



# The Silk of Our Lives

## Unit Summary

In this unit, students write research paper proposals for a fabric art installation to hang in the Hall of Nations at the upcoming World's Fair. Each proposal shows students' understanding of one culture's history and traditional arts. As students study, they record important cultural art and interpret the artworks' significance to culture. They learn to make silk paintings, and paint scarves that represent one art theme or style of a culture they studied. During a culminating class celebration, students present their proposals and art samples in a multimedia presentation to a World's Fair "jury" made up of local artists.

## Curriculum-Framing Questions

- **Essential Question**  
What role does art play in our lives?
- **Unit Questions**  
How does art from different cultures reflect universal themes?  
How does art reflect the history and traditions of a culture?
- **Content Questions**  
What kind of art can be created with fabric?  
Who are some artists from different cultures, and what are some of their works?

## Assessment Processes

View how a variety of student-centered [assessments](#) are used in The Silk of Our Lives Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

## Instructional Procedures

### Prior to Instruction

In advance of instruction, purchase art materials, prepare simple sketchpads from art paper, and collect art books and other texts, especially materials with examples of fabric and textile art. Practice the silk painting technique and create a sample to show the class.

### Setting the Stage

Pose the Essential Question, *What role does art play in our lives?* Ask students to write briefly on this topic to prepare for a whole-class discussion.

Give a brief lecture about fabric and textile art, using examples from the resources to answer the Content Question, *What kind of art can be created with fabric?*

Explain to students that they will write a research paper proposal for a fabric art installation to hang in the Hall of Nations at the upcoming World's Fair. Conduct a discussion about the importance of understanding cultures different from one's own, and discuss the impact better awareness of other cultures can have on society.

Show students a variety of fabric arts from different cultures and discuss their impressions. Assign pairs of students to study different regions (such as Latin America, Asia, and Africa). Have students take a brief "tour" of the cultures of their region before choosing one to focus on for the rest of the project.

Finally, hand out the [project rubric](#) and discuss the rubric in detail. Review the purpose of the rubric and expectations for students. Answer any questions and continue to refer to the rubric as each part of the project is introduced. Students should continue to use the rubric as a guide for monitoring progress as they work on each part of the project.

## At a Glance

**Grade Level:** 9-12

**Subjects:** Textile Art, Writing  
**Topics:** Art and Culture, Universal Themes in Art, Fabric Art, Artistic Interpretation

**Higher-Order Thinking**

**Skills:** Investigation, Interpretation

**Key Learnings:** Relationship between Culture and Art, Traditional Art, Historical Influences on Art, Silk Painting

**Time Needed:** 3 weeks, 6 to 8 periods

**Background:** [Odyssey Story](#) from California, United States

## Things You Need

[Assessment](#)  
[Standards](#)  
[Resources](#)

## Research

Discuss the research report proposal assignment with the class, and teach necessary research skills, such as note-taking and citing references. Explain that each proposal will show students' understanding of a culture's history and traditional arts, and answers the following questions:

- *What are your impressions of this art and culture?*
- *How does art reflect the history and traditions of a culture?* Identify contemporary styles and discuss diverse social, economic, and political developments reflected in the works of art examined.
- *How does art of different cultures reflect universal themes?*

While students prepare research papers, have them study from selected resources, including the Internet, multimedia atlases, art history books, and encyclopedias. Meet with students periodically throughout the process to answer questions and monitor progress. Conduct mini-lessons as needed to refresh or review concepts.

Help students find art images that are representative of the culture they are studying. Encourage students to take notes and sketch examples of what they find. Sketches are useful later when students develop presentations and design their silk scarves.

## Research Paper and Presentation

Have students engage in the writing process of drafting, revising, peer reviewing, and publishing. Review each report and allow students a second revision phase, if necessary.

When reports are finished, have students begin developing their slideshow presentations. Review the [slideshow presentation sample](#) as an example of exemplary work. Remind students that the purpose of the presentation is to inform and persuade a specific and knowledgeable audience to approve a fabric art installation. Approve an outline of the presentation before students develop slideshow elements. Have students scan, copy, or take digital photos of their design sketches to include in their presentations. Students may also want to include music. A local library may have recordings of music from other cultures that students can sample, but be aware of copyright restrictions. After initial art instruction, you may want half the class to start painting their scarves while the other half works on their presentations.

## Scarf Art

Use the [scarf painting procedures handout](#) and [scarf art presentation](#) to introduce the techniques students will use. Reference art books and sketches rendered during the research process to show students how to sketch their own interpretations. The best designs for silk painting are bold and simple. Some designs, particularly patterned ones, may be too intricate for scarf painting, and these should be simplified. Approve each sketch before distributing scarves and art supplies to students. As students begin working with the scarves, take digital photographs of the process for next time you teach the unit, and so students can include images in their presentations.

## Proposals to the World's Fair Art Panel

As presentations and scarves are completed, plan an event where student artists present their proposals and artwork to a World's Fair "jury." You may want to ask local artists to act as panel members. Give students sufficient time to practice their presentations in small groups before they present to the larger class and "jury." Ensure that students have an opportunity to receive [peer feedback](#) on their presentations before sharing them formally. Have each pair give feedback to at least one other pair and then revise their presentation based on the feedback. Assess student reports, presentations, and artwork using the [project rubric](#).

