

QUILTS

In African American History

Art and Social Studies/Language Art
Grades: 4-8

CONCEPT

Quilts were used in various ways in the African American culture. Students will study the contributions that the African Americans made to their culture through quilts. They will study the freedom quilts and story quilts.

OBJECTIVES

Social Studies

- Students will explain the causes and effects of the Civil War on African Americans in Ohio and the United States.
- Students will describe the cultural practices and products of various groups who have settled in Ohio over time:
 - African Americans
- Students will explain the reasons people came to Ohio including:
 - family ties
 - freedom from political and religious oppression
- Students will compare and contrast customs, traditions and needs of Ohio's various cultural groups.

Language Arts

- Students will write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
- Students will produce informal writings e.g.- journals for various purposes.
- Students will generate writing ideas through discussions with others and from printed materials.
- Students will state and develop a clear main idea for writing.
- Students will develop a purpose and audience for writing.
- Students will use organizational strategies (e.g.- brainstorming, lists, webs and Venn diagrams) to plan writing.
- Students will organize writing, beginning with an introduction, body and resolution of plot, followed by closing statement or a summary of important ideas and details.
- Students will determine the meaning of unknown words by using a variety of context clues including word sentence and paragraph clues.
- Students will compare and contrast information on single topic or them across different text and non-text resources.
- Students will make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
- Students will use graphic organizers to interpret textual information.
- Students will answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts.

Art

- Students will identify and describe artwork from various cultural/ethnic groups
- Students will compare and contrast art forms from different cultures.

CLASS EXPERIENCE

- Students will identify and select art materials, tools and processes to achieve specific purposes in their artworks.
- Students will initiate and use strategies to solve visual problems.
- Students will create a narrative image that expresses an event from personal experience.
- Students will explain the function and purpose of selected art objects.
- Students will describe how artist use symbols and imagery to convey meaning in culturally representative works.
- Students will explain how works of art can reflect the beliefs, attitudes and traditions of the artist.
- Students will reflect on and develop their own beliefs about art.
- Students will describe the successful use of an expressive element in an artwork, using sensory details and descriptive language.
- Students will demonstrate technical skill by creating an art product that uses common material and tools from different subject areas.

VOCABULARY

| | | | |
|----------------------|------------|----------------|------------|
| Abolitionist | slavery | border | plantation |
| Underground Railroad | slaves | quilt | equality |
| Conductor | safe house | drinking gourd | patrollers |
| Freedom | map | quarters | runaways |
| Contrary | overseer | seamstress | civil war |

MATERIALS

| | |
|--|---|
| Drawing paper | <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson |
| Pencils | <i>The Keeping Quilt</i> by Patricia Ploacco |
| Colored pencils | <i>The Patchwork Quilt</i> by Valerie Flournoy |
| Construction Paper | Graphic Organizers |
| Scissors | Rubics |
| Glue | Creative Problem Solving on Runaway Slaves |
| Yarn | Quilts |
| Map Square Sheets | |
| Map Square Grid and Square and Triangle Pieces | |

PROCEDURE

Social Studies/Language Art

1. Begin discussion of slavery and affect it had on Ohio and the country.
 - Reasons for slavery
 - Impact on Ohio and country
2. Compare and Contrast African American customs and traditions with those of students'.
3. Students will answer and discuss the following questions:
4. How is a quilt made?
 - What material is used to make a quilt?
 - What are quilts used for?
 - In what ways have you used a quilt?
5. Students will predict what the story of *Sweet Clara and the Freedom Quilt* is about using in journals.
6. Students will take a "picture walk" of the book. Discuss vocabulary words and assign one student each word to become the expert.
7. Students will read *Sweet Clara and the Freedom Quilt*.
8. Students will check their predictions

9. Use an overhead of Problems/Solutions/Events and distribute each student a copy.
10. Students will record responses for one of the problem, solutions and major events Clara encounters with teacher and the second one on their own.
11. Students will participate in small group discussion answering the following questions:
 - o What was Clara's dream?
 - o Why was Aunt Rachel determined to teach Clara how to sew?
 - o Who were the patrollers?
 - o What was the Underground Railroad? Why was the North Star important?
 - o How did Jack help Clara with the map?
12. Why didn't Clara take the quilt with her to Canada?
13. Students will complete a KWL on the Underground Railroad.
14. Students will visit the National Geographic website and make decisions on whether to take the risks to continue on a journey to freedom or turn around and return to their masters.
15. Students will complete the "L" of the KWL chart.
16. Students will give one piece of new information they learned on the website in "choral symphony".
17. Students will write a fictional narrative in the perspective of a slave. They must include the quilt in their narrative and how it helped. They will be given a rubric as a guide.
18. Read information on story quilts/quilt codes
19. Students will write a story about their story square for the "story quilt".

Art Making

1. Introduce quilts in the forms of story quilts
2. Discuss how quilts are made and their purposes
3. Compare and contrast the different quilts represented in the classroom
4. Review drawing process
5. Demonstrate how to create a story/map square
6. Demonstrate how quilt will be put together
7. Discuss white space and neatness of a piece
8. Create drawing with pencil
9. Color drawing in with colored pencils
10. Have group discussion/critique of finished project

ASSESSMENT

Social Studies/Language Arts

- Fictional Narrative graded with Rubric
- Dialogue Journals graded for content and participation
- Written test on information covered
- Graphic organizer based on *Sweet Clara and the Freedom Quilt*
- Journal entries graded

Art Making

- Grade based on the following criteria:
 - Did the student participate/pay attention during discussion?
 - Did the student create a quilt square in the style demonstrated?
 - Did the student show attention to detail?
 - Did the student participate during the critique/discussion?

NATIONAL STANDARDS

SOCIAL STUDIES

Standard 1. Understands family life now and in the past, and family life in various places long ago

CLASS EXPERIENCE

- Standard 2. Understands the history of local community and how communities in North America varied long ago
- Standard 3. Understands the people, events, problems, and ideas that were significant in creating the history of their state
- Standard 4. Understands how democratic values came to be, and how people, event, and symbols have exemplified them
- Standard 5. Understands the causes and nature of movements of large groups of people in and within the United States, now and long ago
- Standard 6. Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

LANGUAGE ARTS

- Standard 5. Uses the general skills and strategies of the reading process
- Standard 6. Use reading skills and strategies to understand and interpret a variety of literary text
- Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational text
- Standard 8. Uses listening and speaking strategies for different purposes
- Standard 9. Uses viewing strategies to understand and interpret visual media

VISUAL ARTS

- Standard 4. Understands the visual arts in relation to history and cultures
- Standard 5. Understands the characteristics and merits of one's own artwork and the artwork of others

ART CONNECTIONS

- Standard 1. Understands connections among the various art forms and other disciplines