

# BEADING SYLLABICS ON LOOM

The image displays three beaded necklaces on a loom, each representing a different word. The beads are arranged in a grid pattern, with orange beads forming the background and white beads forming the characters. The necklaces are shown from a perspective that makes them appear to be hanging from a central point, with the loom's threads visible at the ends.

**HOPE**  
Syllabic characters: <math>\angle d y \sigma \lrcorner \Delta \cdot \rho</math>

**COURAGE**  
Syllabic characters: <math>L^u b \nabla \cdot \sigma \lrcorner \Delta \cdot \rho</math>

**TRUTH**  
Syllabic characters: <math>UV \cdot \Delta \cdot \rho</math>

# BEADING SYLLABICS ON LOOM



## Curriculum Connections

The Arts (6) D1.3 use elements of design in art works to communicate ideas, messages, and understandings

Math (6) E1.2 construct three-dimensional objects when given their top, front, and side views



## Learning Goals

Students will gain an appreciation for how beadwork and patterns played an important role in First Nations culture

Students will develop a deeper understanding of the symbolism behind Orange Shirt Day and syllabics to convey meaning



## Materials

Loom (per student)  
Thread  
Beads (orange and white)  
Needle  
Small bowl/dish (for beads)  
Youtube link (How to Bead on Loom) -  
<https://www.youtube.com/watch?v=ScjjsOIQP3w>

Orange Shirt Day website link  
<http://www.orangeshirtday.org/phyllis-story.html>



## Assessment / Evaluation

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Activity Sheet 1 (Loom template completion)

Guided Practice (bracelet completion on loom)

Activity Sheet 2 (beading coordinates and syllabic symbolism message meaning)



## Accommodations / Modifications

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Physical (larger beads, bead substitutes)

Number of rows/columns can be adjusted for learner

First character on syllabics template can be completed for learner

Student can work with TA to complete sample rows on loom



## Teaching/Learning Strategies

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### Introduction

(minds on/activate prior knowledge)

Orange Shirt Day is an Indigenous-led grassroots commemorative day intended to raise awareness of the individual, family and community intergenerational impacts of residential schools, and to promote the concept of “Every Child Matters”. The orange shirt is a symbol of the stripping away of culture, freedom and self-esteem experienced by Indigenous children over generations.

In the beading activity students will use orange and white beads, symbolic of the orange shirt that former student Phyllis (Jack) Webstad told in her story of her first day at residential school when her shiny new orange shirt, bought by her grandmother, was taken from her as a six-year old girl.



## Teaching/Learning Strategies

Brief history of the importance of beads and beading design in First Nations Culture

Review article from CBC with students as a class (10 minutes)  
<https://www.cbc.ca/kids/articles/do-you-know-what-beading-is>

### New Learning (30 minutes) (give/demonstrate new information)

New Learning

(give/demonstrate new information)

Activity Sheet 1 (30 minutes)

Watch video on How to Bead on Loom (13 min)

Learners will choose a word that reflects reconciliation. Keep in mind the complexity of the syllabics characters to fit into a loom pattern. Learners will translate this to the paper template prior to looming (Syllabics characters)  
See handout with templated words (e.g.)

#### Vocabulary options

together:	LL°
remember:	ΓḃΔ·ᓃ
support:	Ḃ·ᑦᓃᓃ
truth:	UV·Δ·ᓃ
love:	Ḃᑦᑲᑲᑲ·Δ·ᓃ
kindness:	ᑲᑲᑲᑲᑲᑲᑲ·ᓃ
hope:	<ᑲᑲᑲᑲ·ᓃ
courage:	L°ᑲᑲᑲ·ᓃᓃᓃ
share:	ᑲᑲᑲ·ᓃ



## Teaching/Learning Strategies

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Guided Practice (40 minutes)  
(checking for student understanding)

\*teacher note - time of this activity will vary, teacher discretion should be taken for time on task

As a class, after bead message templates have been completed, review steps to set up and initiate loom sequence.

Set up Loom with the required number of rows

Once students start activity, the teacher and TA should move around the room to ensure the first (most challenging row) is complete and matches template design.

Follow pattern to create syllabic image on bracelet

Tie off ends to complete bracelet

If students do not want bracelets they can be linked together for display.

Application  
(activity to reinforce/demonstrate learning)

Activity Sheet 2 (20 minutes)

Reflection  
(what did/didn't work)

A large, empty rectangular area with a light beige background, intended for writing reflections on what did or didn't work.

Next Steps  
(what to teach/re-teach)

A large, empty rectangular area with a light beige background, intended for writing next steps or what to teach/re-teach.

# BEADING LOOM RUBRIC

TOTAL /12

## DESIGN

4 points:

The bracelet shows a clear design that includes at least one complete word or phrase in syllabics.

3 points:

The bracelet shows a design that includes some syllabics, but it is not clear or complete.

2 points:

The bracelet has a design, but it does not include syllabics or they are difficult to recognize.

1 point:

The bracelet has no clear design or use of syllabics.

## CRAFTSMANSHIP

4 points:

The bracelet is well-crafted, with even spacing between beads, a secure knot, and consistent tension throughout.

3 points:

The bracelet shows some skill in craftsmanship, but may have uneven spacing or tension or a less secure knot.

2 points:

The bracelet is somewhat poorly crafted, with noticeable inconsistencies in spacing or tension, or a knot that is not very secure.

1 point:

The bracelet is poorly crafted, with significant unevenness in spacing or tension, or a knot that is likely to come undone.

## CREATIVITY

4 points:

The bracelet shows a high degree of creativity in its design and use of color and materials.

3 points:

The bracelet shows some creativity in its design or use of materials, but could be more original.