## Concluding Activity

After students have seen all of the presentations, conduct a discussion revisiting the Essential Question, *What role does art play in our lives?* Ask students to look back over their initial responses to this question and discuss how their current answers vary.

Ask students to write an in-class essay to the following prompt, making specific references to a variety of cultures, artists, and works of art:

- *What can we learn about cultures by looking at their art?*

Hand out the [essay rubric](#), review the expectations, and answer any questions. Ask students to use the rubric as a guide while writing their essays. Use the same rubric to assess students' completed essays.

## Prerequisite Skills

- Reading for information
- Research writing
- Presentation skills
- Basic concepts of color and design

## Differentiated Instruction

### Resource Student

- Narrow the student's research focus by assigning specific topics to investigate

- Pair the student with a peer mentor

**Gifted Student**

- Have the student delve deeper into discussing art and culture in the proposal
- Have the student create a Web site showcasing the fabric art of the class

**English Language Learner (ELL)**

- Provide texts in the student's first language
- Encourage students to research their homeland to share their culture with others

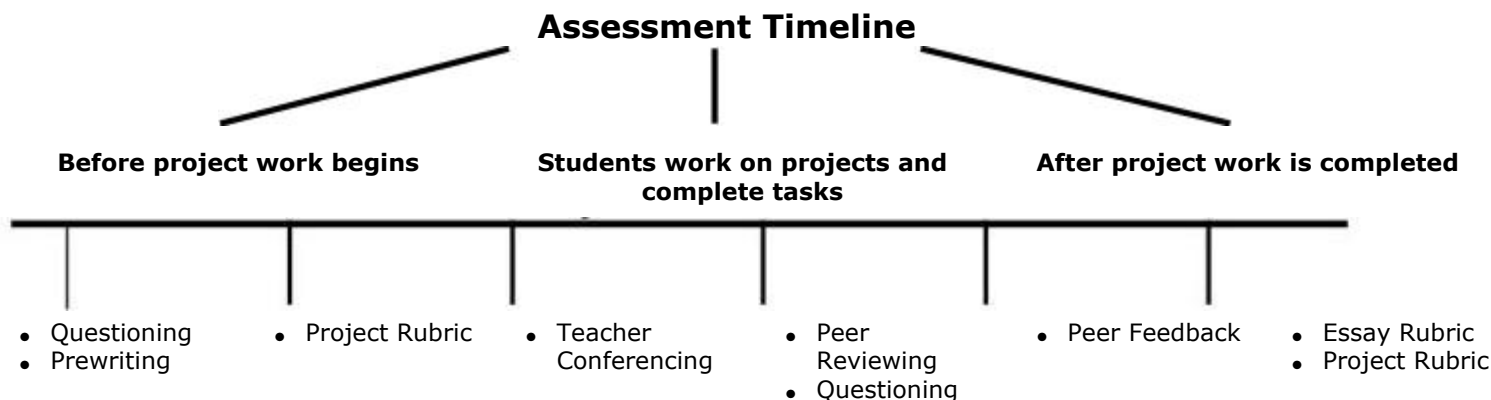
**Credits**

Nancy Dome participated in the Intel® Teach Program, which resulted in this idea for a classroom project. Dome's classroom was featured in An Innovation Odyssey, a collection of stories of technology in the classroom, [Story 249: Watching Them Blossom](#). A team of teachers expanded the plan into the example you see here.

# Designing Effective Projects: The Silk of Our Lives

## Assessment Plan

### Assessment Plan



The unit begins with questioning and a prewriting exercise to tap students' prior knowledge and prepare students for a class discussion. The prewriting and discussion are used to assess students' background knowledge on the topic and prepare them for the unit. Questioning is used throughout the unit to assess students' understanding and prompt higher-order thinking and discussion. The [project rubric](#) is introduced early in the unit to set up expectations and provide a tool for students to self-monitor their progress. The [project rubric](#) provides assessment for the research paper, oral presentation, class participation, and final scarf painting.

While students work on their research papers, they meet for brief conferences with the teacher to assess student understanding and answer any questions. The conferences also serve as a tool to monitor and adjust teaching methods based on student need. Students are encouraged to work through the writing process as they develop their research papers and engage in a peer review process. Students also receive [peer feedback](#) as they assess one another's presentations and offer advice for revisions.

Finally, students are asked to write an in-class essay based on a given prompt. Students use the [essay rubric](#) as a guide for expectations and the same rubric is used to assess the final essays.

