

<b>Lesson:</b>	Enslaved History: Story Quilts	<b>Length of Experience:</b>	1- 2 hours
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<b>Brief Description:</b>	Quilts tell complex and unexpected stories. Students will explore the rich history of African American quilting and research historical Black figures to create their own individualized quilting collage.
<b>Question:</b>	What impact did Black people have on the advancement of social change and equality? How can creating a quilting collage help tell the story of Black America?
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>● Examine structure of quilts and identify their usage</li> <li>● Learn how to tell stories through quilts</li> <li>● Understand the enslaved and freed African experience during the colonial period</li> </ul>
<b>NYS Learning Standards:</b>	<ul style="list-style-type: none"> <li>● 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. <ul style="list-style-type: none"> <li>○ 3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next. <ul style="list-style-type: none"> <li>■ Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.</li> <li>■ Students will examine symbols of each selected world community.</li> </ul> </li> <li>○ 3.4b Arts, music, dance, and literature develop through a community's history. Students will explore the arts, music, dance, and literature of each selected world community.</li> </ul> </li> <li>● 5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty. Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>● Fabric or cardstock square</li> <li>● Scrapbook paper</li> <li>● Markers</li> <li>● Newspaper for background 12" by 12"</li> <li>● Safety pin</li> <li>● Images/newspaper/ephemera</li> </ul>
<b>Learning Modalities:</b>	Auditory: Listen to audio from archival websites Tactile: Hands-on activity where individuals can create their own quilts
<b>Step By Step</b>	

**Process:**

1. First, students will become historians and conduct their own research into important historical figures. To do so, they will learn how to interpret primary sources.
  - a. Explain that primary sources are documents written by people during an epoch in U.S. history. The documents have a first-hand connection to the events.
  - b. Tell the class that they will use the SEE, THINK, WONDER model to interpret the documents.
  - c. SEE: The students should spend one to two minutes looking at the document. In other words, they should be observing- ask the students what they notice?
  - d. THINK: In this portion students will make inferences and conclusions. What do you think is happening? What ideas do you have after looking at the document?
  - e. WONDER: What questions are you left with?
  - f. The students will do this process for at least three documents. This will conclude the research portion of the activity. Now, students will use an index card and write a short description of the historical figure that will inspire the quilt collage.
2. Next, discuss why Quilts were used and what they transmit and tell to the world. Provide examples of quilt patterns.
  - a. Tell the students that quilts were primarily used by young girls and women who took on the role of artistry and seamstress. Through their experience with embroidery, piecing, and applique it made creating quilts effortless. The quilts contained information of their life which gave us knowledge of the human experience of the historical figures. Additionally, people used quilts to provide a record of their cultural and political past. In general, the enslaved people used their traditions with that of Anglo-American traditions to create their own quilts.
  - b. One significant pattern was the 'North Star' pattern, which was inspired by the escaped enslaved people's travels via the Underground Railroad. The pattern was used as a reminder for enslaved people to follow the North Star. The North Star was a sign of hope and a guide to a trail that would lead them to a place where they had rights and opportunities - a place where they would no longer be owned like chattel. You can instruct the students to color an outline of the North Star pattern to have a visual representation.
  - c. Another significant pattern is the 'Lazy Gal Bars' pattern, which is simple in design. Provide a picture of Loretta Pettway's quilt located in the MET Museum.
  - d. Now that the students have a brief understanding of the history of quilts they are ready to create their own quilt collage.
3. Quilt Collage- It will use the practice of scrapbooking and quilt making combined.
  - a. Give each student a piece of Fabric (Target or Michaels). The dimensions are 12" by 12". Use a chip board to hold fabric.

- b. In their quilt square, the students should paste pictures, drawings,, and writings. Allow the students to use washi tape, newspapers, scrapbook paper to create their own design. The quilt square should be as detailed as possible. Express that the students should use their imagination and creativity.
- c. Once all the pieces are aligned and placed as the student would like, they may use modge podge to paste the pieces on the fabric and let it dry.
- d. Finally, the teacher or instructor may gather all quilt squares and use pins to combine all squares to create one large class quilt.

4. Present

- a. Each student should present their quilt square and explain to the class the images and design they have chosen to present and why. What story or aspect of the historical figure's life were they trying to express?