Lesson Plan: Weaving: Homage to George Morrison

**Grade Level:** 5-12

**Duration:** Eight - 45 minute class periods

**Media Type:** Fiber Arts

**Subject Integration:** Art History, Social Studies, Science

**Content Standards:**

NA-VA-5-8.1, NA-VA-5-8.2, NA-VA-5-8.3, NA-VA-5-8.4, NA-VA-5-8.5, NA-VA-5-8.6

**Objectives:** Students will create a weaving after being inspired by the work of artist George Morrison

**Assessment:**
Students will demonstrate an understanding of the tapestry weaving. Students will show meaning via symbolism in their finished work.

(website for help with writing rubrics)
http://rubistar.4teachers.org/
Rubric:

0 - weaving not complete, symbolism not shown
1 - weaving not complete, some symbolism shown
2 - weaving complete, five color symbols shown
3 - weaving complete, integrity of piece, six color symbols shown
4 - weaving complete, integrity of piece, seven color symbols shown in finished work

Materials and Procedure:

visuals or slides (to show on Smartboard) of George Morrison’s artwork, namely his Lake Superior paintings
many color choices of yarn
cardboard looms, about 4” x 10”
tapestry needles
warp string
scissors
paper, pencils

Day 1:
Students will view/discuss the work of George Morrison. Mr. Morrison created paintings inspired by Lake Superior. Give brief history of Mr. Morrison, his life, his work. Show Mr. Morrison’s paintings and examples of tapestry weavings side by side and ask students what they see. “What similarities to you see between the weavings and the paintings?” “What differences do you see?” “Tell me about the color choices.” “What/Who do you think Mr. Morrison was influenced by?”

Day 2:
Review from Day 1 and then ask students to write a letter to George Morrison about his work. Display one last painting of Mr. Morrison’s and have students respond. “What kinds of things could we ask George if he were still alive?” “What would you ask him about his work if you could?” Students write letter to George.

Day 3:
http://www.youtube.com/user/ThePlaylistWDSE#p/u/192/27B9iTte-SM

Show PlayList video about weaver, Debbie Cooter. (3:25)
Discuss the difference between a tapestry loom and a floor loom. Show students how to warp their own cardboard tapestry loom. Have students write down seven colors of yarn they wish to use, with symbolism explained, on a piece of paper. For
example: yellow = sun, blue = water, green = earth, orange = strength, black = night, etc. After students have created their list, they may start to weave.

**Days 4-8:**
Students weave and create full weavings (fill loom), which includes seven different color choices of yarn. Students complete rubric of their finished work.

![Image of weavings](image)

**Discussion Questions:**
Where did George Morrison get his ideas for his paintings?
Why do you think he chose those colors? How do these paintings make you feel?
What do these paintings remind you of? Who do you think George was influenced by?

**Resources:**
- Weaver of Worlds: From Navajo Apprenticeship to Sacred Geometry and Dreams--A Woman's Journey in Tapestry [Paperback]
  David Jongeward (Author)

- Nuvisavik: The Place Where We Weave [Paperback]
  Maria Von Finckenstein (Editor)

- Tapestry Weaving [Paperback]
  Kirsten Glasbrook (Author)

- Tapestry 101 [Spiral-Bound]
  Kathe Todd-Hooker (Author)

- Tapestry Handbook: The Next Generation (Schiffer Books) [Hardcover]
  Carol K. Russell (Author)

**Follow-up activities:**
George also completed amazing wood collage installations.
View some of these works, also, and discuss. Have students create a drawing or painting influenced by these works.