

Tennessee Tech University
The Color of Freedom

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Lesson Title: Freedom Quilts

Grade/Level: 4th grade

Curriculum Standards

4.61 Describe the characteristics of slave life on plantations across the South.
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Focus Questions/Big Idea/Goal (List all 3)

Focus Questions: *What were the challenges of slave life on the plantation?*
Big Idea: *What is the importance of the Underground Railroad?*
Goal: *What role did quilts play in the Underground Railroad?*

Lesson Objective(s)

Students will understand what the Underground Railroad is.
Students will describe what the challenges were like for the slaves and the people who helped them.
Students will learn basic concepts of quilting.

Vocabulary/ Academic Language

List and define vocabulary. What opportunities will you provide for students to practice content language/vocabulary and develop fluency?
Underground Railroad: a secret system developed to aid fugitive slaves on their escape to freedom.

fugitive slaves: Runaway slaves that had to travel great distances, many times on foot, and in a short amount of time.

safe house: Places where fugitive slaves could find safety and refuge.

conductors (regarding the Underground Railroad): *free individuals who helped fugitive slaves traveling along the Underground Railroad. Conductors helped runaway slaves by providing them with safe passage to and from stations. (EIU.edu)*

*Students will use the vocabulary to write a description of their quilt patterns.

Material/Resources
Journals for recording or planning Paper (construction, scrapbook paper) Crayons and or multi-colored markers Glue Rulers (to make geometric shapes) Graph paper Scissors Templates (optional) Quilting Magazines “Under the Quilt of Night” by Deborah Hopkinson
Assessment/Evaluation

Formative:

Students will make the quilts and answer the questions that the teacher will ask during the lesson. Students will be assessed based on verbal responses. Some will be yes or no. Others will be choral responding.

Summative:

The students will present their quilts and talk about their meanings. The students will be assessed by the completion of the assignment and the correct use of the quilt meanings.

Instruction (Include a suggested time for each major activity)	List Questions for higher order thinking <i>These cannot be answered by yes or no.</i> (Identify Bloom’s Level of Thinking)
Students will read the book “Under The Quilt of Night.” Students will be shown pictures of various quilts from quilting magazines of today.	What do you think this book is about? (Bloom Level I: Remembering) What are some of codes and language that the slaves and the people helping them use? (Bloom Level II: Understanding)
Instructional Procedures/Learning Tasks: 1. They will then be introduced to the most common block patterns used during the Civil War period. 2. Have students predict the meaning of the codes. Students will discuss different patterns and their meanings using the following website. They will discuss the Underground railroad and the challenges that the slaves faced. http://legacy.teachersfirst.com/share/ugrr/code-shoofly.html 3. Each group will be given a specific scenario (see attached page) Using the scenario create a paper quilt. The student must first brainstorm	What do you think that each of these quilt patterns represent? (Bloom Level IV: Analyzing) Why do you think that quilts were a good way to communicate? (Bloom Level V: Evaluating)

<p>and decide on a code they'd like to communicate and how they'd like to represent them.</p> <p>Students will plan out their design in their sketchbooks.</p> <p>They will create their own codes and quilts to communicate safe or unsafe passage for conductors and runaways of the UGR.</p> <p>4. Students will write a detail description of their quilt pattern and the code. They will include how the quilt is useful to the underground railroad and in helping the slaves to freedom.</p> <p>5. Once completed each group will read their scenario to the class and present their quilts.</p>	<p>How do you think the runaway slaves interpret the quilts? (Bloom Level II: Understanding)</p> <p>What were some of the challenges they faced? (Bloom Level I: Remembering)</p> <p>What was going on during this time? (Bloom Level III: Applying)</p>
<p>Closure:</p> <p>Students will present the quilts and then as a class the students will review the vocabulary from the lesson and the quilt meanings.</p>	<p>Review (Bloom Level I)</p> <p>Who were runaway slaves? (Bloom Level I: Remembering)</p> <p>Who helped them? (Bloom Level I: Remembering)</p> <p>What did it mean to have a blue square, red square, etc. on a quilt? (Bloom Level I: Remembering)</p>

Adaptations to Meet Individual Needs: How will you adapt the instruction to meet the needs of individual students? Include - ELL?; SPED?; Gardner's Learning Styles - Name and specify what happens in the lesson that uses each learning style listed; Other individual needs of the students/class you are teaching?

The ELL students will work together with a copy of the book that was read, "Under the Quilt of Night." They will be able to refer back to the story for examples and pictures to help them create their own quilts, and to write to describe them.

SPED students- Special Needs students will have an opportunity to complete the quilt. The geometry shapes will already be cut out for them. The students will be given a sheet with all the shapes on it, a what each shape means from the book. They will need to complete two sentences that describe their quilt. If students are unable to write, they they may type it on the computer. If the students need more time completing the assignment, they will take it back to their CDC room to complete. Once they are finished they will have an opportunity to present their quilt to their classmates.

Howard Gardner's theory of Multiple Intelligences applies to this Lesson. The intelligences that apply are visual-spatial and verbal-linguistic intelligences. Visual-spatial intelligences is used in this lesson because students are creating their very own quilts. They have the opportunity to design them with a many shapes and colors as they would like. Verbal-linguistic intelligences is used in this lesson because students are able to write and describe their quilts. They can demonstrate their knowledge through writing.

Management/Safety Issues: *No current safety concerns. Make sure that technology is working prior to lesson.*

Rationale/Theoretical Reasoning:

Howard Gardner's theory of Multiple Intelligences is present in this lesson. This lesson would be appealing to visual-spatial learners because students have the opportunity to create their own quilt. By doing this, they have a tangible example of an actual quilt to help them visualize what actual quilts were like during the underground railroad. This lesson would also work well with verbal-linguistic learners because they have an opportunity to write about their quilt and describe what it would be used for. Intrapersonal learners will benefit from this lesson too because they are working independently, and thinking for themselves.

Another theory that is incorporated in this lesson is Louise Rosenblatt's Transactive Theory. The students are all constructing meaning when they hear the book being read. There is a transaction being made between the reader and the text. The students will use their prior knowledge and constructed meaning from the book and incorporate it in creating their own personal quilts.

References:

http://www.eiu.edu/eiutps/underground_railroad.php

<http://legacy.teachersfirst.com/share/ugrr/code-shoofly.html>

<http://freedomcenter.org/z-documents/Teacher%20Resource%204-8.pdf> Possible Questions for students to answer-worksheet

Reflections/Future Modifications: *To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?*