

FREEDOM QUILTS – Geometry, Pattern, Controversy

Students follow instructions on a step-by-step worksheet to measure and draw an Underground Railroad quilt block on construction paper. Then they outline it with glue and colour it with construction paper crayons.

Required Time

120 Minutes

Grade Level

Grade 4 to Grade 6

Subject

Language Arts
Mathematics
Social Studies
Visual Arts

Vocabulary

contrast
controversy
diagonal
horizontal
parallel
pattern
quilt
triangle
vertical

Materials

Construction Paper - 22.9 cm x 30.4 cm (9" x 12")

White Glue

Rulers

Erasers

Fine Line Markers

Erasable Coloured Pencils

Construction Paper Crayons

Shop Crayola Products

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Construction Paper, 120 Count



Washable No-Run School Glue,
118 ml

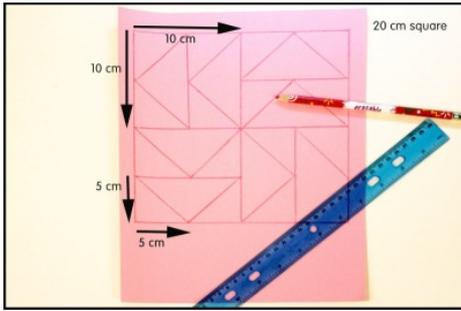


Fine Line Markers, 24 Count



Erasable Coloured Pencils, 12
Count

Steps



Step One

1. Follow the instructions on the worksheet to draw one of the quilt patterns, for example, the FLYING GEESE pattern.
2. Draw with an erasable coloured pencil the same colour as your construction paper.



Step Two

1. Use Crayola Washable glue to draw over all the lines.
2. Set the paper aside and allow the glue to dry for 3 hours.

Step Three

1. Use Construction Paper Crayons to colour each section of the pattern. Remember to:
 - create patterns that look like fabric
 - make the large triangles contrast with the small triangles so the 'geese' stand out
 - make the large triangles in one quadrant darker, or different than the others
 - press hard with the crayon to get deep, rich colours



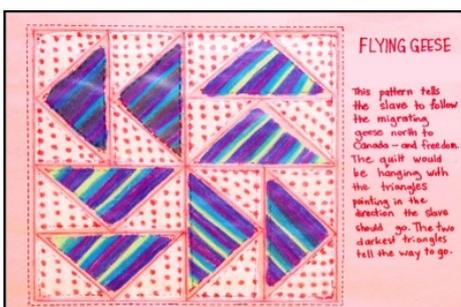
Step Four

1. Use a fine line marker to draw short, broken lines to look like stitch marks all around the edges of the square and the triangles.
2. Use a ruler to guide your hand as you draw.



Step Five

1. Use a fine line marker to write about the secret message in the quilt pattern. Remember to:
 - draw light pencil lines to guide your printing
 - check spelling and accuracy
 - print neatly in pencil first, then write over it with fine line marker
 - carefully erase all pencil lines



Learning Goals

Students will be able to:

1. Follow instructions to accurately draw a quilt pattern;
2. Write a description about the secret meaning of the pattern;
3. Create a mixed media quilt block; and
4. Demonstrate technical accomplishment and creativity.

Extensions

Have students:

1. Explore storytelling through Crazy Quilts.
2. Design and create a personal, cloth mini crazy quilt using Crayola fabric markers.
3. Learn some basic embroidery stitches, for example, running stitch; back stitch; satin stitch; and French knot.
4. Decorate their mini quilt with stitchery, beads, buttons, and other embellishments.
5. Sew their finished mini quilt to a felt backing.
6. Write an artist's statement about their artwork.

Prepare

1. Gather and make available a variety of picture books about quilts, the Underground railway and Freedom Quilts, for example, *The Quilt Story*, by Tony Johnston and Tomie dePaola; *The Quilt*, by Ann Jonas; *Hidden in Plain View: Secret Story of Quilts and the Underground Railroad*; by Jacqueline L. Tobin and Raymond G. Dobard; *Mooshka: A Quilt Story*, by Julie Paschkis; *The Quilt of Belonging: Stitching Together the Stories of a Nation*, by Janice Weaver and Owlkids Books Inc.; *The Keeping Quilt*, by Patricia Polacco; *Story Quilts*, by Mary Clare Clark and Penny Brown; *Sweet Clara and the Freedom Quilt*, by Deborah Hopkinson; *Under the Quilt of Night*, by Deborah Hopkinson, and James E. Ransome; and *Stitchin' and Pullin': A Gee's Bend Quilt*, by Patricia McKissack and Cozbi , Cabrera.
2. Provide time for students to learn about the difference between oral and written history. Focus on the idea of communicating with quilt patterns and the controversy about whether or not this really happened using articles such as the following:
National Geographic News
New York Times
3. Download images of quilt blocks from the Internet, for example,
Quilt 1
Quilt 2
Quilt 2 Close-up
Quilt 3
Quilt 4
4. Have students work in pairs to analyse several quilt blocks focusing on the elements of design and mathematical transformations, for example,
- *use of colour and pattern*
- *arrangement of shapes*
- *use of geometry, for example, flips, turns and slides*
- *attention to detail and craftsmanship*
5. Provide sufficient time for students to practice drawing quilt blocks using the worksheet instructions. (Downloads FreedomQuilt Patterns.pdf)

Introduction

1. Conduct a read-aloud using one of the picture books, for example, *Under the Quilt of Night*, by Debora Hopkinson
2. Review the characteristics of effective quilt blocks and the use of colour, contrast and pattern.
3. Introduce the challenge.

Activities

The Challenge

1. Follow instructions to accurately draw a quilt pattern.
2. Write a description about the secret meaning of the pattern.
3. Create a mixed media quilt block.
4. Demonstrate technical accomplishment and creativity.

The Process

1. Ensure that everyone understands the challenge.
2. Establish success criteria with your students. For example,
- *accurate measurements*
- *effective use of colour and contrast*
- *effective use of pattern*

- *crayon applied with even pressure*
 - *careful use of glue*
 - *accurate written description about secret message*
 - *correct spelling*
 - *neat printing*
 - *paper is in good condition*
3. Guide students through the steps outlined in this lesson plan.
 4. Observe students as they work.
 5. Provide individual assistance and encouragement.

Sharing

1. Place students into small groups.
2. Ask them to:
 - *Share their work and discuss the things that are especially effective and why.*
 - *Talk about what they found satisfying about doing this project.*
 - *Talk about what was difficult about doing this project and how they solved the problem?*
 - *Talk about how they might use what they learned in a different way.*
3. Share ideas with the whole class.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting
2. Observe students as they discuss the graphic stories – active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
3. Use a checklist to track progress. (Downloads – Quilt_tracking.pdf)
4. Have students use the self-assessment form to evaluate their work. (Downloads – Quilt_self-assessment.pdf)