

Quilts in the Classroom

“Covering American History”

The students were fully engaged as they worked on the project. They had to reflect on what they had learned in American history class and they had to make decisions about their choices of designs. Each student left fifth grade with a personal quilt that represents what they felt was important about the history of their country. It is a lasting reminder of the rich heritage that is theirs.

Curriculum/State Standard

NH Standards 4.16.6.6

The students will demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.

The students will explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.

Overview

As students study different units in American history, they create several quilt squares, each representing a different topic that they have studied. The squares are combined to create quilts to take with them when they leave fifth grade. As they cover up at night, they can re-live what they have learned about their country and the people who settled it.

Objectives

- The student will study American history units with a focus on what is important and interesting (Ellin Keene reading comprehension model).
- The student will make choices about quilt square topics and write an explanation of his/her reasoning.
- The student will write a description of each quilt square and an explanation of what it means to him/her.

Continued on the back...

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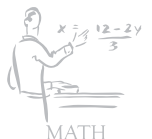
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



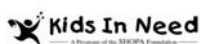
SOCIAL STUDIES

10-12

WEEKS

\$370

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Quilts in the Classroom” project continued...

Materials

Muslin for squares (6- ten and ½ inch squares per student) and for backing (1 and ¼ yard per student), calico material for borders (14 yards), assorted cotton fabric and fat quarters for designs, polyester batting (4 packages), fabric paints and permanent markers, buttons, rick-rack, fusible bonding material (4 rolls), thread for sewing (5), thread for tying, quilt pins and needles for tying and sewing, colored paper

Readiness Activity

We talked about symbols and images of America. We searched the social studies text and Internet for ideas. The children brainstormed ideas in a classroom discussion and then made a design for their first quilt square. Then they cut the design out of colored paper. We continued this process for each quilt square. The children were encouraged to consider unique and interesting designs for each square so their quilts would be special and would represent their interests and learning.

Strategies/Activities

The teacher (and other teachers and parents) cut 6 ten and one half inch squares out of muslin for each child.

The teacher (and other teachers and parents) cut calico material into two and one half inch strips for borders and sewed them around each muslin square.

The students used their paper patterns (see readiness above) to cut out fabric shapes. Then they cut out bonding material the same size as each fabric shape.

The teacher ironed the bonding material to the fabric. The students removed the paper backing and placed the fabric on their quilt square for the teacher to iron.

The students used fabric paints, permanent fabric markers, and buttons and rickrack to add details to the quilt square.

Teachers and parents sewed the finished quilt squares together.

Teachers cut the batting and muslin backing the same size as each quilt.

Students carefully placed the batting and muslin backing on the floor and placed the quilt front upside down on top. Students then pinned the three layers together.

Teachers and parents sewed the outer edge of the quilt layers leaving a twelve inch opening to invert the quilt layers with the batting sandwiched in between the top and back. Then the opening was whipstitched together.

The students wrote a description of each of their six quilt squares including why the symbol or subject was important and why it was interesting.

Culminating Activity

The quilts are displayed in the hallway of the school. Parents and friends are invited to a quilt show where the quilts and the writing are on display. There is a Web page that describes the project and contains pictures of each quilt as well as the written descriptions for each quilt.

Evaluation

Students were evaluated on their written products, their oral presentations at the quilt show, and their effort in completing the project.