



LEARNING HISTORY, PATTERN MAKING, AND COMMUNITY THROUGH QUILTING

Student Teacher	Sherry		Cooperating Teacher(s)	
Date	2022/11/16	Start/End Time	12:30-1:30	Room

Title of lesson	Quilting: Gathering the Pieces of our World	Grade level	Primary/Elementary
Subject	Art/History	Topic	Pattern Making
Relevance	This lesson should introduce students to the rich history behind quilting. The previous lesson gave students the opportunity to learn about pattern making and the process of textures to make a more dynamic picture. In this lesson, students should begin to deepen their understanding of this practice by learning about the meaning behind this tradition and further exploring this practice hands-on in light of this knowledge.		
Materials/Resources Required	Paper, markers, paint, glue, scissors		
QEP Subject Area Competencies	Competency 3 (Arts Education/Elementary): To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates		
Learning Objectives	1. Students will be introduced to the history of quilting 2. The student will observe how different shapes make up an image 3. The student will learn how different patterns can be made and combined		
Essential Question(s)	Why is it important to learn about the history of a tradition? What does it mean to make an artwork as a community? How do shapes form a whole? How can we manipulate, change, and use shapes to make an image? How can we render different patterns and textures? How can we combine them?		

Lesson Timing	Introduction (hook):	Student will know:
2 min	I will introduce the class by reminding them of their projects from the previous week, where they made patterns on the shell of a sea turtle. I will then ask them "Where else are patterns found in our lives?"	Students will know that patterns occur and can be observed in a myriad of different places. They will have an introductory understanding of the quilting tradition of Gee's Bend and what it means to the women who make and use them.
10 min	Finally, we will read Rubin's <i>The quilts of gee's bend</i>. Rubin, S. G. (2017). <i>The quilts of gee's bend</i>. Abrams Books for Young Readers.	



3 min 8 min	Development (Learning activities – step by step sequential procedure):	Students will understand:
		1. The art of Gee's Bend's quilters 2. How different shapes can come to form different patterns 3. How different patterns can be pieced together
40 min	Demonstration:	Students will do:
	1. Introducing the topic of the lesson: quilting. 2. Showing students images of quilts made by different cultures. Specifically, I will introduce the relevance of quilts in African-American history. 3. Lead a discussion concerning what we had just learned. Questions to consider: a. What do you think these quilts mean to the women of Gee's Bend? b. How can art be made together? c. How can art be used? d. How can we make art out of limited resources? 4. Instruct the students to make their own "quilts" by gluing pieces of paper to a larger paper. The paper will be cut into different shapes and sizes. a. Students must make their own patterns by drawing on the paper directly and putting the paper in different patterns. b. Students share their patterns and material with other students.	Make "quilts" inspired by the quilters of Gee's Bend by putting together different colours, shapes, and patterns to form a coherent image.
		Cross Curricular Competencies:
		Students will learn an important piece of American history and art appreciation through understanding and participating in the tradition of quilt-making.
		Broad Areas of Learning:
		History—the history of Black women is often disregarded or skimmed upon in the history curriculum. Through learning about their art, the students should further their understanding of the antebellum years, the historical background and circumstances of the quilters of the Gee's Bend. Technique—The Gee's Bend quilters employed sophisticated artistic techniques such as manipulating and combining geometric shapes to make art. Students should learn from this technique. The Value of Art—The quilts of Gee's Bend were made to be used, rather than hung on a wall in a museum. Students should understand that this pragmatic use of art does not make the craft of the quilters any lesser than the paintings we see in museums.



		Community Building–The quilts were also made to be shared. Thus, the students must share their materials and the patterns/shapes they drew/create with each other. Students learn that art does not have to be an individual task and that it can be made together.
		Universal Design for Learning/ Differentiation/
		Students have the option to cut their own shapes or utilize pre-cut shapes. Students are also permitted to ask me to cut out shapes for them. Students who do not want to have their works critiqued in class are allowed to stay after class for a private critique. <u>EDI considerations</u> We are learning and taking from a tradition that is close to another community. Thus, throughout the course, credit and appreciation must be given to the quilters of Gee's Bend. Moreover, because heavy subjects such as slavery, racism, and poverty are discussed, there will be constant check-ins with students and how they are feeling.
	Closure (transition): The lesson will close with a critique of the student's work. I will analyse how each of the students used patterns to create their "quilts". I will then vocalize how each of the students put together different materials and shapes to form their own unique and beautiful pieces of art.	FORMATIVE - Assessment FOR learning: Discussion FORMATIVE - Assessment AS learning: Reading SUMMATIVE - Assessment OF learning: Art Project
Further Consideration:		

Reflection:



Students were excited about the project and enjoyed the activity. Their projects exhibited appreciation of symmetry, patterns, and shapes. They were also interested in and asked many reflective questions about the art of the Gee's Bend quilters.

However, while some of the students were familiar with American history, others only had a blurry picture. In the future, this lesson would benefit if more time were spent on discussion and/or if it were facilitated in a classroom of older students.

Professional Competencies: