"Stitching History"

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Goals and objectives

Goals

The primary goal of "Stitching History" is to promote parental involvement while at the same time generating a sense of heritage and accomplishment among students. Each student, along with the assistance of their parents, will help create a portion of the quilt from pieces previously designed and created.
During its creation, the quilt will encourage students to work as a team, develop crucial communication and social skills, as well as instill a sense of necessity and participation among parents who would otherwise not attend. Once completed, the quilt will tell a story of a book or historical event not before known by the students. Parents are asked to attend weekly meetings to share new ideas, coordinate the pieces of fabrics, and become better acquainted with the task at hand.

This project is closely aligned with the Competency Based Curriculum objectives en the areas of Social Sciences, Language Arts, Mathematics, and Art. In addition to these areas, students have increased daily attendance as well.

Goal #1: Promote / increase parental involvement in the school.

Goal #2: Generate a sense of heritage/pride, tolerance for each other's cultures, teamwork, and accomplishment among students.

Goal #3: Increase communication and social skills

Objectives

Social Sciences

I – Geographic Understanding

I.1. Discuss the purpose of maps and globes.

I.4. Use a map or globe to locate places linked to the study of families in North America, South America, Europe, Asia, Africa, and Australia. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.1.1.3) (SS.A.1.1.4)

I.5. Discuss the relative terms of location and direction (near/far, up/down, left/right, here/there). (SS.B.1.1.1)

I.7. Introduce cardinal directions.

I.8. Recognize that colors are used to represent land and water on maps and globes.

I.9. Describe basic physical features; i.e., mountains, rivers, lakes, oceans. (SS.B.1.1.3) (SS.B.1.1.4) (SS.B.1.2.1)

II - Historical Awareness

II.1. Listen to stories about family life, both past and present, in North America, South America, Europe, Asia, Africa, and Australia. (SS.A.1.1.1) (SS.A.1.1.2) (SS.A.1.1.3) (SS.A.1.1.4)

II.2. Recognize themselves as unique individuals who are part of a family, city, state country, and the world.
(SS.A.1.1.1) (SS.A.1.1.2) (SS.A.1.1.3) (SS.A.1.1.4)

II.3. Compare and contrast other family structures to their own.
(SS.A.1.1.1) (SS.A.1.1.3) (SS.A.1.1.4)

II.4. Listen to stores about people who have made contributions to United States history.
(SS.A.1.1.1) (SS.A.1.1.2) (SS.A.2.1.3) (SS.A.3.1.1) (SS.A.3.1.3) (SS.A.4.1.1)

II.5. Acknowledge that ordinary people as well as heroes have helped Shape United States history.
(SS.A.1.1.2) (SS.A.2.1.3) (SS.A.3.1.1) (SS.A.3.1.3) (SS.A.4.1.1)

II.6. Develop an awareness of the historical resources available in the media center.

III – Civic Responsibility

III.1. Recognize that individuals, as well as groups, have rights and Responsibilities.
(SS.C.1.1.1) (SS.C.1.1.3) (SS.C.2.1.1.) (SS.C.2.1.2)

III.2 Recognize that interdependence and cooperation are needed within a family and within a classroom.
(SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.1.) (SS.C.2.1.3)

III.3 Understand that rules/laws protect families and individuals.
(SS.C.1.1.1) (SS.C.1.1.3) (SS.C.2.1.3)

III.4 Demonstrate an understanding of the rules to be followed in school and at home.
(SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3)

III.6 Demonstrate an understanding of the civic concepts of rights and responsibilities, honesty, respect, and tolerance for others.
(SS.C.1.1.3) (SS.C.2.1.2) (SS.C.2.1.1) (SS.C.2.1.3)

III.7 Develop and assume classroom responsibilities.
(SS.C.1.1.2) (SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.3)

III.8 Discuss leadership roles both at home and at school.
(SS.C.1.1.3) (SS.C.2.1.1) (SS.C.2.1.1) (SS.C.2.1.3)

IV – Cultural Awareness

IV.1. Discuss similarities and differences among people.
(SS.A.1.1.1) (SS.A.3.1.3)

IV.2. Develop and appreciation for cultures other than one's own through literature and art.

