Name: Melissa Way

**Quilted Collage**

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Enduring Idea (Big Idea): Sharing our stories can help us connect to our world

Lesson Title: Quilted Collage

Grade/Class: Grade 7

Time Allotment: 6 50-minute periods

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**OVERVIEW**:

1. Lesson summary: Students will learn about story quilts as a way to share their story with the world. They will learn several stitching techniques to be used when they create their own story quilt/collage. After they have created their quilts, we will photograph them and create a postcard to send to our partner school to further apply sharing our stories with the world through a postcard pen-pal project.
2. Artworks, artists and/or artifacts:
	1. Story Quilts:
		1. Harriet Powers
		2. Faith Ringgold
		3. Terese Agnew
	2. Post cards/pen pals
3. Key concepts:
	1. There are many ways to share a story
	2. Sharing your story puts it out in the world
	3. When you share your story, you present it the way you want to
4. Essential Questions
	1. How do I want the world to view my story?
	2. Why should I share my story with the world?
	3. How does my story connect me to the world?
5. Standards
	1. **9.1.8**: Arts and Humanities: Production, Performance, and Exhibition of Dance, Music, Theater, and Visual Art
		1. **9.1.8.C:** Identify and use comprehensive vocabulary within each of the arts forms.
		2. **9.1.8.E:** Communicate a unifying theme or point of view through the production of works in the arts.
	2. **1.5.7**: Reading, Writing, Speaking, Listening: Quality of Writing
		1. **1.5.7.F:** Use grade appropriate **conventions of language** when writing and editing.
			1. Spell common, frequently used words correctly.
			2. Use capital letters correctly
			3. Punctuate correctly.
			4. Use correct grammar and sentence formation.
6. Interdisciplinary connections: Students will have many interdisciplinary connections with this lesson, particularly as it is fairly writing intensive. Students will have multiple journal entries, as well as a final postcard to be mailed to a pen pal.

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**OBJECTIVES**: How will students demonstrate: (Observable, measurable action verbs-see Bloom’s Taxonomy) Three to five is appropriate. At least one in each category.

**The student will...**

1. Knowledge?
	1. Students will write a two-paragraph journal entry in which they will define “story quilts” and will identify two stitching techniques that they may want to use for their own quilt.
	2. Students will recognize vocabulary for embroidery by identifying and naming different tools and embroidery stitches with a call and response activity.
2. Skills?
	1. Students will plan out 3 possible scenes for their quilt/collage to depict, including the two types of stitching they will use (labeled!) and showing their designs.
	2. Students will create an appliqued/collaged and stitched story quilt depicting a scene or scenes of their choice (something from their life, or a story they want to express). Must include at least two stitching techniques. Minimum 12”x12” size.
	3. Students will use their quilt to create a postcard to send to their “pen pal” at our partner school to allow them to apply the concept of sharing their stories with others (a wider audience
	4. Students will write about their quilt, elaborating on the story and explaining details in a one page journal entry to help them reflect on and think through their stories.
3. Dispositions? (Students might demonstrate character traits, views, attitudes, temperaments, etc. through the formation of habits and tendencies)
	1. Students will share their story with their pen pal through a written explanation in postcard form, to help them express their ideas to others.
	2. Students will show respect for each other’s artwork and opinions through out the process of brainstorming and creating their quilts by demonstrating good listening skills and discussing/explaining their ideas with peers.
	3. Students will demonstrate respect and mastery of their supplies by properly using them and taking care of them. They will fill out an exit ticket listing supply rules to make sure they know the rules.

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**ASSESSMENT**: How will you be assured that your students know each objective?

1. What objects or performances will count as evidence of student learning as stated in your objectives?
2. Pre-assessment:
	1. Human line graph assessing students’ prior knowledge and comfort level with embroidery.
3. Formative Assessment:
	1. Call and response exercise: recognizing embroidery stitches
	2. Journal entries and sketches/development
	3. Supply care exit ticket
4. Summative assessment:
	1. Finished story quilt panel with two embroidery stitches, along with their photograph/postcard, and final reflective journal entry. They will be graded using a rubric (see attached).

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**INSTRUCTIONAL PROCEDURES:** How do you sequence instruction (actions) to facilitate learning?

