

# Living History Quilt

The project is both effective and valuable as it gives students hands-on, developmentally appropriate foundations for understanding historical perspective. It also provides opportunities for artistic expression, community pride, cultural awareness, and self-esteem.

## Curriculum/State Standard

Social Studies Goal 2: The learner will infer that individuals, families, and communities are and have been alike and different.

## Overview

Students conducted primary and secondary research about recent history in their local environment. They used their findings to design and create squares, which they cooperatively assembled into a quilt.

## Objectives

- The student will distinguish similarities and differences in different times and places.
- The student will analyze similarities and differences among families and communities in different times and places.
- The student will gain proficiency in use of art materials.
- The student will respond constructively to the diversity and the creative efforts of others.

## Materials

Muslin and cotton fabric, queen size sheet, permanent markers, batting, quilt binding, thread and yarn, iron-on transfer paper, access to computer with photo processing software and printer, old photos

## Readiness Activity

Brainstorm a list of items students already know about the recent history of the region, including misconceptions. Facilitate pinpointing a specific timeframe (we did 1900-1950) and make a list of questions students would like to research.

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**3**

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

**8**

WEEKS

**\$300**

TOTAL BUDGET

## *“Living History Quilt” project continued...*

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### **Strategies/Activities**

1. Refine questions from readiness activity and compile into a survey.
2. Have students conduct interviews using the survey.
3. Have each child choose an area of interest from the surveys and assist as students conduct secondary research using Internet, encyclopedia, etc.
4. Have each student design a quilt square about his or her topic.
5. Have students use permanent markers to create squares.
6. Help students scan contemporary and older photos, print onto iron-on transfer paper.
7. Add fabric and ribbon accents, photos, and quotes as desired.
8. Have students work in cooperative groups to design layouts for the finished quilt.
9. Use wide ribbon or fabric strips between squares to piece, machine stitch, and back the quilt.

Because our quilt was to be displayed, adding batting and backing would have made it prohibitively heavy, so we left it as a finished quilt top until it is permanently displayed at our local museum.

### **Culminating Activity**

When the quilt was finished, we traveled to the nearby Senior Citizens' Center to show it off to those we interviewed. The seniors brought in artifacts from the “olden days” to share and prepared lunch for our class. This event could also be replicated by having the interviewees visit your classroom.

### **Evaluation**

Writing samples, informal anecdotal assessment of corrected misconceptions, oral presentation at the culminating event, student written newsletter articles.