



May 2023

Learning Unit for 1st and 2nd Grade

on

Memories and Dreams from Wool

Unit Developer

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General information

Developer: Reihan Tischler Haimovitz

Date of Development: May 2023

Field of knowledge: Language, art, science, arithmetic

Age group: Grades 1 and 2

Estimated time for learning: 5 hours of study

Subject studied: Wool.

Sub-theme: The properties of wool and its use in art, literature and everyday life.

Key concepts: Wool, natural and synthetic materials, knitting, twill, embroidery, spinning, Chiharu Shiota (Japanese artist), units of length

Learning environment: Classrooms, retirees community home.



Reasons for choice of subject

Rationale for the teacher and the learning sequence

The unit "Memories and dreams from wool" includes study, practice, research and action in various intellectual fields: language, writing, arithmetic, sciences and art, in conjunction with the literacy and mathematical skills required in the 1st and 2nd grades; The unit will offer teaching and learning processes about wool in the world through scientific learning, reference in language and literature and its context in the world of art. The unit will include introductions to figures from around the world who specialize in wool. In addition, students will listen to a lecture on knitting and experience the process themselves, so that they can get to know figures from the nearby community who specialize in the field and learn from them.

General goals:

- The students will learn about ways of producing wool in the past and its use in the field of textiles.
- Students will get to know and experience the feeling of synthetic and natural wool.
- The students will learn about a well-known Japanese artist who creates her works from wool.
- The students will try knitting and making a wool key chain at the neighborhood pensioners' club.
- Students will learn, develop and practice personal and interpersonal skills, interactions and collaboration as a result of studying this subject.



How is the E (Education and values) principle expressed in the teaching unit?

Through familiarity with to stories, works of art made of wool and various experiences with wool, students will learn about the importance of collaboration in the classroom and the community, friendships and teamwork.

How is the A (Academy) principle expressed in the teaching unit?

Through research, study and exercises with wool and its various uses, students will learn about the importance of the properties of the material, reference to it in literature and its connection to everyday life.

The unit combines different areas of knowledge and practices different skills.

- Language: Reading and discussing the story "The Weaver of Dreams" by Michal Senonit
- Art: Watching videos and discussion, getting to know the Japanese artist, Chiharu Shiota, who creates representations of wool threads that deal with memories.
- Science: Study and research on how wool is produced from the shearing of sheep and other animals (natural material) versus synthetic wool (artificial material) and comparison between them; Studying the uses of wool in industry; Experiencing the touch and feel of the material and discussing its properties
- Lecture and creation: A meeting with a pensioner and a talk on the knitting process; experience in knitting and types of knitting needles; Knitting a wool pom-pom for a key ring.
- Arithmetic: Learning units of measuring length (millimeters, centimeters and meters); Choosing a unit of measure for measuring the length of a woolen thread for different uses (comparison of lengths).



How is the C (Community) principle expressed in the teaching unit?

After learning about wool, the students will listen to a lecture by a retired woman from the community where they will learn about the knitting process, get to know types of knitting needles, see her knitting products, and then experience the knitting process themselves; The students will also make a key ring from wool by themselves in a joint workshop. The teaching and learning processes of the unit will promote values of collaboration, sharing, friendship and kindness, respect for an older person and community. The unit will emphasize these values both in the subject studied and in the methods of research, practice and discussion in the group and in class.

How is the H (Hi-tech) principle expressed in the teaching unit?

The processes of teaching and learning the subject of the unit encourage interdisciplinary research, and thus, practice skills required in our era of integrative thinking and learning among students; During the study unit, the students will practice the required skills of listening, learning and experimenting following a lecture, writing which encourages the expression of feelings and getting to know characters from the world.



Learning Resources

Learning and reference materials:

Link to videos:

- The Japanese artist, "[Chiharu Shiota: The Soul Trembles](#)"
- The story "[The Weaver of Dreams](#)" by Michal Senonit
- "[Crazy people talking: Shearing camels, knitting hats and saving a lost heritage](#)"
- Video: "[Spinning sheep's wool in a Bulgarian village](#)"
- BrainPop video: "[The Metric System – Measuring length](#)"
- "[Making a woolen pom-pom](#)"

Activities: wool weaving, wool pom-pom making, metric method (length measurements)

Craft materials: woolen thread, cardboard cut in the shape of a circle (for pom poms)

Learning outcomes:

- Writing a memory or a dream on stars and connecting the stars of the students with woolen thread on a designated wall in the classroom
- Analysis of different tests for comparing natural and synthetic wool
- Creating a woolen pom-pom.



Lesson program/ study sessions

Lesson 1: Language: "The Weaver of Dreams" by Michal Senonit

Lesson 2: Figures from around the world: Japanese artist Chiharu Shiota

Lesson 3: Science: The production of wool and its uses in industry

Lesson 4: Arithmetic and geometry: length measurements

Lesson 5: Meeting with knitting grandmothers and knitting pom-poms



Program for Lesson 1

Topic: "The Weaver of Dreams" by Michal Senonit					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will explain in their own words the meaning of the words: embroidery and weaving.	The students' answers should be written on the blackboard. An image of embroidery and a spinning machine should be projected to help the students connect the words to their own knowledge of the world.	fabric spinning	Academy: Basic terms related to the subject of the unit; Linking the terms studied to students' knowledge of the world.	10 minutes
Summary and reflection	The students will share the dream or memory from their star and then connect the dream stars with woolen thread on a wall in the classroom. (*A picture of the product is attached)	Emphasize the importance and beauty of connecting the dreams of all the children in the class.	Skill of standing in front of an audience in sharing the personal product		