You should include a time line for each day of the lesson that includes the following:

**Day 1**

1. **Motivation/Hook:** After students come into the classroom and take their seats, I will begin by directing their attention around the room. I will say There will be 4 different posters around the room each with an image; one of a book, one of a photo album/camera, one of a person’s mouth/two people talking, and one of a TV/stereo. I will tell students that each image represents a way of telling a story. I will say “You know that we’ve been focusing on stories for the past several lessons, so now we are going to think about different ways to share our stories with others. There are 4 images related to sharing stories, so choose the one you are most drawn to or think is the most important or most used, and go stand by that image.” Students will break up into groups accordingly. I will tell students to discuss in their groups why they chose the method of sharing that they did, and have one person from each group share that reasoning with the class. (10 minutes)
2. **Development**:
	1. After each group shares why they chose their method of story sharing, I will ask the class if these are the only methods of sharing stories while they sit down. Then I will say that I know for sure there is one method that we didn’t cover: quilts.
	2. I will hand out folders containing information on Harriet Powers, Faith Ringgold, and Terese Agnew. Students will be divided into three groups, and will explore the work of each of these artists. They will fill out the back of their think sheets, telling how each artist expressed a story, what stories they expressed, etc. (see attached for think sheet) (15 minutes)
	3. I will lead the class in a discussion about the answers on their sheets. I will ask them to share their answers. I will start out by asking students “You just explored the work of three different artists; What is something that they all have in common?” (quilts, stories) I will then ask students what different stories were told by each of the women. How did the quilts express those stories?
	4. After answering the questions about Harriet Powers, Faith Ringgold, and Terese Agnew, students will flip over their think sheet. On the back, there will be a brainstorming section for them, about what they would like to make their story quilt about. I will start off their thinking be reminding them of what the other artists we looked at focused on. I will say “It can be anything you want to express; it’s your story. You can use it to express an opinion or belief, like Faith Ringgold, experiences, like Harriet Powers, or bring attention to a topic you think is important, like Terese Agnew.”
3. **Closure**: After students have filled out idea sheets, I will have a student from each table collect the idea sheets and put them in their class folder. While they are doing that, I will have the rest of the class share one of their ideas with their table.

**Day 2**:

1. **Motivation/Hook**:
	1. When the students enter the room, I will tell them that the room is a giant scale with “Yes/this is familiar” at the back of the room, and “No/this is not familiar” in the front (maybe, or somewhat familiar is in the middle, with varying degrees). I will ask students the following questions, and they will arrange themselves on the scale accordingly.
		1. **Questions**:
			1. Do you know what embroidery is?
			2. Have you ever done embroidery before?
			3. Have you ever sewn anything before?
			4. How comfortable are you with a needle and thread?
	2. I will tell students to take notice of who has done embroidery before, and who said they are comfortable with it. I will tell them that they are our experts, and might be able to help other students.
2. **Development**:
	1. After the hook, I will demo 5 basic stitching techniques (running stitch, blanket stitch, cross stitch, straight stitch, French knot). I will use an image projector to project my actual hands on the screen, so that students can watch me physically do each stitch. I will also talk through each step of each stitch, and provide students with a reference/guide sheet. I will discuss using an embroidery hoop, threading the needle, putting a knot in the end of the thread to hold it, and other basic sewing/embroidery skills. For some of the more difficult stitches, I will also show a video.
	2. Students will be able to work alongside my demo (I will have pre-made supply kits for them), or just watch it. We will go over each stitch together, and students can use the stitching connect the dots handout.
	3. After the stitching demo, I will explain the project (we will be making story quilts, similar to the quilts we looked at yesterday, using our idea sheet. We will use fabric to create applique and use fabri-tac glue to attach it. Also, at least two different stitches need to be used on the final quilt). Students will decide which two (or more!) stitching techniques they want to use on their quilt. They will write them in their journals, and start making sketches for their quilt square, using both their stitches, and their idea sheet from the previous class.
3. **Closure**: To finish off the day, I will have students clean up their journals, return stitching supply kits, and make sure all sketches and idea sheets are with their folders. After they are all cleaned up, I will spend the last minute or two of class doing a call and response with the class; I will show or demonstrate a stitch, and they will call out the name.

**Day 3:**

1. **Motivation/Hook**: To begin the day, students will get out their sketches from the day before, and share them with their neighbor/table. I will say “You’ve all begun to think about and sketch out your story, using what we learned about story quilts and embroidery the last few classes. Now you have your first chance to share your story. At your tables, show your sketches to a partner, and ask them what they think is going on. Is the story you are trying to tell clear to other people? If it’s not, how can you make it more clear? Do you want to make it more clear? These are the questions you should be thinking about as you talk about your sketches.” Students will give each other feedback. What is working? Do you understand the scene? Which sketched idea do you like more/think is better? They may take notes/make changes on their idea sheets.
2. **Development**:
	1. After students spend 5 minutes looking over their sketches, I will take some time to discus supplies. I will say “There are lots of unique supplies involved in this project; we need to know how to properly handle and care for them.” I will go over each different supply and talk about its uses Fabric scissors (only fabric), needles, embroidery hoops, etc. Limited number of supplies, must take care to share and return to proper places, etc)
	2. I will do a small demonstration of how to properly use the Fabri-Tac glue. I will show students how to attach it, saying “Fabri-tac is meant specifically for this process, so you don’t have to go overboard. A little goes a long way. You don’t need a ton of it to attach your fabric.”
	3. Students will then be free to either continue further sketching, or begin their final quilt. I will have supplies set up and labeled on a separate table for this project. All students should at least begin their final project today. They will have the rest of class to work.
3. **Closure**: Students will clean up supplies, and I will do a supply check to make sure everything is back (correct number of scissors etc, in the right place, clean, etc) When I determine the table is clean, students will be dismissed (after they’ve taken care of putting their journals/folders away). While I am doing the supply check, students will write down three rules about supplies on a sheet of paper as an exit ticket.

**Day 4:**

1. **Motivation/Hook**:
	1. Students will arrive in the classroom, and collect their supplies. I will tell students to arrange their quilts, along with their sketches, at their seat. When all students have done so, we will take a short in gallery walk around the room, just to see where everyone is. Students can see their peers work, and maybe get new ideas, etc. I will tell students to take note of what their peers are creating (personal story, social action, etc.) and how they are conveying it through their quilt. What is interesting or cool or confusing?
	2. After the mini gallery walk, I will give students a few quick reminders to refocus them:
		1. How many embroidery stitches do you need to use?
		2. How much fabri-tac does it take to attach a piece of fabric?
2. **Developmen**t:
	1. As students begin to get started, I will tell students “You have the whole class period today to work on your quilts. If you need assistance, remember who your embroidery experts are. Your peers can give you help and feedback. If you need more help than that, I will also be around to give assistance. If you finish early, then I want you to think about adding another embroidery stitch to your quilt.” The students will then have the period to work, and I will be walking around the room, talking to students, giving suggestions and assistance.
	2. If students finish early, I will ask them to select another embroidery stitch to add to their quilt. I will tell them to think about their design and their story, and to choose a stitch based on that, and plan where it will fit before they just put it in.
3. **Closure**: I will tell students to clean up at 5-7 minutes to the end of the period. While they are cleaning up, I will ask them to give me a thumbs up/thumbs down to indicate if they feel like they want/need another class period to work on their quilts.

**Day 5**:

1. **Motivation/Hook**: While students get out their projects, I will tell students about the second part of our project. In order to really apply the idea of sharing our stories with the world (or at least a world larger than ourselves), I connected with another school, and we will be sending them our quilts. Not the actual quilt, but a photo of the quilt that will be made into a postcard, where students will write their pen pal an explanation for the story on their quilt.
2. Development:
	1. I will then tell students that they have until the end of the period to finish their story quilts, because I have to photograph their finished quilt. I will have my photo area pre-set, and I will tell students that when they finish their quilt, they should bring it over to me to be photographed.
	2. When a student has both completed their quilt and had it photographed, they will complete a journal entry explaining their quilt and the story on it. They will function like an artist statement.
3. Closure: I will ask students to think about how they would describe their quilt in one sentence, to get them to begin thinking about how they might describe it on their postcards.

**Day 6**:

1. **Motivation/Hook**: I start out by greeting the class saying “It’s what you’ve all been waiting for; You can now officially share your stories through these fancy postcards that we made!” I will hand out the students nice, printed postcards made from the photos that we took last class. Then I will ask students to set up their quilt, sketches and postcard for our critique.
2. **Development**:
	1. We will hold a critique where we will examine each other’s quilts, and the artist statements that go with them. Students will analyze whether the quilt tells the story of an experience, belief/opinion, or social issue before reading the artist statement to confirm their theories. I will ask students to carefully consider each quilt and draw their own conclusions about it before reading the artist statement. If students draw their own conclusion that is different from what the artist is trying to convey, I will ask students who they think is right, the artist or the viewer.
	2. Students will complete a reflective one page journal entry about the quilts; how they felt about it as a means of expressing their story, whether they found the stitching to be difficult or easy, etc.
	3. On their post card, students will write an abbreviated explanation/artist statement telling the story of their story quilt for their pen pal.
3. **Closure**: Students will finish up the project by preparing their post cards to mail. I will put the school address on the board, and each student will draw another student’s name (from the other school) out of a hat to determine pen pals. Then they will finish writing out the post card and put the stamp on so it is ready to mail. I will collect the finished postcards that are prepared to mail. I will end by telling students that we will be receiving postcards from the other school. I will say “In a few days or weeks, we will receive our postcards from our partner school, and you will get our own postcard from your pen pal. You will be able to look at their postcard with their work, and read about the story they are trying to tell.