2 points:

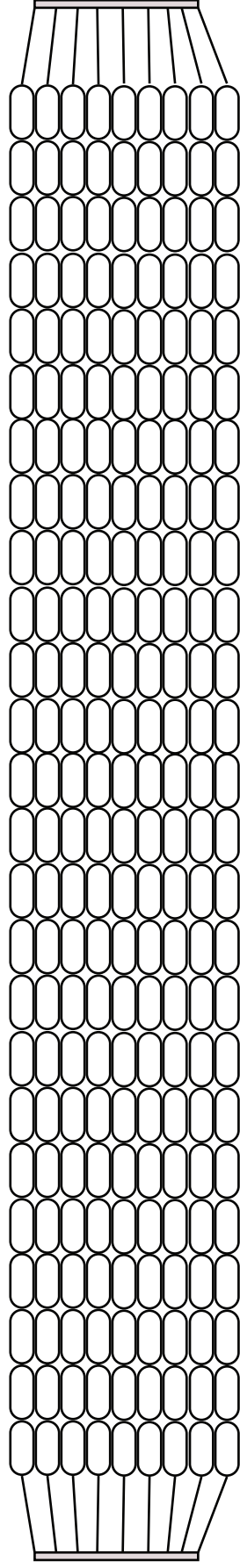
The bracelet is somewhat unoriginal, with a design that is similar to others or a limited use of materials or colors.

1 point:

The bracelet is unoriginal and shows little creativity in its design or use of materials or colors.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



### VOCABULARY OPTIONS

hope:

ՀճԿՍ ՂԴ.Յ

together: LL°

truth: ՍՎ.Դ.Յ

courage:

Լ՛ԿՄ.Տ ՂԴ.Յ

remember: Դ՛ԿԴ.Յ

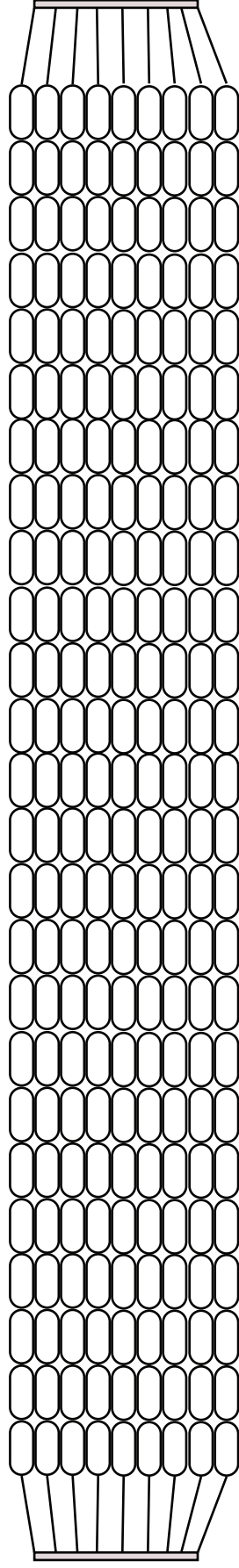
love: Կ՛ՐԻԴՄ.Դ.Յ

share:

Դ՛ՐՄ.Յ

support: Դ՛ՐԾՅ

kindness: ԾՄ.ՅՐԳԴ.Յ or ՐՈՒԳՅՐԳԴ.Յ



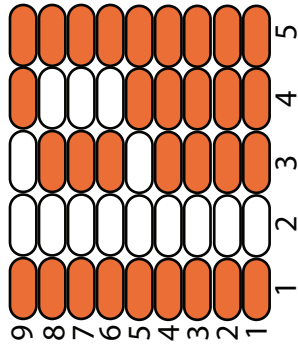


NAME: \_\_\_\_\_

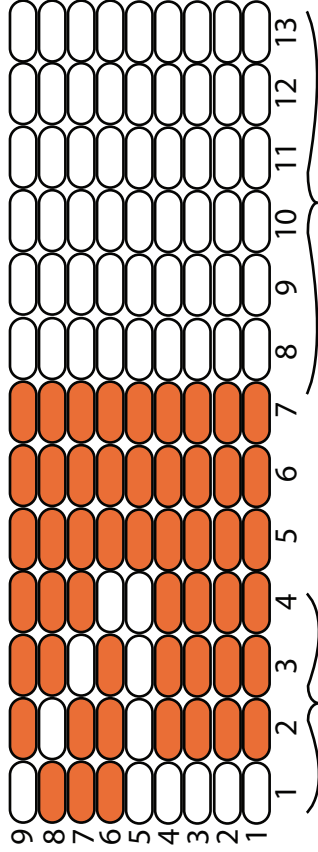
DATE: \_\_\_\_\_



Sample



- 1) 2,1 5) 2,6 10) 3,9
- 2) 2,2 6) 2,7 11) 4,6
- 3) 2,3 7) 2,8 12) 4,7
- 3) 2,4 8) 2,9
- 4) 2,5 9) 3,5



Plot the white beads

- 1) \_ \_ 5) \_ \_ 10) \_ \_
- 2) \_ \_ 6) \_ \_ 11) \_ \_
- 3) \_ \_ 7) \_ \_ 12) \_ \_
- 3) \_ \_ 8) \_ \_
- 4) \_ \_ 9) \_ \_

Complete the next syllabic using the coordinates below

- 1) 8,2 5) 10,3 10) 10,9
- 2) 8,3 6) 10,4 11) 10,9
- 3) 9,1 7) 10,5
- 3) 10,1 8) 10,6
- 4) 10,2 9) 10,7

2. Write a short paragraph about how your chosen word is associated with the theme of the Truth and Reconciliation.

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