# Designing Effective Projects: The Silk of Our Lives

## Content Standards and Objectives

### Targeted Content Standards and Benchmarks

#### California Language Arts Standards

##### Reading

- Synthesize information from multiple sources

##### Writing

- Write expository compositions, including analytical essays and research reports
- Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manual

##### Speaking

- Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning

#### California Art Standards

- Investigate and discuss universal concepts expressed in works of art from diverse cultures
- Identify contemporary styles and discuss diverse social, economic, and political developments reflected in the works of art examined
- Create a work of art that communicates a cross-cultural or universal theme taken from literature or history

### Student Objectives

Students will be able to:

- Conduct research using electronic and print resources
- Write a research paper supported with citations in a bibliography
- Create and execute an effective oral presentation supported by multimedia
- Paint an interpretation of one culture's art on a silk scarf

# Designing Effective Projects: The Silk of Our Lives

## Resources

### Materials and Resources

#### Printed Materials

- World maps, atlases, and art books

#### Supplies

- Sketchpads made from art paper
- Silk scarves
- Silk scarf paint
- Paint brushes
- Color resist
- Looms
- Masking tape

*Note: Many of the silk painting supplies are available through online suppliers, such as [Jacquard Products, Inc.](#)\**

#### Internet Resources

- The Fabric Workshop and Museum  
[www.fabricworkshop.org](http://www.fabricworkshop.org)\*  
A museum with information about contemporary fabric and textile art
- Textile Museum of Canada  
<http://textilemuseum.ca>\*  
A museum dedicated to the collection, exhibition, and documentation of textiles from around the world
- The Textile Museum  
[www.textilemuseum.org](http://www.textilemuseum.org)\*  
A Washington, DC museum dedicated to furthering the understanding of mankind's creative achievements in the textile arts

#### Technology—Hardware

- Computers with Internet access for conducting research on art in different cultures

#### Technology—Software

- Word processing for research paper
- Presentation software for developing presentation
- Multimedia atlases and encyclopedias for research paper

## Project Rubric Silk of Our Lives

<b>Research Paper</b>				
<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<p>Relationships among history, culture, and art are described as complex and interrelated using specific artistic examples and historical references.</p> <p>The importance of art in the understanding of cultures is illustrated by:</p> <ul style="list-style-type: none"> <li>• Giving several specific, personal examples of the influence of art on understanding</li> <li>• Referring to universal themes in works of art</li> </ul> <p>Artwork is described in detail in terms of reflection of the culture and history of the country the artwork represents.</p>	<p>Relationships among history, culture, and art are described using specific examples and references.</p> <p>The importance of art in the understanding of cultures is illustrated with specific examples.</p> <p>Artwork is described in detail.</p>	<p>Relationships among history, culture, and art are described in general, possibly superficial, ways.</p> <p>The importance of art in the understanding of cultures is described in generic terms with little support.</p> <p>Artwork is described briefly.</p>	<p>Relationships among history, culture, and art are not described.</p> <p style="text-align: center;">OR</p> <p>Relationships are described in inaccurate or stereotypical ways.</p> <p>The importance of art in the understanding of cultures is not described or is described in unsupported clichés.</p> <p>Artwork is not described.</p>
<b>Writing</b>	<p>Paper is interesting and lively with:</p> <ul style="list-style-type: none"> <li>• Variety in sentence and paragraph structure</li> <li>• Strong verbs and nouns that draw in the</li> </ul>	<p>Paper is interesting with:</p> <ul style="list-style-type: none"> <li>• Variety in sentence and paragraph structure</li> <li>• Some use of interesting language</li> </ul>	<p>Paper is inconsistent in attempts to include variety and interesting language.</p>	<p>Paper does not include interesting language.</p>

	<p>reader</p> <ul style="list-style-type: none"> <li>• Effective use of figurative language</li> </ul>			
<b>Organization</b>	<p>Paper is well organized with:</p> <ul style="list-style-type: none"> <li>• An engaging and descriptive introduction</li> <li>• Coherent and well-developed concepts with adequate support and detail presented in an order that contributes to the overall meaning</li> <li>• A conclusion that is memorable and reflects the purpose of the paper</li> </ul>	<p>Paper is well organized with:</p> <ul style="list-style-type: none"> <li>• A descriptive introduction</li> <li>• Well-developed paragraphs</li> <li>• A conclusion that reflects the purpose of the paper</li> </ul>	<p>Paper is organized with:</p> <ul style="list-style-type: none"> <li>• An introduction</li> <li>• Paragraphs that support the purpose</li> <li>• A conclusion</li> </ul>	<p>Paper is unorganized and lacks development of ideas.</p>
<b>Research</b>	<p>Information is well-researched with:</p> <ul style="list-style-type: none"> <li>• Multiple, credible resources on a variety of topics</li> <li>• Correct citations of all information, including paraphrasing as well as direct quotes</li> <li>• A properly formatted reference page</li> </ul>	<p>Information is well-researched with:</p> <ul style="list-style-type: none"> <li>• Multiple resources</li> <li>• Correct citations of all information, including paraphrasing as well as direct quotes</li> <li>• A properly formatted reference page</li> </ul>	<p>Information is inadequately researched with:</p> <ul style="list-style-type: none"> <li>• Few resources</li> <li>• Incorrect or incomplete citations</li> <li>• An incorrectly formatted reference page</li> </ul>	<p>Information is inadequately researched with:</p> <ul style="list-style-type: none"> <li>• Few or poor quality resources</li> <li>• Incorrect or incomplete citations</li> <li>• An incorrectly formatted reference page</li> </ul>
<b>Mechanics</b>	<p>Paper has no errors in spelling, punctuation, capitalization, or usage.</p>	<p>Paper has very few errors in spelling, punctuation, capitalization, or usage, and they do not detract</p>	<p>Paper has several errors in spelling, punctuation, capitalization, or usage that detract from meaning.</p>	<p>Paper has numerous errors in spelling, punctuation, capitalization, or usage that detract from</p>