Program for Lesson 2

Subject: Figures from around the world: Japanese artist Chiharu Shiota						
Teaching Course	Activities		Terms	each model principle	Time	
	Instructions to students	Recommendations to the teacher				
Introduction	The students will discuss the question of what can be produced and made from wool? What are its uses and when and where do they come across wool in their daily lives?				10 minutes	
Practice, implementation and evaluation	<p>The students will get to know the Japanese artist, Chiharu Shiota, who creates images from wool threads that deal with memories. The students will identify the recurring motif in the artist's representations and identify the memory in each representation. The students will examine and hypothesize why the artist chose to characterize each of the memories with a certain color and in a certain way in the space (a full room, from the ceiling, a display that can be touched and walked through) and what led her to represent those memories.</p> <p>In small groups, students will discuss the memory they would like to represent in wool. Each student will write and draw a free sketch of the idea emphasizing the shape, the color and the location of the presentation in space; Then the students will share in the group what they have planned.</p>		<p>A video about the artist</p> <p>Chiharu Shiota</p>	<p>art</p> <p>museum</p> <p>exhibition</p> <p>wool</p> <p>memory</p>	<p>Academy: Learning about the Japanese artist; writing practice and the ability to express in writing a work they wish to create</p> <p>Skill of hypothesizing and interpretation</p>	30 minutes
Summary and reflection	The students will get to know other uses of wool in art (embroidered pictures, wool fairies, dolls, carpets, etc.)				5 minutes	



Program for Lesson 3

Subject: Sciences: The production of wool and its use in industry					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	<p>The students will look at the picture of a spinning wheel and discuss the questions:</p> <ul style="list-style-type: none"> • Where do you think the photo was taken? • Is the device domestic or industrial? • How do they think this device is used? • Does the operation seem simple? • What can be created with the wool? 	<p>A good-quality, clear image must be projected</p> <p>*A sample image is attached above on page 14</p>	<p>spinning wheel</p> <p>wool</p> <p>synthetic wool</p>	<p>Academy: study of basic terms on the subject; learning through observation; tangible experience; extracting information from viewing; conclusions; practice of comparison skills</p>	5 minutes
Practice, implementation and evaluation	<p>The students will watch and discuss a video about weaving with wool and learn about the use of wool in different textile products. They will notice the difference between traditional and modern weaving. The students will then watch and discuss a video about spinning sheep's wool.</p> <p>The students will receive two different types of wool, synthetic and artificial, and prepare a table in the notebook to compare to what they have learned (differences of the comparison table: method of production, feel of the material, low/high cost of production, uses in industry)</p>	<p>A film on "Weaving with wool"</p> <p>Spinning sheep's wool in the world - video</p> <p>To illustrate - you should stock up on two types of wool: synthetic and artificial</p>	<p>artificial wool</p> <p>natural material</p>		30 minutes
Summary and reflection	<p>The students will summarize the differences between synthetic and artificial wool on the blackboard in the classroom with the teacher.</p>				10 minutes



Program for Lesson 4

Subject: Arithmetic and geometry: length measurements					
Teaching Course	Activities	Recommendations to the teacher	Terms	each model principle	Time
	Instructions to students				
Introduction	<p>The students will discuss the questions: What methods of measurement do they know? How do you measure without a ruler / measuring tape?</p> <p>Students will experiment with units of measurement in class (using paper clips, finger lengths, steps, etc.)</p> <p>The students will relate the subject of measurement to the representations of the Japanese artist and the clothes produced by "the "Weaver of Dreams" and estimate what length of wool is required for this.</p>		<p>metric method</p> <p>units of length</p> <p>millimeter</p> <p>centimeter</p> <p>meter</p>	<p>Academy: experience in measuring length; Drawing a conclusions about the size of units of measure and their suitability for use</p>	10 minutes
Practice, implementation and evaluation	<p>The students will watch a BrainPop video about length measurements and discuss the importance of uniformity in measurement units in the world. (display length units: mm, cm and meter in a ruler and measuring tape).</p> <p>The students will look at pictures of different objects and determine which unit of length should be measured: a carpet, an ant, a child, a door, a wall, an earring, and more.</p> <p>The children will measure the lengths of objects they have in their pencil cases or parts of their bodies with a ruler and tape.</p>	<p>Brainpop film</p> <p>The Metric System</p>			30 minutes
Summary and reflection	<p>Students will decide what is the smallest and largest unit of length that they use and measure in everyday life.</p>				5 minutes



Program for Lesson 5

Topic: Meeting with knitting grandmothers and knitting pom poms					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	Students will look at pictures of different objects made of wool (dolls, hats, key-chains and ornaments) and describe the properties of wool and the reasons for its use.			Academy: studying the adaptation of the material to the product.	5 minutes
Practice, implementation and evaluation	<p>The students will meet knitting grandmothers at the community pensioners' club, listen to a lecture on the knitting process, see the knitting products and learn about types of knitting needles.</p> <p>The children will experiment with knitting and types of knitting needles and will knit pom poms for key chains.</p>	<p>Pensioners from the community should be integrated and presented as teachers.</p> <p>If there are no community pensioners club, you can ask for the help of the mothers or grandmothers of the class students who know how to knit.</p> <p>If a guest lecturer cannot be found, a link to prepare one is attached - a woolen pom-pom</p> <p>Photos from the meeting with the pensioners are attached above on page 15.</p>	Knitting needle	Community: the elderly of the community are an integral part of the learning process; mutual cooperation with the neighborhood pensioners club.	40 minutes
Summary and reflection	The students will present the pom-pom keychains to the class and in an exhibition at school.				

◀ Examples of products

The stars of the students' dreams



A picture of a woman weaving at her spinning wheel



Photos from the meeting between the students of the class and the retired women who knit and the students' products.

