Moccasin Making

Students research local and national moccasin makers, analyze their business models, create moccasins while demonstrating entrepreneurial qualities, with optional fundraising component.

Overview

Throughout this lesson, students will be exposed to various local and national moccasin makers while exploring their mission statements, products, materials, price ranges and advertising. Students will then have the opportunity to create a pair of moccasins while demonstrating the qualities of a successful businessperson including maintaining a positive attitude, setting goals, achieving outcomes and respecting the workspace. As an option, students may also organize a fundraising event and sell the items they create to raise funds for a cause they are passionate about.

Duration

2-3 Hours

Materials

- Internet Connection
- Moccasin Making Materials: fleece liner, fur, soft measuring tape, needle for hand sewing, thread and sewing scissors
- "Moccasin Making Self-Assessment" Rubric

Activate: Exploring Indigenous Moccasin Makers

Begin by asking the class if they know of any Indigenous moccasin makers. Make a list on the board. Try to include both local community members and larger businesses.

Next, have students conduct internet research to answer the following:

1. Does this person/business have a mission statement? What is it?
2. What types of products do they sell?
3. What kinds of materials do you think they use?
4. What is the price range of their products?
5. What stands out to you about their work? Is the artwork more traditional or modern?
6. What type of advertising do they use?

Some examples of Indigenous moccasin businesses to include:

- Manitobah Mukluks
- Whetung Ojibwa Centre

Acquire: "Moccasin Making" by Carly Chartier

Have students read "Moccasin Making" by Carly Chartier, found on pages 57-70 of the Create to Learn textbook. Alternatively, students can watch her lessons here: http://www.tigurl.org/moccasins

To debrief the reading, ask the class the following questions:

1. What does Carly do as a full-time career?
2. What supplies are needed to make moccasins?
3. Why is it important to use strong thread?
4. Why is it important to use a knife and not scissors to cut the fur?

Apply: Moccasin Making

If feasible, it is suggested that teachers provide an honorarium for a local Indigenous moccasin maker to lead the class through a moccasin making project. The purpose of this is twofold – to create economic opportunities for Indigenous moccasin makers in the community and to pass down local moccasin making techniques and traditions.

Alternatively, the class can follow Carly's instructions to make a pair of moccasins. If students do not know how to hand stitch, show them this YouTube video prior to attempting to make the moccasins: Blanket Stitch How To at https://www.youtube.com/watch?v=S9zegUYdPmg

Once students can successfully blanket stitch, have them follow Carly's steps on how to make moccasins!

Assess: Self-Assessment

Once students have finished making their pair of moccasins, have them complete a self-assessment by using the Moccasin Making Self-Assessment Rubric. Students will be self-assessing their professionalism including their work ethic, as well as their sewing skills and the quality of their final product.

Take Student Learning Further

To take student learning further, have students make moccasins for a fundraising event. Students can decide as a class what they want to fundraise for and then take the lead on organizing a fundraising sale! Students will have to learn to calculate the difference between gross sales and net profit in order to determine how much they need to sell, and at what price point, to break even as well as reach their fundraising goal. Students will also have to learn to get the word out about their sale by advertising in the local newspaper, social media and word of mouth!

Moccasin Making Self-Assessment Rubric

Category	EXCELLENT (12-15)	GOOD (10-12)	SATISFACTORY (7-9)	NEEDS IMPROVEMENT (0-7)
Attitude	My attitude remained positive the entire project. I gave my best at all times	My attitude remained positive mostly the entire project. I did my best most of the time	My attitude was slightly positive. I did not always try my best	My attitude was poor and I did not always try my best
Sewing Skills and Following Directions	I followed directions clearly. My seams are correct in width and the correct sides of fabric are sewn together	I usually followed directions clearly. My seams are a little wider than shown or the correct sides of the fabric are not sewn together	I sometimes followed directions clearly. My seams are wider than shown, and some of the fabric sides are incorrectly sewn together	I did not follow directions clearly. My seams are puckered or falling apart and the fabric was not sewn together properly
Goal Setting and Time Management	I set realistic goals for each class, and I used time effectively and completed my objectives each day	I set goals and usually completed the objectives each day	I set goals and sometimes used class time effectively	I did not set goals, and I rarely met objectives
Clean Up	I kept my area neat and cleaned up after myself at the end of each day, including the safe handling and storage of materials	I usually kept my area neat and helped clean up after myself at the end of each day, including the safe handling and storage of materials	I sometimes kept my area neat and helped clean up after myself at the end of each day	I rarely kept my area neat or helped clean up after myself at the end of each day
Overall Appearance	The final product is neat, and all threads are clipped. I am proud to wear/use these moccasins!	The final product is neat, and most threads are clipped. My moccasins have an overall nice appearance!	The final product is nice but a bit messy.	The project is incomplete.

Total = /75 marks

Curriculum Connections

Alberta, Northwest Territories and Nunavut

- Entrepreneurship 11
- Entrepreneurship 12
- Aboriginal Studies 10,20,30
- Knowledge and Employability
- Fabrics
- Special Projects 10,11,12

British Columbia and Yukon

- Entrepreneurship and Marketing 10
- Textiles 10
- Textiles 11
- Textiles 12
- E-Commerce 12
- Career-Life Education

Ontario

- Career Studies
- Business Studies 9, 10
- Business Studies 11, 12
- First Nation, Metis and Inuit Studies 9-12

Grade 9 and 10 Technology and Skilled Trades

Strand A: Design Processes and Related Skills

- A1.1 investigate and describe fundamental technological concepts, and explain how they are relevant to developing products and/or services in a variety of broad-based technology areas
- A1.2 apply an understanding of fundamental technological concepts, design considerations, and science, technology, engineering, and mathematics (STEM) concepts as appropriate in developing projects involving the creation of products and/or services
- A1.3 investigate design considerations, including accessibility requirements, that are relevant to developing projects, and identify those that are essential to various users or communities
- A1.4 communicate design ideas for various purposes and audiences, using appropriate industry terminology
- A1.7 collect and synthesize information from a variety of sources, including people with diverse perspectives and from various communities, such as First Nations, Métis, and Inuit, to inform their projects
- A2.1 use project management skills to develop a process to create a product and/or service
- A2.4 select, use, and maintain tools and equipment appropriately as part of creating products and/or delivering services
- A2.7 select appropriate units of measure and tools to make accurate measurements using relevant measurement systems, such as the metric and imperial systems, and converting between systems and units
- A3.1 identify challenges they encounter in the process of developing their projects and apply critical thinking skills to address these challenges and minimize the probability of their reoccurrence
- A3.2 identify various industry-relevant performance standards and quality control methods
- A4.3 use tools and equipment safely, including using personal protective equipment and safety devices according to safety standards and regulations, as appropriate
- A4.5 follow proper procedures for the safe handling, storage, and disposal of materials and waste products
- A4.6 demonstrate a safety mindset by making safety a priority at all times and by engaging in industry-specific safety procedures

Strand B: Technological Development, Impacts, and Careers

- B1.2 analyze how the development and application of technologies are impacted by legal, ethical, social, economic, and environmental considerations
- B1.3 investigate and identify contributions to technological innovations made by Canadians, including women, and members of diverse groups and communities in Canada, including First Nations, Métis, and Inuit
- B3.1 explore a variety of roles, responsibilities, and opportunities related to current and emerging careers in technological fields, including a variety of broad-based technology areas, and the skilled trades
- B3.3 investigate and describe a variety of pathways leading to careers in technological fields and the skilled trades, including their structure and the educational and financial requirements for them