		from meaning.		meaning.
<b>Presentation</b>				
<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<p>Relationships among history, culture, and art are described as complex and interrelated using specific artistic examples and historical references.</p> <p>The importance of art in the understanding of cultures is illustrated by:</p> <ul style="list-style-type: none"> <li>• Giving several specific, personal examples of the influence of art on understanding</li> <li>• Referring to universal themes in works of art</li> </ul> <p>Artwork is described in detail in terms of its reflection of the culture and history of the country it represents.</p>	<p>Relationships among history, culture, and art are described using specific examples and references.</p> <p>The importance of art in the understanding of cultures is illustrated with specific examples.</p> <p>Artwork is described in detail.</p>	<p>Relationships among history, culture, and art are described in general, possibly superficial, ways.</p> <p>The importance of art in the understanding of cultures is described in generic terms with little support.</p> <p>Artwork is described briefly.</p>	<p>Relationships among history, culture, and art are not described.</p> <p style="text-align: center;">OR</p> <p>Relationships are described in inaccurate or stereotypical ways.</p> <p>The importance of art in the understanding of cultures is not described or is described in unsupported clichés.</p> <p>Artwork is not described.</p>
<b>Writing</b>	<p>Writing is appropriate for information conveyed in slideshow presentations:</p> <ul style="list-style-type: none"> <li>• Organization and information is clearly targeted toward the intended audience.</li> <li>• Information is conveyed in bulleted sentences and</li> </ul>	<p>Writing is generally appropriate for information conveyed in slideshow presentations:</p> <ul style="list-style-type: none"> <li>• The presentation is directed toward a specific audience.</li> <li>• Information is conveyed in tightly-worded bulleted</li> </ul>	<p>Writing is usually appropriate for information conveyed in slideshow presentations:</p> <ul style="list-style-type: none"> <li>• The presentation may appear to be directed toward a generic audience.</li> <li>• Information is generally conveyed in</li> </ul>	<p>Writing is often inappropriate for information conveyed in slideshow presentations:</p> <ul style="list-style-type: none"> <li>• The presentation may reflect no awareness of audience through inappropriate content or style.</li> <li>• Information is often</li> </ul>

	<p>phrases that are compact, tightly written, and densely packed with information.</p> <ul style="list-style-type: none"> <li>• An appropriate amount of information is presented on each slide.</li> <li>• Bulleted lists have parallel construction are well balanced.</li> <li>• Introductory slide engages the viewer, and reflects the purpose and tone of the presentation.</li> <li>• Concluding slide reflects the most important ideas in the presentation in a memorable way.</li> <li>• The order of the slides logically presents information in a sequential way that builds viewers' understanding.</li> <li>• Writing has no spelling, punctuation, capitalization, or usage errors.</li> </ul>	<p>sentences and phrases.</p> <ul style="list-style-type: none"> <li>• Information is divided appropriately among slides.</li> <li>• Bulleted lists have parallel construction.</li> <li>• Introductory slide reflects the purpose and tone of the presentation.</li> <li>• Concluding slide reflects the most important ideas in the presentation.</li> <li>• The slides appear in a clear, logical order.</li> <li>• Writing has no spelling, punctuation, capitalization, or usage errors that detract from meaning.</li> </ul>	<p>bulleted phrases and sentences.</p> <ul style="list-style-type: none"> <li>• Most of the information is divided appropriately among slides.</li> <li>• Bulleted lists usually have parallel construction.</li> <li>• An opening slide introduces the presentation.</li> <li>• A concluding slide closes the presentation.</li> <li>• Slides generally appear to follow a sequence.</li> <li>• Writing may have a few spelling, punctuation, capitalization, and usage errors that detract from meaning.</li> </ul>	<p>conveyed in either excessively lengthy or overly sparse sentences.</p> <ul style="list-style-type: none"> <li>• An inappropriate amount of information, either too much or too little, is presented on each slide.</li> <li>• Bulleted lists often have nonparallel construction.</li> <li>• Introductory slide is missing or inappropriate.</li> <li>• Concluding slide is missing or inappropriate.</li> <li>• Slides appear to follow a random sequence that confuses the viewer.</li> <li>• Writing has numerous spelling, punctuation, capitalization, and usage errors that detract from meaning.</li> </ul>
<b>Appearance</b>	<p>Presentation is aesthetically pleasing and catches the reader's attention by:</p> <ul style="list-style-type: none"> <li>• Using graphics and</li> </ul>	<p>Presentation is aesthetically pleasing by:</p> <ul style="list-style-type: none"> <li>• Using graphics and images appropriately</li> </ul>	<p>Presentation's appearance interferes with the content by:</p> <ul style="list-style-type: none"> <li>• Having too many graphics, images,</li> </ul>	<p>Presentation's appearance interferes with the content by:</p> <ul style="list-style-type: none"> <li>• Using no graphics, images, sounds,</li> </ul>

