarn, and latch hook ● Cross stitch thread, needle, cloth, and hoop... <p>depending on their skill set and ability</p> <p>Then the teacher combines the students’ pictures onto a large piece of fabric to make a tapestry.</p>	<p>All the students are asked to create their tapestry using either</p> <ul style="list-style-type: none"> ● Fabric markers ● Mesh, yarn, and latch hook ● Cross stitch thread, needle, cloth, and hoop... <p>depending on their skill set and ability</p> <p>Then the teacher combines the students’ pictures onto a large piece of fabric to make a tapestry.</p>	
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EXTENSION

- Students can move up the range of difficulty
- Provide a magnifying glass (younger) or microscope with prepped slide (older) to observe the fabric. Ask question regarding how fabric stays together
- Based on the weave and coarseness of the various fabrics, have the students predict which will hold more weight. Place weighted objects on fabric and have the students make observations. Were their predictions correct? When would we want to make stronger fabric? Where have you seen strong fabric, loose fabric, etc?