

WORK THROUGH TIME

Cape Breton Stories of Land & Sea



Grade Two – Quilting in Kingross

Atlantic Canada Curriculum – Specific Curriculum Outcomes (SCO)

Lesson Plan Based on *Work Through Time* Story:

Anne Morrell Robinson, Quilting in Kingross

Overview: Students will gain an understanding of why and how quilts were made and explore the mathematical connections to quilting.

<p>G RADE TWO SCO MATH</p>	<p>A4 Identify simple fractions using models</p> <p>B6 Recall addition facts involving two addends, each less than 10, and the related subtraction facts</p> <p>D3 Estimate and measure length in non-standard and standard units</p> <p>DI2 Choose appropriate units with which to estimate and measure, and perform the measurements</p> <p>E3 Sort, build, and pattern with 2-D and 3-D shapes</p> <p>EII Recognize, identify, describe, and represent reflective symmetry in 2-D shapes</p> <p>EI2 Recognize and identify reflective symmetry in the environment</p> <p>EI3 Make the connection between reflective symmetry and one-half using squares, rectangles, and circles</p>
<p>GRADE TWO SCO GYM</p>	N/A
<p>GRADE TWO SCO ART</p>	<p>4.1.1 Celebrate with pride and respect their own work and that of others</p> <p>4.2.1 Share thoughts and ideas about artworks</p> <p>6.3.1 Investigate art and artists within their community</p>
<p>GRADE TWO SCO LANGUAGE</p>	<p>2.1 Participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen</p> <p>2.3 Give and follow instructions and respond to questions</p>

	<p>and directions</p> <p>6.I Make personal connections to texts and describe, share, and discuss their reactions and emotions</p> <p>8.I Use writing and other forms of representation to:</p> <p>a. Discover and express personal attitudes and opinions</p> <p>b. Express feelings and imaginative ideas</p> <p>10.I Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies</p> <p>10.2 Use some conventions of written language</p> <p>10.3 Demonstrate engagement with the creation of pieces of writing and other representation</p> <p>10.4 Experiment with technology in writing and other forms of representing:</p> <p>a. Use a simple word processing program to draft, revise, edit, and publish</p> <p>b. Use a drawing program (computer software)</p>
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GRADE TWO SCO SCIENCE	N/A
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GRADE TWO SCO SOCIAL STUDIES	<p>2.3.2 Explain how supply and demand affects price</p> <p>2.3.3 Demonstrate an understanding of the changing nature of work over time</p>
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GRADE TWO SCO MUSIC	N/A
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GRADE TWO SCO TECHNOLOGY	<p>BOC 3.3 Operate a classroom computer, log on and off the school network, launch and close software, save, edit, and print their work, with teacher assistance</p> <p>CT 3.2 Select and use information and communication technology resources in addition to paper and print-based learning materials, with teacher assistance</p>
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GRADE TWO SCO HEALTH	DI.I Identify and show appreciation for skills they have developed
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	D2.1 Acknowledge thoughtful and caring behaviours among their classmates
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NOVA SCOTIA BOOK BUREAU

The Nova Scotia School Book Bureau is responsible for the distribution of learning resources and related products to support teaching and learning and to ensure availability in a cost-effective manner to Nova Scotia schools. Resources may be searched by level, topic and subject area.

Many resources appropriate for this lesson are available through the Nova Scotia Allocated Learning Resources (ALR) at the Nova Scotia School Book Bureau (NSSBB).

Please visit: https://w3apps.ednet.ns.ca/nssbb/search_alr.asp

Nova Scotia School Book Bureau, 10 Acadia St, Dartmouth NS B2Y 4H3
Phone: (902) 424-5516, Fax: (902) 424-0545, E-mail: nssbb@gov.ns.ca

SUGGESTED VIDEO RESOURCES

National Film Board (NFB): In January 2009, the NFB launched its online Screening Room, offering Canadian and international web users the ability to stream hundreds of NFB films for free. It was created as part of a project to digitize the NFB's collection of films. Over 700 films are free and the remainder may be viewed by subscription.

The cost of subscription for one teacher is \$19.95 and \$99 for an elementary school. Please visit: <http://www.nfb.ca/education/en/>

World Wide Web: You Tube (<http://www.youtube.com/>) and Google Video (<http://video.google.ca>) have many short videos that may be relevant to this lesson.