V – Global Perspective

V.1. Recognize that diversity exists among people and nations around the world in terms of language, food, clothing, art, music, and holidays. (SS.A.1.1.1) (SS.A.3.1.2) (SS.A.3.1.3) (SS.A.5.1.2)

V.3. Acknowledge that many cultures are found in the local community and in the school/classroom.
(SS.A.1.1.1) (SS.A.3.1.3) (SS.C.1.1.2)

ESOL

I - Reading/Literature

I.1 Participates in shared reading activities.

I.6. Begins to explore favorite authors and illustrators, including those whose work reflects cultural variations, which focus on values, customs, art and music.

I.7. Uses literature as a means of providing new experiences and gaining new insights.

I.8. Relates reading to own experiences. (L.A.A.1.1.1) (L.A.E.2.1.1)

I.11. Begins to develop reading strategies when being read to:
Identify and recall story elements of setting, plot, characters, problem and solution/resolution
Draw conclusions (L.A.A.1.1.3) (L.A.A.1.1.2) (L.A.A.21.1) (L.A.E.1.1.1)

I.12. Increase comprehension by rereading, retelling and discussing the story elements of orally presented stories.
(L.A.A.1.1.4) (L.A.E.1.1.1) (L.A.E.1.1.2)

I.13. Responds to literature through a variety of activities including Choral speaking role, playing, plays, art, and music.
(L.A.A.1.1.4) (L.A.D.2.1.3)

III. Vocabulary/ Word Study

III.5. Classifies objects and pictures

IV. Listening/Speaking/Viewing

IV.1. Listens attentively and interacts appropriately with adults and Peers in a variety of situations such as teacher directed lessons, share and tell, and conversation.
(L.A.C.1.1.1) (L.A.C.1.1.3) (L.A.C.2.1.1)

IV.2. Speaks with a clear voice and appropriate body language using vocabulary, sentence length, and sentence complexity appropriate for Kindergarten level. (L.A.C.3.1.1) (L.A.C.3.1.3) (L.A.C.3.1.4)

IV.4. Begins to develop and understanding of self and others through listening to, viewing, and discussing a variety of multicultural materials.

IV.5. Speaks respectfully to students and adults of all racial/ethnic Backgrounds to share information.

IV.8. Sequences objects and pictures in various situations, e.g., stories and art. (L.A.A.2.1.3)

IV.10.Retells a familiar story with beginning, middle, and end.
(L.A.A.2.1.1) (L.A.C.1.2.3) (L.A.C.1.1.4)

V. Informational Literacy/Study/Test Taking Skills

V.1. Listen and responds to simple oral directions and messages.
(L.A.A.2.1.3)

V.4. Understand that information comes from a variety of sources
(L.A.A.2.1.4)(L.A.A.2.1.4)(L.A.D.2.1.4)

V.5. Begins to ask questions to discover if the information presented in a text is true
- asks others
- checks another source

(L.A.A.2.1.4)(L.A.C.1.1.3)

VI. Culture

VI.1.Identifies holidays. Folklore, literature, artifacts, and food that portray American and other cultures

VI.2.Participates in school and community activities through listening and viewing a variety of multicultural presentations.

VI.4. Compares/contrasts the elements of various cultures that focus on holidays, music, literature and customs. The student will be able to participate in a variety of cultural activities to gain and share information reflecting different cultures.

Course Outline

Course Outline

"Stitching History" is not only a fun and exciting way for students to engage in learning history; it is also a way to promote parental involvement while generating a sense of heritage and accomplishment among students.