	<p>images to complement, enhance, and support the content of the brochure</p> <ul style="list-style-type: none"> <li>Using a variety of fonts and layout styles that contributes to the overall design and meaning of the brochure</li> <li>Using sounds and transitions to enhance, rather than detract from, the overall purpose of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Using fonts and layout styles appropriately</li> <li>Using sounds and transitions appropriately</li> </ul>	<p>sounds, transitions, and font styles</p> <p>OR</p> <ul style="list-style-type: none"> <li>Having too few graphics, images, and font styles</li> <li>Having inappropriate graphics, images, sounds, transitions, and font styles</li> </ul>	<p>transitions, or font styles to complement the content</p> <p>OR</p> <ul style="list-style-type: none"> <li>Using too many graphics and effects with very little text</li> </ul>
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**Silk Scarf Painting**

<b>Content</b>	<p>Artwork shows clear connections between the art of the culture and the image painted on the scarf.</p> <p>Piece is an original interpretation.</p> <p>Directions for the painting process were followed consistently and correctly.</p>	<p>Artwork shows connections between the art of the culture and the painted scarf.</p> <p>Piece shows originality.</p> <p>Directions for the painting process were followed.</p>	<p>Artwork shows few connections between the art of the culture and the painted scarf.</p> <p>Piece appears to have been copied or traced.</p> <p>Directions for the painting process were followed incorrectly at times.</p>	<p>The painting is irrelevant to the country researched.</p> <p>Piece seems carelessly composed or painted.</p> <p>Directions for the painting process were not followed.</p>
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# Peer Feedback Form

Name of presenters: \_\_\_\_\_

Name of peer: \_\_\_\_\_

\_\_\_\_\_

1. Presentation start time: \_\_\_\_\_ Presentation end time: \_\_\_\_\_

2. List three good features about the presentation, such as content, pace, speaking skills, and so forth:

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3. Recommend two ways the presenters can improve their presentation:

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4. Identify the reasons the presenters gave to try to convince you to approve the fabric art installation. Did they persuade you to approve the fabric art installation? If so, what persuasive techniques worked for you?

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5. While viewing the presentation, write down two questions to ask the presenters after the presentation is complete:

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6. Upon conclusion of the presentation, ask your two questions listed above. Were your questions answered adequately and completely by the presenters? Explain:

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## Concluding Essay Rubric

	4	3	2	1
<b>Ideas</b>	<p>My writing addresses the prompt in detail, offering several examples to support my opinion.</p> <p>Information is well-supported by many credible sources from different points of view.</p> <p>I combine my own knowledge and experiences with information from outside sources to create fresh, new insights.</p> <p>I anticipate questions and concerns that readers might have and address them thoroughly.</p>	<p>My writing addresses the prompt, and offers at least one example to support my opinion.</p> <p>Information is supported by credible sources.</p> <p>I synthesize information from outside sources and my own experiences.</p> <p>I anticipate readers' questions and answer them.</p>	<p>My writing attempts to address the prompt but is often unclear.</p> <p>Information is sometimes supported by credible sources.</p> <p>I attempt to synthesize information from outside sources and my own experiences, but my thinking is difficult to follow.</p> <p>I attempt to answer readers' possible questions.</p>	<p>My writing does not address the prompt.</p> <p>Information is seldom supported by credible sources.</p> <p>I do not attempt to synthesize information from outside sources or my own experiences.</p> <p>No attempt is made to answer the readers' possible questions.</p>
<b>Organization</b>	<p>My introduction introduces my view and engages the interest and curiosity of the reader.</p> <p>I use a variety of words, phrases, and structures to connect ideas so they flow in a logical order and build on each other naturally.</p> <p>My writing flows at a pace appropriate for the audience and the topic, elaborating when appropriate.</p> <p>A powerful conclusion leaves the reader with important points to think about.</p> <p>Paragraphing provides structure and enhances meaning for the reader.</p>	<p>My introduction introduces my view of the prompt in an interesting way.</p> <p>I use transitions to connect ideas so they flow together.</p> <p>The pace of my writing is appropriate.</p> <p>My conclusion describes the important points of my writing in an interesting way.</p> <p>My paragraphs facilitate understanding.</p>	<p>My introduction attempts to introduce my view of the prompt.</p> <p>I attempt to connect ideas with transitions.</p> <p>Some parts of my writing may be too detailed and others may be too sketchy.</p> <p>My conclusion summarizes the important points of my writing.</p> <p>My paragraphs sometimes detract from the meaning of my writing.</p>	<p>My writing does not include an introduction.</p> <p>My ideas are not connected with transitions.</p> <p>My writing is generally too detailed or too sketchy.</p> <p>My writing does not include a conclusion.</p> <p>Excessive paragraphing or the lack of paragraphing detracts from the meaning of my writing.</p>