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**PREPARATION**:

1. Teacher research and preparation: What do you have to do to prepare? Attach all research on your topic/artist/techniques/vocab etc...here
	1. Research:
		1. Story quilts:
		2. Harriet Powers:
			1. <http://onlineathens.com/stories/090501/ath_hpowers.shtml>
			2. <http://www.mfa.org/collections/object/pictorial-quilt-116166>
			3. <http://www.georgiaencyclopedia.org/articles/arts-culture/harriet-powers-1837-1910>
		3. Faith Ringgold:
			1. <http://faithringgold.blogspot.com>
			2. <http://www.faithringgold.com/ringgold/default.htm>
		4. Terese Agnew:
			1. <http://www.tardart.com/html/terese_agnew.php>
			2. <http://www.craftinamerica.org/artists_fiber/>
			3. <http://www.designgallery.wisc.edu/exhibits/stitchedground/TereseAgnew.html>
		5. Embroidery stitches:
			1. Running stitch
			2. Chain stitch
			3. Cross stitch
			4. Satin stitch
			5. Spoke stitch
		6. Embroidery videos:
			1. <http://www.needlenthread.com/videos>
	2. **Vocab**:
		1. Quilt- a blanket made of sewing many pieces of fabric together, most often in a “patchwork” pattern
		2. Story quilt- a blanket made of stitching many pieces of fabric together, but using the fabric pieces to create an image or images that tells a story.
		3. Collage- piece of artwork created by putting together various materials using glue
		4. Embroidery hoop- a tool in the shape of two hoops which fit inside each other that is used to stretch fabric tight so that it is easier to stitch into
		5. Applique- technique in which shaped pieces of fabric is stitched on top of another piece of fabric to create an images or patterns
2. Instructional Resources:
3. Student Supplies:
	1. Fabric/fabric scraps
	2. Cardboard/matteboard/cardstock (table coverings)
	3. Fabric glue (Fabri-tac)
	4. Needles
	5. Thread/yarn
	6. Embroidery hoops
	7. Scissors (fabric)
	8. Camera/tripod
	9. Printing ability (for postcards)
	10. Pen/pencils
	11. Somewhere to hang quilts for storage
4. What changes, if any, did you make to the lesson? What would I change or modify the lesson for next time? (Fill this in after you have taught the lesson)
5. How will you adapt this lesson to meet the needs of students with challenges or students who already have a basic working knowledge of the topic being taught?
6. Modifications:
	1. **Auditory impairments**: the student would sit towards the front of the class so that they have a better chance of being able to hear. Additionally, I will make sure to have additional visual resources for the student, and position myself so that they can read my lips as I am teaching, and see other visual cues. I will be demoing embroidery on a larger screen in the front, so they will be able to follow along that way.
	2. **ADHD**: For students who have ADHD, I will incorporate many different activities into my hooks and lessons. For instance, there is an in-progress gallery walk, which gives students the opportunity to get up and move around. In addition, have a separate supply table give students another reason to get up and move if they need to.
	3. **Visual Impairments**: I will be sure to have additional, large print hand outs of the embroidery sheet for this student. Also, their project will not be subject to the same size restrictions. If having a larger project and a larger needle using yarn instead of thread is helpful for a student, then that is what they will use. If embroidery is a problem, they will be able to use paint for their projects, much like Faith Ringgold.

**Total points:**

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**Story Quilt Rubric**

JOURNALS AND DEVELOPMENT:

1= Students journal entries were not there or short, with very little thought process

5= Students completed 3 journal entries, as well as initial sketches

10= Journal entries were thoughtful, show carefully considered connections.

2 PRELIMINARY SKETCHES

1= unfinished, unclear sketches do not show a progression leading to quilt; show no plans for stitching

5= sketches show a progression to final quilt, plan for at least one stitching technique

10= sketches are neat, and clearly show plans for both the quilt design and at least two types of stitching are LABELLED

FINISHED PROJECT:

* Completion:

1= project is unfinished, unsatisfactory completion

5= project is finished, with most of requirements, no loose ends

10= quilt is finished excellently, with good craftsmanship and all fabric securely attached

* Story:

1= no story conveyed through quilt; story is unclear

5= story conveyed through quilt is mostly clear, slightly confusing

10= Story conveyed through quilt is clear and easy to understand

* Stitching

1= there is no stitching or very little effort put into very little stitching

5= there is only one type of stitching shown, or stitching is messy

10= There are two OR MORE types of stitching used, stitching is neatly done

POSTCARD ARTIST STATEMENT

1= little to no thought put in; unclear explanation

5= good explanation, makes sense with quilt

10= clear and detailed explanation, adds to the story conveyed by the quilt

PARTICIPATION

1= little to know part in class discussion

5= decent amount of contribution to class discussions, usually thoughtful

10= consistent and thoughtful contributions to class discussions

SUPPLIES

1= Little to no care for supplies; did not use properly; did not clean up after themselves

5= cared for supplies fairly well; mostly cleaned up after themselves; used generally properly

10= took excellent care of supplies; always cleaned up after themselves and put supplies away in the proper place, always used supplies for their correct purpose