Discovery Education: Has thousands of videos for boards that subscribe to this resource (password protected). Please visit: <http://streaming.discoveryeducation.com/>

NS Dept of Education LRT videos:

Please visit: <http://lrt.ednet.ns.ca/>

Geometry on the Move: Playing with Shapes and Forms #22476

This collection of five toe-tapping, eye-catching animated shorts will engage students at every level, and enrich their exploration of a variety of mathematical concepts from simple to complex: point, line, shape, form, angles, transition, rotation and more. Segments include: quilt (6 minutes) a matter for form (3 minutes) spheres (7 minutes) notes on a triangle (5 minutes) rectangle and rectangles (8 minutes).

V1376 1993 Quilting Exhibit #V1376

This video was developed to accompany the Nova Scotia Museum's exhibit on the history of Nova Scotia quilts and quilt making.

MUSIC RESOURCES

Quilting Songs

<http://www.lilrev.com/content/view/25/44/>

BACKGROUND

Quilting is an art that has been practiced in many cultures. Quilts are a practical art form and such was the quilt making process, that even small scraps of fabric leftover from other projects were usable for subsequent projects. Quilting was a job that women of the house undertook. It was an enjoyable pastime that could be a social and communal event where friends met to work together.

The quilt patterns were symbols that told one story and the fabrics used told another. There could be scraps of fabric leftover from clothing made for special occasions, curtains in a home or other memorable fabrics used in making family quilts.

IMPLEMENTATION STRATEGIES

LESSON PLAN ONE: SLIDE SHOW PRESENTATION

- Approximate lesson time: 15 minutes
- Materials needed: PowerPoint slide show, LCD projector for class viewing or individual computers for small group viewing,
- View accompanying slide show based on the *Work Through Time* story, *Anne Morrell Robinson, Quilting in Kingross*. Students may view as a class or individually:
Slide Show: <http://www.workthroughtime.ca/Educational/index.php>

LESSON PLAN TWO: ANN MORRELL INTERVIEW

- Approximate lesson time: 20 to 30 minutes
- Materials needed: Computer with Internet Access
- Listen to the interview with Anne Morrell Robinson, *Quilting in Kingross*:
http://www.workthroughtime.ca/Media/Audio_Index_English.php?tab=0#wAM
- Discuss the importance of quilts in pioneer times and how they are still functional, a source of income and a method of artistic expression.

LESSON PLAN THREE: POETRY

- Approximate lesson time: 30 to 45 minutes
- Materials needed: Computer with Internet Access
- Research examples of quilt patterns online using links provided.

Ann Morrell webpage

http://www.kingrossquilts.com/disp_product_list.php?category=OI&subcategory=OI

Womenfolk: The Art of Quilting with many quilt patterns

<http://www.womenfolk.com/>

Quilt Patterns of America's Pioneers

<http://www.patternsfromhistory.com/>

Royal Alberta Museum, Western Canadian History: Quilts

<http://www.royalalbertamuseum.ca/human/wcanhist/collects/quilts.htm>

Quilting History in Canada Traditions and Origins are seen in Settlers' Quilts

<http://canadian->

settlement.suiteIOI.com/article.cfm/quilting_history_in_canada#ixzzOD9Kl5d5n&B

Mary Beth Martin's quilt lesson plan

http://www.ed.uiuc.edu/ylp/units/curriculum_units/95-96/quilts_mbmartin/table_contents.html

- Brainstorm for words about quilts remembering to include mathematical terms (triangle, circle, etc).
- Use the words to create Cinquain Poetry. Poetry can be written, edited and published on the computer leaving space for hand drawn illustrations.

Cinquain pattern

Line 1: 1 Word, a noun, the subject of the poem

Line 2: 2 Words, adjectives that describe the noun in line 1

Line 3: 3 Words, verbs that describe line 1

Line 4: 4 Words, that describe feelings in relation to line 1

Line 5: 1 Word, a synonym of line 1

TerQuain pattern

Line 1: one word - the subject

Playmates

Line 2: two or three words - description of the subject

Running, jumping

Line 3: one word - a feeling of a synonym for the subject

Children

Haiku pattern

Line 1: five syllables

Winter is coming,

Line 2: seven syllables

Mom is making some mittens

Line 3: five syllables

To keep my hands warm

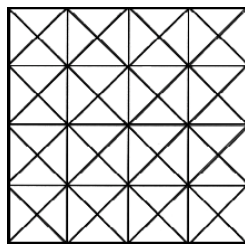
- See Appendix One for Quilting Poetry Evaluation Rubric