"Stitching History" can be implemented throughout the school year and in many other subject areas such as Language Arts, and Literature. The students and parents can make quilts for famous stories such as Little Red Riding Hood, The Three Little Pigs, Goldilocks and The Three Bears and more. During the implementation through the completion of this project, the quilt will encourage students to work as a team, develop crucial communication and social skills, thereby instilling a sense of necessity of participation among parents who are otherwise "educationally passive". This project was used with Kindergarten students and parents, but can easily be applicable to all grade levels from elementary and especially high school History, Geography and Literature. Once completed the Freedom Quilt will tell a story of a historical event not before known by these Kindergarten students.

Week One: Introduction to the literature, historic event and activity.
Make parents aware of the classroom project.
Send questionnaire home with the students.
Collect responses from the community/parents.
Parents and students will be asked to attend weekly meetings after school to share, coordinate the pieces of fabrics.

Week Two: Finally different parents will share the difficult task of sewing the pieces of fabrics together to form the "Freedom Quilt"
Different students will take turn presenting/explaining The Freedom Quilt to the rest of the Kindergarten classes in the school.

Lesson Plans

Lesson Plans

Week One - Monday

ESOL Objectives:

1. The student will participate in shared reading activities using predictable language.

2. Begins to explore favorite authors and illustrators, including those whose work reflects cultural variations which focus on values, customs, art and music.

3. Uses literature as a means of providing new experiences and gaining new insights.

Social Science Objectives:

1. Listen to stories about people who have made contributions to United States history.

2. Acknowledge that ordinary people as well as heroes have helped Shape United States history.

3. Develop an awareness of the historical resources available in the media center.

CBC Objectives: Language Arts: I.1, I.6, I.7
Social Science: II.4, II.5, I.7

Materials: 1. *Sweet Clara AND THE Freedom Quilt*
by Deborah Hopkinson
Paintings by James Ransome

2. Parent Participation Form/Project explanation.

Activity: 1. After hearing the story *Sweet Clara AND THE Freedom Quilt* by Deborah Hopkinson the student will demonstrate comprehension by retelling the story orally:
a. including main character(s) and setting
b. relating events in sequence using illustrations.

Home Learning: The students will bring home the Parent Participation Form and Project explanation letter in both English/Spanish.

Evaluation: Observation and Participation during shared reading.

Week One - Tuesday

ESOL Objectives:

1. The student will participate in shared reading activities using predictable language.

2. Begins to explore favorite authors and illustrators, including those whose work reflects cultural variations which focus on values, customs, art and music.

3. Uses literature as a means of providing new experiences and gaining new insights.

4. Begins to develop reading strategies when being read to: Identify and recall story elements of setting, plot and characters.

5. Increase comprehension by rereading, retelling and discussing the story elements of orally presented stories.

6. Responds to literature through a variety of activities including Choral speaking role, playing, plays, art, and music.

Social Science Objectives:

1. Listen to stories about people who have made contributions to United States history.

2. Acknowledge that ordinary people as well as heroes have helped Shape United States history.

3. Develop an appreciation for culture other than one's own through literature and art.

CBC Objectives: Language Arts: I.1, I.6, I.7. I.8, I.11, I.12, I.13
Social Science: II.4, II.5, IV.2

Materials: 1. *Sweet Clara AND THE Freedom Quilt*
by Deborah Hopkinson
Paintings by James Ransome

Activity: 1. After hearing the story *Sweet Clara AND THE Freedom Quilt* by Deborah Hopkinson the student will demonstrate comprehension by retelling the story orally:

a. including main character(s) and setting
b. relating events in sequence using illustrations.
c. identify and recall story elements of setting, plot, and characters in the story.
d. identify main idea and support information.

2. The students will identify their family's nation(s) of origin
3. Share a story from the family's history

Home Learning: The students will bring the Parent Participation questionnaire. Parents will check the time and how they would contribute to/or participate in the class project.
The students will have to find the meaning of the word "slavery" in the dictionary, write it and discuss it with their parents.