<p><b>Voice</b></p>	<p>My writing connects with the reader by focusing on the prompt in an interesting and engaging way.</p> <p>My writing speaks respectfully to the reader by providing compelling and credible reasons why my view is important to know.</p> <p>My writing includes meaningful, personal details, if appropriate, to communicate my response to the prompt.</p>	<p>My writing connects with the reader by focusing on the prompt and discussing it in an interesting way.</p> <p>My writing provides reasons why my view is important.</p> <p>My writing includes relevant personal information.</p>	<p>I attempt to connect with the reader through my response to the prompt.</p> <p>My writing provides some reasons why my view is important, but my reasons are not very convincing.</p> <p>My writing includes personal information that is not always relevant.</p>	<p>My writing does not attempt to connect with the reader.</p> <p>My writing provides no credible reasons to value my view.</p> <p>My writing does not include any relevant personal information.</p>
<p><b>Word Choice</b></p>	<p>My language is precise, specific, and accurate.</p> <p>I use powerful and interesting words and phrases to create memorable pictures in the readers' minds.</p> <p>I select words carefully to engage the reader and enhance meaning.</p> <p>I use technical terms sparingly, and when they are necessary to include, I define them in easy-to-understand language.</p>	<p>My language is specific and accurate.</p> <p>I use powerful and interesting words.</p> <p>I select words carefully.</p>	<p>My language is not always accurate, and lacks details.</p> <p>I try to use powerful and interesting words.</p> <p>I am sometimes careless about the words I choose.</p>	<p>I do not pay very much attention to the language that I use.</p> <p>I do not take the time to think of interesting words.</p> <p>I do not pay very much attention to words I use.</p>
<p><b>Sentence Fluency</b></p>	<p>My sentences vary in length and structure to enhance meaning.</p> <p>My sentence beginnings are varied and interesting.</p> <p>My writing has rhythm and sounds effortless when read aloud.</p>	<p>My sentences are generally varied in length and structure.</p> <p>My sentence beginnings vary.</p> <p>My writing has rhythm.</p>	<p>The length and structure of my sentences vary at times.</p> <p>I attempt to vary sentence beginnings, but some are repeated.</p>	<p>Sentence structure, length, and beginnings are repetitive and predictable.</p>

	I use sentence fragments appropriately to enhance interest and meaning.			
<b>Conventions</b>	<p>Spelling, punctuation, and capitalization are correct.</p> <p>I use standard English throughout my writing.</p> <p>I successfully manipulate conventions of spelling, punctuation, and standard English, when appropriate, to enhance meaning and style.</p>	<p>Spelling, punctuation, and capitalization are generally correct, and no errors detract from meaning.</p> <p>Standard English is used throughout my writing.</p>	<p>Occasional errors in spelling, punctuation, and capitalization detract from meaning.</p> <p>Some use of nonstandard English detracts from meaning.</p>	<p>Errors in conventions make the essay difficult to read and understand.</p>



# The Art of the Mayans

Libby, Cory, Jay, Marty, and Sonia



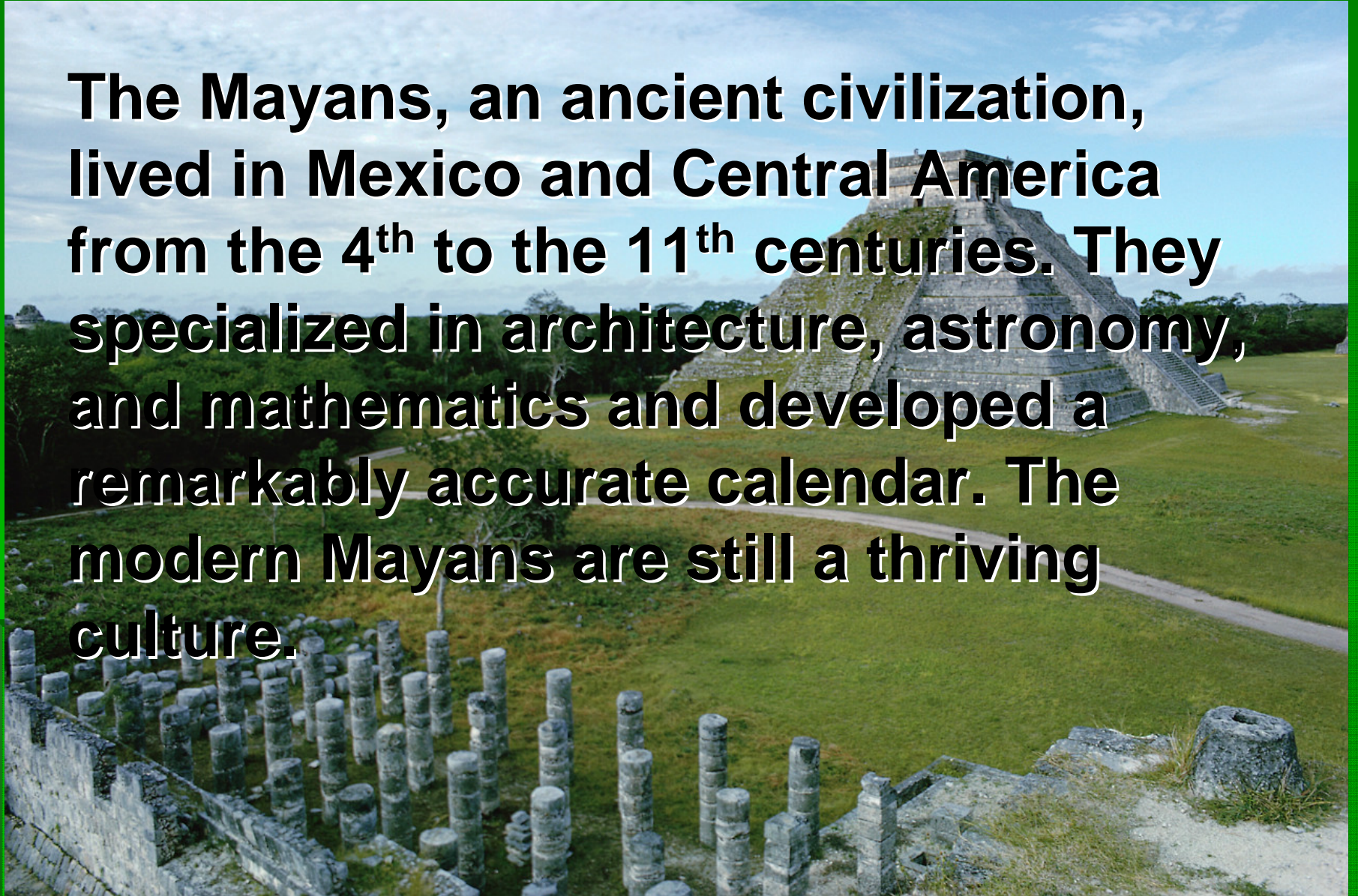
Art is an effort to create,  
beside the real world, a  
more human world.

