

# Classroom Quilt

By Matt Smith



**Grade: 2nd**  
**History-Social Studies/Visual Content**

**Objective:** This lesson will help children be aware of the importance of their families and their ancestries. The students will be able to identify the origin of their family and compare their beliefs with the other students. They will learn about others' families and their ancestral origins and appreciate the uniqueness and the similarities among families (including families of different ethnic origins and where they originated).

## **OBJECTIVES:**

1. Students will be able to recognize and understand their families' ancestries.
2. (affective: receiving, responding)
3. Students will recognize and appreciate their own families and others' families
4. through literature and sharing time. (affective: receiving, responding)
5. Students will create a picture (quilt patch) of their families and write something
6. special about their families (a sentence or phrase at the base of each drawing).
7. (psychomotor: response)
8. Students will display their work by connecting their pictures to make a classroom
9. family quilt. (psychomotor: response)
10. Students will share about their family pictures; thus building knowledge of their
11. origin and appreciation for diversity and universality of families. (affective:
12. receiving, responding, characterization; cognitive: evaluation)

## **Materials:**

### **Students:**

One piece of 6 x 6" construction paper per student (pick from two colors)  
Crayons for each student  
Construction paper (scraps)  
Glue

### **Teacher:**

"The Patchwork Quilt" by Valerie Flournoy  
Art example in paper square  
Tape  
Yarn  
Hole Punch

## **2<sup>nd</sup> Grade**

### **Core Curriculum Social Studies**

**Standard 1**(Culture): Students will recognize and describe how people within their community, state, and nation are both similar and different.

#### **Objective 1**

Examine and identify cultural differences within the community.

- a. Explain the various cultural heritages within their community.
- b. Explain ways people respect and pass on their traditions and customs.
- c. Give examples of how families in the community borrow customs or traditions from other cultures.

#### **Objective 2**

Recognize and describe the contributions of different cultural groups in Utah and the nation.

- a. Identify various cultural groups within the state and the nation.
- b. Describe contributions of cultural groups to our state and nation.
- c. Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).
- d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).

### **Art Form Making**

#### **Standard 1**

(Making): The student will explore and refine the application of media, techniques, and artistic processes.

#### **Objective 1**

Explore a variety of art materials while learning new techniques and processes.

- a. Practice using skills for beginning drawings; e.g., blocking-in, stick figures, or drawing the action or gesture of a figure.
- b. Use simplified forms, such as cones, spheres, and cubes, to begin drawing more complex forms.

### **Activities and Procedures:**

1. Have the students interview a family member (mom/dad, grandma/grandpa) and see where their families originated from (what country?).
2. Discussion: Talk about families and where many families' originated. Discuss how families may be alike and different. Show on a map where the students' families originated.
3. Introduce story, *The Patchwork Quilt*. Find out what the children know about quilts; share knowledge and experience about quilts and quilt making.
4. Read the story allowing the children to make inferences at different points in the story.

5. Review the story together; discuss the meaning of the quilt and why Tanya started to help in making the quilt. Ask why the quilt was so important to Grandma and later on to the rest of the family. Ask what her mother learned as the story progressed, etc. Tell special things about your family (1minute or so with a classmate and then each partner tells his/her partner's special thought to the class in large group).

**Activity:**

Explain to the children that they are each going to make a "quilt square" of his/ her own families' ancestry. They will also write a sentence or phrase at the bottom of their pictures that tells something special about their family.

7. Show models of different ways they can use the art materials to make their pictures. Then have small groups go to pick up the materials they would like to use.

8. After completing each square, connect these squares by taping all of the sides together.

9. Display these squares and have each child share about his/her picture. Observe the likenesses and diversity of families (i.e. size, gender, cultural or ethnic background; etc). Discuss how the uniqueness of each family is special and important.

10. Display quilt in the class or school hallway.

**Assessment:** Review the students' quilt patches they created. Listen as the students explain their quilt patches and why they drew their pictures and make sure that they have the understanding that families are different and each individual in a family is different. Observe the students and see how they respond to their peers' comments.

**Adaptation:** Assist the children as needed in sharing, listening, and in creating the family picture. If necessary, ask the parents of the child with special needs to provide family information for the family picture (i.e. # of boys and girls, favorite family hobbies or activities, etc). Encourage everyone to participate during the sharing time, but allow the students to "pass" if they don't wish to share. Provide extra help and support to students who are English-language learners and for those with any special learning needs. I think that I will use the **story/text retelling** to help the ELL learners that I have in my classroom. I would pair up the ELL learner with a native English speaker and have them use the book and go over the main points of the story. This will enable the ELL student to get one on one help and be able to go through the book at his or her own pace.