Evaluation: Observation and Participation during and after shared reading activities.
Home learning

Week One - Wednesday

ESOL Objectives:

1. The student will continue to participate in shared reading activities using predictable language.

2. Continue to explore favorite authors and illustrators, including those whose work reflects cultural variations, which focus on values, customs, art and music.

3. Continue to use literature as a means of providing new experiences and gaining new insights.

4. Continue to develop reading strategies when being read to:
   Identify and recall story elements of setting, plot, characters, problem and solution/resolution
   Draw conclusions.

5. Continue to increase comprehension by rereading, retelling and discussing the story elements of orally presented stories.

6. Continue to responds to literature through Art.

7. Writes daily for a variety of purposes both self- initiated and teacher directed, including stories, personal anecdotes, letters, cards, etc.

Social Science Objectives:

1. Acknowledge that ordinary people as well as heroes have helped Shape United States history.

2. Discuss the purpose of maps and globes.

3. Discuss the relative terms of location and direction (near/far, up/down, left/right, here/there.

4. Introduce cardinal directions.

. 5. Recognize that colors are used to represent land and water on maps and globes.

6. Describe basic physical features; i.e., mountains, rivers, lakes, oceans.

CBC Objectives: Language Arts: I.1, I.6, I.7. I.8, I.11, I.12, I.13
II.8, II.9, II.10
Social Science: I.1, I.5. I.7, I.8, I.9, II.4, II.5, II.3, IV.2

Materials: 1. *Sweet Clara AND THE Freedom Quilt*
by Deborah Hopkinson
Paintings by James Ransome

2. 48" **X** 48" white paper, pencil and 48" ruler.

Activity: 1. After hearing the story *Sweet Clara AND THE Freedom Quilt* by Deborah Hopkinson the student will demonstrate comprehension by:
a. identify and recall story elements of setting, plot, characters in the story, problem and solution/resolution.
b. draw conclusion.

2. Develop a brief five-question letter to Claire.
3. The students will identify their family's nation(s) of origin.
4. Share a story from the family's history.
5. After school the parents will join the students and gather all the materials. They then will proceed to break up into small groups/centers, and work on individual pieces of the quilt.
6. The teacher together with the classroom paraprofessional and volunteer will draw the quilt in a big 48" **X** 48" white paper.
7. Discuss the purpose of maps and globes.
8. Recognize that colors can be used to represent land and water on maps and globes.
9. Introduce cardinal positions
10. The students will discuss what does the word "slavery" means to them and how do they feel about it.

Home Learning: Parents and students will continue coordinating the assigned individual pieces of the quilt at home.

Evaluation: Observation parent/student participation and oral participation to activity #10

Week One - Thursday

ESOL Objectives:

1. The student will continue participating in shared reading activities using predictable language.

2. Continue to explore favorite authors and illustrators, including those whose work reflects cultural variations, which focus on values, customs, art and music.

3. Continue to use literature as a means of providing new experiences and gaining new insights.

4. Continue to develop reading strategies when being read to:
   Identify and recall story elements of setting, plot, characters, problem and solution/resolution.
   Draw conclusions.

5. Continue to increase comprehension by rereading, retelling and discussing the story elements of orally presented stories.

6. Continue to respond to literature through **Art.**

7. Writes daily for a variety of purposes both self- initiated and teacher directed, including stories, personal anecdotes, letters, cards, etc.

Social Science Objectives:

1. Continue to develop an appreciation for culture other than one's own through literature and art.

2. Continue to discuss the purpose of maps and globes.

2. Continue to discuss the relative terms of location and direction (near/far, up/down, left/right, here/there.

4. Review cardinal directions.

. 5. Continue to recognize that colors are used to represent land and water on maps and globes.

