



**MAINE** MUSEUM OF  
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# Cultural Patterns in Textiles

Teacher's Guide and Worksheets

# Cultural Patterns in Textiles

## Grades 6-8

**Time:** 1 50-60 min. class period

### **Learning Objectives:**

- Students will become familiar with the role certain textiles play in cultural identity
- Students will explore textiles associated with their own family heritage or an area of the world that interests them.

### **Materials Needed**

1. Cultural Patterns in Textiles worksheet
2. Pencils
3. Colored pencils, crayons or markers
4. Access to the Internet.

### **Pre-reading/Preparation**

While it is recommended that students be familiar with the Design and Textile portions of our website it is not necessary for the completion of this lesson.

### **Set Up**

- Students should each have a copy of the “Cultural Patterns in Textiles” worksheet, pencil, colored pencils/crayons/markers, access to the internet through a computer, iPad or phone.

### **Instruction, Teacher Modeling, Guided Practice**

1. Hand out copies of “Cultural Patterns in Textiles” worksheet below.
2. Together as a group read about Scottish Tartans and Turkish Brocades.
3. Have students choose which textile they would like to learn more about. **OPTIONAL:** Students may choose any area of the world and learn about the traditional fabrics worn in that part of the world.
4. Provide students access to the two websites linked below to research the fabric of their choosing.

[History of Scottish Tartans](#)

[The Art of Turkish Textiles](#)

### **Independent Work**

1. Students should complete worksheet independently. Answer questions or provide guidance as needed.

Name:

# Cultural Patterns in Textile Design

Often times a textile pattern represents a cultural history or identity. Tartan is often associated with Scottish heritage. It is a woven fabric, generally made of wool from sheep, with horizontal and vertical bands at right angles to one another. The warp and the weft (the length and width) is alike, creating the appearance of squares which are intersected by stripes. This pattern is referred to as the “sett.” The Celts were known to have woven in ancient times and believed to have introduced it to Northern Britain and Scotland. For centuries it has been worn by the Highlanders and today is regarded as a symbol of different clan kinship.

Turkish brocades, called kemha, are associated with Turkish heritage. Turkey was formerly known as the Ottoman empire and during its the empire’s rule, the production of textiles, including kemha, was strictly regulated by the government. Kemha, like other textiles, were made of materials that were made in accordance to a thread count and weight that was dictated by the government. Kemha used silk acquired from silk worms and woven with gold and silver threads. Embellishments often include tulips, or other flowers, as well as animals and fruit, and are considered part of Turkish heritage. Other popular woven fabrics were made of wool, like the silk textiles, embellished with gold and silver threads.

Can you think of any other textiles you have seen that are often associated with a cultural group? Think about the different styles of clothing you have seen.

## Directions:

1. Choose which textile you would like to learn more about, Scottish Tartans or Turkish Brocade.
2. Using the website your teacher provides, use the space below and on the page to summarize what you learn in one paragraph.
3. Use the space provided on the next page to draw a pattern inspired by the cultural textiles you studied.

Name:

# A brief history of \_\_\_\_\_ Textiles

In the space below draw a sample of the textile you learned more about. Work carefully and try to follow the design as closely as you can. Start with a regular pencil then add color when you are satisfied with the pencil sketch.