LESSON PLAN FOUR: QUILTER'S VISIT

- Approximate lesson time: 30 minutes
- Materials needed: Stationary supplies
- Invite a quilter to your classroom. Ask her/him to bring samples of their work. In preparation discuss the importance of quilts long ago. They were a way to use up old clothing and scraps of cloth. Quilting Bees were a means of socialization and getting work done.
- Ask children prepare at least one written question each to ask their guest. As a follow up they will write a thank you letter to the quilter using a word processing program to draft, revise, edit, and publish.
- See Appendix Two for Thank you Letter Evaluation Rubric

LESSON PLAN FIVE: QUILT DESIGNS WITH PATTERN BLOCKS

- Approximate lesson time: 45 minutes
- Materials needed: Pattern Block Equilateral Triangle grid paper (separate PDF file: <http://www.workthroughtime.ca/Educational/index.php>), markers and crayons, assigned value for each color pattern block



- Make pattern blocks available to students. Be sure they have enough to cover the grid paper and have adequate blocks to make patterns of their choice. Ask students to design their own quilt block by making a symmetrical pattern with pattern blocks.
- The blocks must not extend over the perimeter of the grid. When all students have completed their block pattern, ask them reproduce it on a second sheet of triangle grid paper, replicating the pattern block design they just created.

- When they finish colouring in the grid paper, announce a surprise contest. The pattern blocks were previously assigned values for each pattern block shape. The students will calculate what their quilt block is worth. Highest value wins.
- Take note of symmetry in patterns and examples of fractions. Test for symmetry by folding papers.
- Many quilt patterns have names such as Log Cabin, Wedding Ring, Around the World, and Flying Geese. Ask students to keep in mind while making their pattern that they will be asked to explain what their block represents and give it a name. Patterns can be displayed with names and explanations and compiled into a book.
- Ask students finishing early to design a cover and introduction for the book, using a drawing program (computer software).

LESSON PLAN SIX: MAKE A QUILT

- Approximate lesson time: Extended activity
- Materials needed: Iron, wax crayons, (good way to use up old crayons), 1 white single bed sheet (must be at least 50 percent synthetic materials), 1 single sheet (same size) any colour or pattern for backing, quilt batting to fit between the single sheets, 1 sheet fine grit sandpaper (120 and higher) per child, cut into squares 23 x 23 cm (the square made by cutting a piece of Garnet Paper into a square), darning needle, yarn
- Use the crayons to create a design for the quilt on the grit side of the sandpaper square. Colour in all spaces. Remember the pattern will be reversed.
- Mark off squares on the sheet to fit the sandpaper squares and allow for a border between them.
- Turn the sandpaper crayon side down on the student's assigned square. Iron the pattern on the sheet. It is best to practice first on a test sheet.
- Next, write the children's names in their squares with laundry marker.
- When all transfers are complete place the bottom sheet on a flat surface. Arrange the quilt batting to fit over the surface and lay the sheet with iron on transfers over the two layers. Pin both sides together evenly. The teacher can tack the layers together in some strategic spaces to keep quilt together.

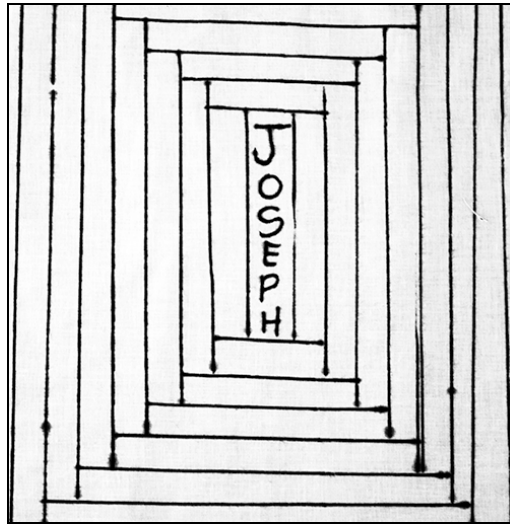
- Thread a darning needle with yarn and tack the corners of each square together with yarn. Knot the yarn. An adult can sew a border around the edges of the quilt.