André Maurois



To promote understanding among nations, a display of fabric art will be created to hang in the Hall of Nations at the upcoming World's Fair.

**The Mayans, an ancient civilization, lived in Mexico and Central America from the 4<sup>th</sup> to the 11<sup>th</sup> centuries. They specialized in architecture, astronomy, and mathematics and developed a remarkably accurate calendar. The modern Mayans are still a thriving culture.**



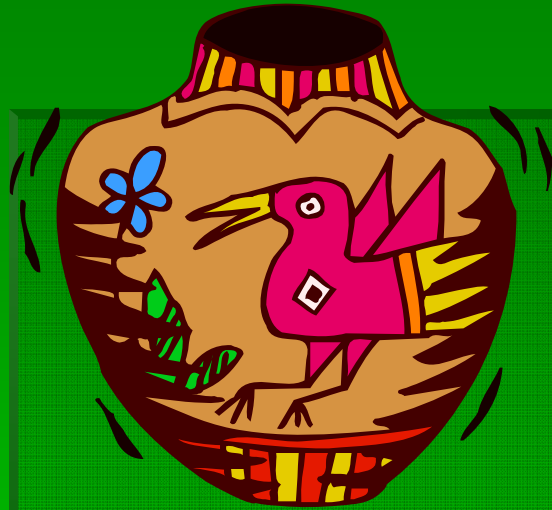
Jade was very important to ancient Mayans. Its green color symbolized fertility.

Jade beads were often put into the mouths of the dead to make sure they survived spiritually.



The jaguar was an important symbol for Mayan kings. The Jaguar God lived in the Underworld and returned each day with the sun.





Animals like foxes, owls, jaguars, fish, birds, hummingbirds, deer, rabbit, and duck were an important part of Mayan life, and their images were often found on pottery and in sculpture.

A scarf that reflects the beliefs and experiences of this culture will help others to understand the ancient and modern people that are the Mayans.



The art of a people is a true  
mirror of their minds.

Jawaharlal Nehru



# Resources

Mayan Art

<http://mexico.udg.mx/historia/precolombinas/ingles/maya/mayaarte.html>

Mayan Art

[www.dosmanos.com/learning\\_Mayan.html](http://www.dosmanos.com/learning_Mayan.html)

Mayan Arts and Crafts

[www.travelyucatan.com/mayan\\_arts\\_crafts.php](http://www.travelyucatan.com/mayan_arts_crafts.php)

People of the Jaguar

[www.civilization.ca/civil/maya/mmj01eng.html](http://www.civilization.ca/civil/maya/mmj01eng.html)

Pre-Colombian Art

[www.tiscali.co.uk/reference/encyclopaedia/hutchinson/m0039820.html](http://www.tiscali.co.uk/reference/encyclopaedia/hutchinson/m0039820.html)

# Scarf Painting Procedures

The Silk of Our Lives

## Materials:

- Masking tape
- Looms (various sizes)
- Pencils/erasers
- Pant hangers
- Silk scarves
- Paint trays
- Art kit (Many supplies can be found through online suppliers such as Jacquard Products, Inc. ( [www.jacquardproducts.com/](http://www.jacquardproducts.com/))
  - Fabric dyes (30 colors)
  - Paint brushes
  - Color resist
  - Resist bottles and tips
  - Droppers
  - Salt