6. Describe basic physical features; i.e., mountains, rivers, lakes, oceans.

CBC Objectives: Language Arts: I.1, I.6, I.7. I.8, I.11, I.12, I.13
II.8, II.9, II.10
Social Science: I.1, I.5. I.7, I.8, I.9, II.4, II.5, II.3, IV.2

Materials: 1. *Sweet Clara AND THE Freedom Quilt*
by Deborah Hopkinson
Paintings by James Ransome

2. 48" **X** 48" white paper, pencil and ruler.
3. fabrics and clothes pins

Activity: 1. Review cardinal positions and recognize that colors can be used to represent land and water on maps and globes.
2. Review Sweet Clara's freedom quilt, coordinate the location of the river, North Star, farms, trees, houses and rivers according to Sweet Clara relocation.
3. The students with the help of the teacher, paraprofessional,

and volunteers will star placing the quilt pieces together to create Clara's map . . . The Freedom Quilt

4. The student will read his/her questionnaire to Claire. Other students will answer the question according to what he/she believes Claire would say or feel.
5. The students will draw his/her version of the Freedom Quilt.

Home Learning: The students will continue bringing the assigned individual pieces of the quilt.

Evaluation: Formal observation parent/student participation and effort.
Formal evaluation of students' oral participation – What does the word "slavery" means to them and answers to Clara's questionnaire.

Week One - Friday

ESOL Objectives:

1. Continue to explore favorite authors and illustrators, including those whose work reflects cultural variations, which focus on values, customs, art and music.
2. Continue to use literature as a means of providing new experiences and gaining new insights.

3. Continue to develop reading strategies when being read to:
   Identify and recall story elements of setting, plot, characters, problem and solution/resolution.
   Draw conclusions.

4. Continue to increase comprehension by rereading, retelling and discussing the story elements of orally presented stories.

5. Continue to respond to literature through **Art.**

6. Selects books, magazines, etc. from school, home, or public library to share or listen to.

Social Science Objectives:

1. Continue to develop an appreciation for culture other than one's own through literature and art.

2. Continue to discuss the purpose of maps and globes.

3. Continue to discuss the relative terms of location and direction (near/far, up/down, left/right, here/there.

4. Review cardinal directions.

. 5. Continue to recognize that colors are used to represent land and water on maps and globes.

6. Describe basic physical features; i.e., mountains, rivers, lakes, oceans.

CBC Objectives: Language Arts: I.1, I.6, I.7. I.8, I.11, I.12, I.13
I.15, II.8, II.9, II.10
Social Science: I.1, I.5. I.7, I.8, I.9, II.4, II.5, II.3,
IV.2

Materials: 1. *Sweet Clara AND THE Freedom Quilt*
by Deborah Hopkinson
Paintings by James Ransome

Activity:
1. Review cardinal positions and recognize that colors can be used to represent land and water on maps and globes.
2. Review Sweet Clara's freedom quilt, coordinate the location of the river, North Star, farms, trees, houses and rivers according to Sweet Clara relocation.
3. The students with the help of the teacher, paraprofessional, and volunteers will star placing the quilt pieces together to create Clara's map . . . The Freedom Quilt
4. The students will visit the school library to find one book about slavery.

Home Learning:
1. The students will continue bringing the assigned individual pieces of the quilt.
2. Visit the public library after school hours to find one book about slavery.
3. Share these books with family and friends.

Evaluation: Formal observation parent/student participation and effort continues.

Week Two - Monday

ESOL Objectives:

1. Continue to explore favorite authors and illustrators, including those whose work reflects cultural variations, which focus on values, customs, art and music.

2. Continue to use literature as a means of providing new experiences and gaining new insights.

3. Continue to develop reading strategies when being read to:
   Identify and recall story elements of setting, plot, characters, problem and solution/resolution.
   Draw conclusions.

4. Continue to increase comprehension by rereading, retelling and discussing the story elements of orally presented stories.