Sample of a sandpaper transfer pattern on fabric

LESSON PLAN SEVEN: MAKING A QUILT II

- Approximate lesson time: Extended activity
- Materials needed: Fabric markers, darning needle, yarn, 1 white single bed sheet, 1 single sheet (same size) any colour or pattern for backing, quilt batting to fit between the single sheets
- Mark out a twin sized sheet in a grid to accommodate one block for each student in the class. Align students around the perimeter of the sheet or have students work on the quilt in small groups to avoid crowding. Using fabric markers the children will design a quilt block. When all designs are complete lay the bottom sheet on a flat surface, arrange the quilt batting to fit over the surface and place the sheet with the designs over the two layers. Pin both sides together evenly. The teacher can tack the layers together in some strategic spaces to keep quilt together.
- Thread a darning needle with yarn and tack the corners of each square together with yarn. Knot the yarn. An adult can sew a border around the edges of the quilt.
- Estimate the distance around your quilt. Choose appropriate units with which to estimate and measure.



Sample of fabric crayon quilt squares on fabric

LESSON PLAN EIGHT: ONLINE DESIGNS

- Approximate lesson time: Extended activity
- Materials needed: Camera, Computer with Internet Access
- Take pictures of projects and upload pictures to the *Your Work Through Time* page on the *Work Through Time* website, identifying the photos by the first name of student. Have them explain what the patterns represent in 25 words or less. They will be posted on the site. Click below to visit the Your Work Through Time page and review the uploading process:

http://www.workthroughtime.ca/Interactive/Your_Work_Through_Time.php

FOLLOW-UP ENRICHMENT

- Use games and activities listed below or find similar ones online to further explore the mathematical concept of symmetry in quilting.

Polygon Quilt Game

<http://teams.lacoe.edu/documentation/classrooms/amy/geometry/3-4/activities/quilt.html>

Make Tessellations

<http://www.shodor.org/interactivateI.O/activities/tessellate/index.html>

Symmetry Artist

<http://www.mathsisfun.com/geometry/symmetry-artist.html>

Symmetry Game

http://www.haelmedia.com/OnlineActivities_tjh/mc_tjh4_001.html

EVALUATION

Use observation, anecdotal records and work products as methods of assessment as well as rubrics provided.

LINKS TO SUPPORTING INFORMATION

Ann Morrell Robinson's webpage

http://www.kingrossquilts.com/disp_product_list.php?category=OI&subcategory=OI

Womenfolk: The Art of Quilting with many quilt patterns

<http://www.womenfolk.com/>

Quilt Patterns of America's Pioneers

<http://www.patternsfromhistory.com/>

Royal Alberta Museum, Western Canadian History: Quilts

<http://www.royalalbertamuseum.ca/human/wcanhist/collects/quilts.htm>

Quilting History in Canada Traditions and Origins are seen in Settlers' Quilts

http://canadian-settlement.suite101.com/article.cfm/quilting_history_in_canada#ixzzOD9Klsd5n&B

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APPENDICES

APPENDIX ONE: QUILTING POETRY RUBRIC

	4	3	2	1
Content	Poem is on topic. Ideas are very clear.	Poem is on topic. Ideas are clear.	Poem is somewhat on the topic. Ideas are not well developed.	This poem does not relate to the topic and is not clear.
Form	Creatively uses poetic form. Uses emotion and is very expressive.	Effectively uses poetic form. Uses words cleverly and is expressive.	Tries to follow the poetic form. Attempts original language and is somewhat expressive.	Uses an inappropriate poetic form. Original language and expression are lacking.
Conventions Spelling/ Grammar	Spelling/Grammar conventions are used correctly.	Only a few errors in conventions.	Conventions are used sparingly.	Conventions are lacking which makes writing difficult to read.

APPENDIX TWO: THANK YOU LETTER RUBRIC

	4	3	2	1
Parts of a Letter	Heading, salutation, body, closing are present and written correctly with commas and capital letters placed correctly.	All of the parts of a friendly letter are present and most are written correctly.	All of the parts are present but only some are written correctly.	Only some of the parts of a friendly letter are present.
Grammar, Punctuation/ Spelling	Rules of grammar, usage, and punctuation are followed, and spelling is correct.	Rules of Grammar, usage, and punctuation are followed with minor spelling errors.	Paper contains some grammatical, punctuation and spelling errors. The letter can be read.	Paper contains numerous grammatical, punctuation, and spelling errors. The letter cannot be read easily.
Body of the Letter	Student writes meaningful thank you letter, using significant details.	Student writes a meaningful thank you letter, but needs more details.	Student's writing contains some ideas and details.	Student does not display an understanding of what the letter should contain.