

**GLORIA J. BEY / LUIS MUNOZ MARIN MIDDLE SCHOOL
SCRAPS: A QUILT STORY PROJECT**

STANDARD ONE

Students will learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action.

OBJECTIVE ONE

Students will organize historical information in text or graphic format and analyze the information in order to draw conclusions about historic perspectives.

STANDARD TWO

Students will communicate information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real world settings.

INTRODUCTION

The African tradition of storytelling gives us a creative look at the history and culture of various tribes. This oral tradition brings with it memories of a rich heritage that can be seen in the decorative arts. Within the decorative arts Africans could extol memories of religion, social groups as well as technical skills. Quilting was done by slaves out of necessity. Although quilting is not an African art form, this project will illustrate how African slaves took an American tradition and used quilt patterns to develop a highly sophisticated system of secret writing.

SCOPE OF CURRICULAR PACKAGE

Four seventh grade classes will do this project for one fifty-minute period. We will work on the written part for five days. The actual quilting project will be ongoing for three weeks. We will revisit the quilt making three times until we have three quilts which will represent a story told by an elder and two world history events of their choosing.

CONTENTS

I ORAL HISTORY INTERVIEWS

- A. Interview a classmate
 - 1. Set up question bank with students
 - 2. Use these types of questions for interview with classmates and elder
 - 3. Break class into small groups of 2 or 3 students
 - 4. Practice interview techniques within small group
 - 5. Tape record the interviews
 - 6. Replay interview and critique
 - 7. Write critique notes and save
 - 8. Oral presentation
 - a. the student is to recite from memory
 - b. the student must tell 4 things they learned about the classmate
 - c. they must tell something they found particularly interesting about the classmate as a final statement
- .B. Interview an elder
 - 1. Choose someone over 50
 - 2. If you don't have one choose a surrogate elder
 - 3. Write the interview notes
- C. Go over drafts
 - 1. Do draft in English or Star reading
 - 2. Finish rewrites at home
 - 3. Bring finished product to class

MATERIALS

Pens, Pencils, Writing Paper, Computer or Word Processor, Cassette Recorder, Tape Cassette, Camera

NOTES TO INSTRUCTOR

Teacher should take pictures of students working in groups.
Have them submit the written interview as one of their writing products.
Keep a folder portfolio for each student.
Have each student submit writing samples for their portfolio.
Every four to six weeks have students add or delete writing samples as you choose for your portfolio.
Introduce rubric at the beginning of lesson.
Review the formula writing process before they begin writing up the interview notes.

TEACHING STRATEGIES

Rubrics, Formula or Process Writing, Lecture Introduction, Cooperative groups

EVALUATION

WRITTEN PRODUCT

Interviews should include:

Topic sentence, details, summary sentence

Name and relation of the elder or student interviewed

No grammar or punctuation errors

Minimum is one paragraph

Maximum is two paragraphs

ORAL PRODUCT

Speak without cue cards

Must give 4 facts about elder interviewed

Name and relation of elder

Give one or two personal observations or points of interest to you

LEARNING ACTIVITIES

Oral Interviewing, Critique Writing, Note Writing, Oral Presentations, Interview Writing, Pair and Share Grouping

DESCRIPTION

Based on the oral interviews the student will write in detail a story about one historical event in their elder's life. This story will be the basis for a picture storyboard with captions and a quilt reproduction. They will break the story into four or six parts that clearly show the formula or process writing sequence. Later they will choose one of these squares to reproduce as a quilted pillow.

SCOPE OF CURRICULAR PACKAGE

This project will be done by four seventh grade classes. They will do paper storyboards for one fifty minute period class for five days. The quilting portion will be done in intervals over several weeks. The students will be required to make three quilt pillows. One will represent a square from a story they got from an interview with an elder. The other two quilt pillows will represent squares from two world history events of their choice.

II PAPER STORYBOARD

- A. Tape four or six sheets of paper together
 1. Use a ruler to outline each block in black
 2. Outline the bottom of each block to block out space for text

3. Decide on what historical event you want to portray and pick four or six elements in that story
 - a. the first block is the beginning
 - b. the fourth or sixth block is the ending
 - c. the remaining blocks are the supporting details
 4. Choose the graphic method and medium and place them in appropriate blocks and write captions under each
- B. Tape storyboards around room with the captions covered
1. Break class into groups of 3 or 4 students
 2. Assign groups several storyboards. Give students the opportunity to figure out what stories are being told after you have read summaries of the interviews aloud to them
 3. Uncover the captions and let them check for accuracy
- C. Quilting
1. Choose a square from the paper storyboard
 2. Choose the method and medium
 - a. patch, piece, strip
 - b. embroider, appliqué, cross stitch,
 - c. tack
 3. Make the quilt top layer
 - a. place batting under top layer and attach
 - b. sew the two layers making a design with the stitches
 - c. attach the backing to the top layers leaving a small opening
 - d. stuff the pillow with foam
 4. Repeat the above steps for the world history event quilts

TEACHING STRATEGIES

Rubrics, Formula Writing, Lecture Introduction, Cooperative Grouping, Read Aloud To Students

LEARNING ACTIVITIES

Drawing, Quilting, Note Writing, Storyboard Writing and Drawing

EXTENDED ACTIVITIES

Introduce the students to some of the traditional, American quilt patterns. Compare these to some of the African symbols, geometric and writing. Ask the students to try to make up a storyboard that contains symbols that contain a secret message that runaway slaves could use in their escape to the north. The students can make the entire storyboard into a quilt instead of a pillow.

MATERIALS

9x12 notebook paper, 9x12 white or cream paper, ruler, black marker, colored pencils, markers or crayons, camera, tape, fabric, batting, needle, thread.

INSTRUCTIONS TO TEACHER

The students can work on the actual quilting at home or in Art or Work and Family class. This is a golden opportunity to teamteach. Be sure to take pictures to use in your portfolio.

Bibliography

Benberry, Cuesta. *Always There: The African-American Presence in American Quilts*, Kentucky: Kentucky Quilt Project, 1992.

Tobin, Jacqueline, and Raymond G. Dobard Ph. D. *Hidden in Plain View*, First Anchor Books Edition, January 2000.