5. Continue to respond to literature through **Art.**

7. Selects books, magazines, etc. from school, home, or public library to share or listen to.

Social Science Objectives:

1. Continue to develop an appreciation for culture other than one's own through literature and art.

2. Continue to discuss the purpose of maps and globes.

4. Continue to discuss the relative terms of location and direction (near/far, up/down, left/right, here/there.

4. Review cardinal directions.

. 5. Continue to recognize that colors are used to represent land and water on maps and globes.

6. Describe basic physical features; i.e., mountains, rivers, lakes, oceans.

CBC Objectives: Language Arts: I.1, I.6, I.7. I.8, I.11, I.12, I.13
I.15, II.8, II.9, II.10
Social Science: I.1, I.5. I.7, I.8, I.9, II.4, II.5, II.3, IV.2

Materials: 1. *Sweet Clara AND THE Freedom Quilt*
by Deborah Hopkinson
Paintings by James Ransome
Pencil, crayons, glue, ruler, 14" X 14" paper

Activity:
1. Review cardinal positions and recognize that colors can be used to represent land and water on maps and globes.
2. Review Sweet Clara's freedom quilt, coordinate the location of the river, North Star, farms, trees, houses and rivers according to Sweet Clara relocation.
3. The student with the help of the teacher will draw his/her own Freedom Quilt.
4. The students will share his/her Freedom Quilt with a classmate and explain the map to freedom.

Home Learning: The student will share his/her Freedom Quilt with The family and bring their feedback, suggestions and Opinions.

Evaluation: Formal observation parent/student participation and effort continues.

Resource List

Ebony Sea. Slavery
Fatima Shaik. Melitte
Armstrong, Jennifer. Steal Away. (New York: Orchard Books, 1972).
Coleman, Evelyn. The Foot Warmer and the Crow. (New York: Macmillan, 1994).
Everett, Gwen. John Brown: One Man Against Slavery. (New York: Rizzoli, 1993.)
Hamilton, Virginia. Anthony Burns: The Defeat and Triumph of a Fugitive Slave. (New York: A.A. Knopf, Random House, 1988).
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Hansen, Joyce. The Captive. (New York: Scholastic Inc., 1994).
Hoobler, Dorothy & Thomas and Carey-Greenberg Associates. Next Stop, Freedom: The Story of a Slave Girl (Englewood Cliffs: Silver Burdett Press, 1991).
Hooks, William H. The Ballad of Belle Dorcas. (New York: Knopf, 1990).
Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. (New York: Knopf, 1993).
Hurmence, Belinda. A Girl Called Boy. (New York: Clarion Books, 1982).
Igus, Toyomi, ed. Great Women in the Struggle: Book of Black Heroes, Vol. 2 (Orange, NJ: Just Us Books, 1993).
Krass, Peter. Sojourner Truth. (New York, Chelsea House, 1988).
Lyons, Mary E. Letters from a Slave Girl: The Story of Harriet Jacobs. (New York: Scribner & Maxwell Macmillan International, 1992).
Myers, Walter Dean. Now is Your Time! The African-American Struggle for Freedom. (New York, HarperCollins, 1991).
Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. (New York: Crown, 1992).
Rogers, Joel Augustus. Your History: From the Beginning of Time to the Present. (Baltimore: BCP, 1983).

Russell, Sharman Apt. Frederick Douglass. (New York, Chelsea House Publishers, 1988).
Stolz, Mary. Cezanne Pinto, A Memoir. (New York: A.A. Knopf, 1994).
Taylor, Marian. Harriet Tubman. (New York : Chelsea House Publishers, 1991).
Wright, Courtni Crump. Journey to Freedom: A Story of the Underground Railroad (New York: Holiday House, 1994).
Carmen Lomas Garza. Family Pictures . Cuadros de familia
Susan Kuklin. How My Family Lives in America

Websites for Additional information

1. www.carolhurst.com/subjects/slavery
2.www.slavery.com
3.www.questia.com
4. www.eWoss.com