## Procedures:

1. Tightly tape scarves to desk
2. Lightly sketch image onto scarf
  - DO NOT SHADE - that will be done with the dyes
  - Avoid small details, which will be difficult to resist and paint
3. Once drawing is complete, place scarf on loom and paint resist over pencil lines until all lines are covered. Allow time for resist to dry fully before moving loom.  
Note: Depending on detail and size of scarf, this process could take a few days.
4. Using pant hanger to suspend scarf in a doorway or from the ceiling, begin painting. Note: Dyes will run if brushes are too wet when painting vertically. So, BE CAREFUL and TAKE YOUR TIME! The dye will spread easier if the brush is wet with water first. It does not take a lot of dye to paint a scarf; start with just 1-2 droppers full of dye in paint tray. It will go a long way!
  - Looms can also be used for painting. This is especially recommended for detailed areas
  - If a darker shade is desired, several coats of dye can be applied. This is also a good technique for creating contrast for a shading effect.
5. Once scarf is complete and dry, wash on a gentle cycle (alone or with other scarves) with a little detergent. This will set the dye and wash out the resist lines. Resist lines will be white when done.
6. Iron on a silk setting and enjoy.



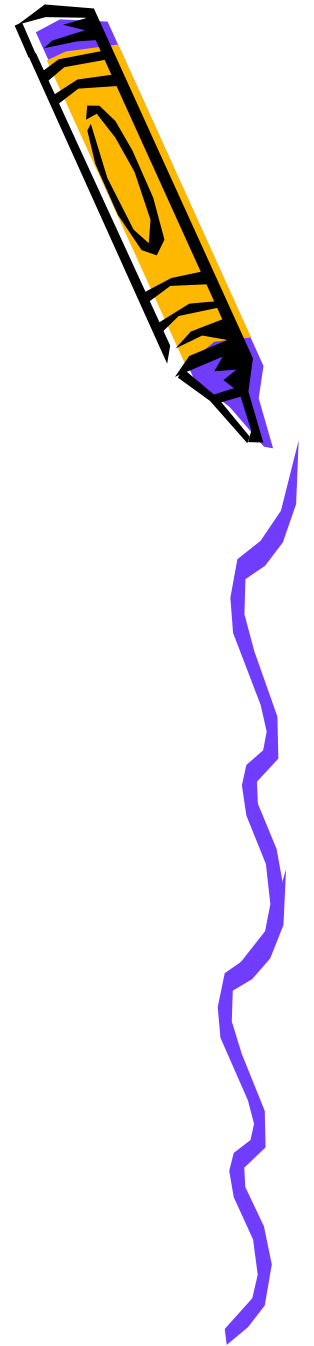
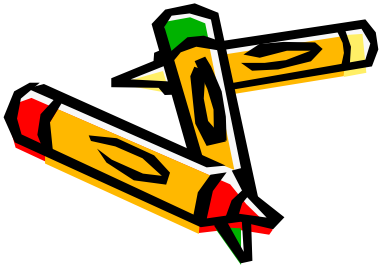
# Scarf Art

How to do it and what you need



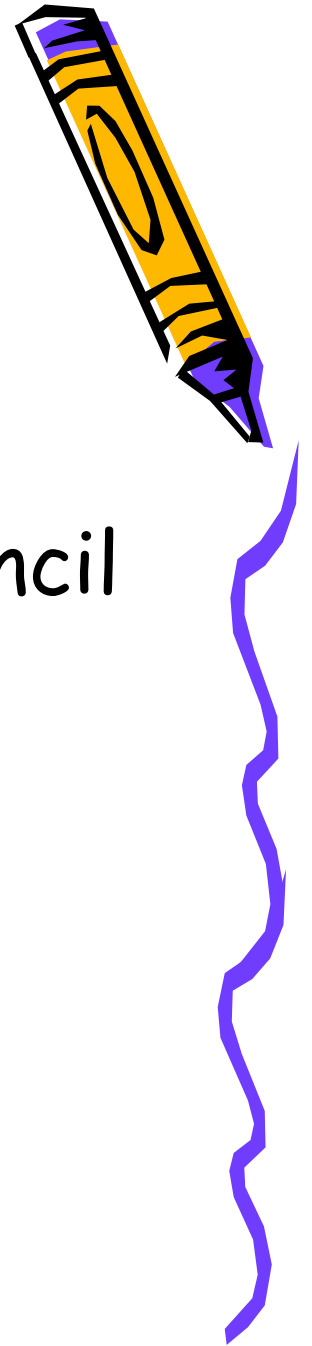
# Equipment

- Pencil
- Scotch tape
- Paint brush
- Cotton swabs
- Looms
- Dye (silk salt)
- Scarf
- Color Resist
- Blow dryer (if you are in a rush)



# Starting art

- Tape scarf on table
- Draw your design on scarf with pencil
- Use loom to hold scarf and apply color resist
- Recheck the resist for gaps and reapply if necessary



# Finishing art

- Use loom to hold scarf or suspend from ceiling on a pant hanger
- Apply dye with paint brush (take your time)
- Wash scarf on delicate cycle and dry with tumble cycle
- Iron and enjoy

