



### Lesson 3

**Concept:** Through story quilts, people can tell their special stories – stories about their history, culture, family, and themselves. People can communicate their ideas and feelings through art.

**Elements and Skills of Art Form:** Students will create a story quilt illustrating a family activity or celebration. Students will plan their work using sketches.

#### **Student Outcomes:**

Students will be able to:

##### Visual Arts Standards

- CE 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
- AV 4.2 Identify and describe various reasons for making art.

##### Language Arts Standards

- WOELC 1.1 Write and speak in complete, coherent sentences.

#### **Progression of Content, Skills, and Tasks:**

Anticipatory Set: Ask the students to tell what a quilt is. Show them a quilt and explain who gave it to you and why. Show the students that a quilt is made up of many pieces of material sewed together. Show the students the picture of the *Tar Beach* quilt and tell the students that the story *Tar Beach* started out as a story quilt. Explain that a story quilt tells a story.

Read and show the students pages 12 and 13 of *Talking to Faith Ringgold*.

Tell students that Faith Ringgold also makes quilts like her great-great grandmother and that her quilts tell stories like the *Tar Beach* quilt.

#### Assessing Prior Knowledge:

- Tell students that quilting is an African American tradition.
- Show students pictures of different quilts for the book *Spirits of the Cloth – Contemporary African American Quilt* (pgs 42, 48-49, 52-55,

61, 62-63, 150-151). Ask the students to tell what story they think the artist is trying to tell.

- Confirm students' predictions by reading several of the captions.

#### Getting Smarter:

- Tell the students that today they will begin making a story quilt out of paper. Their story should be about a family activity or celebration.
- Tell students they will begin planning their quilt by first thinking then talking about special things their family has done.
- Students will make one **quick** sketch on scrap paper.
- While the students are sketching the teacher will walk around the classroom and remind students to include the setting, details, family members, etc. in their sketch.
- The teacher will refer students back to the *Tar Beach* quilt and ask students to tell what details Faith Ringgold included in her setting.

#### Becoming an Expert:

The teacher will direct the students to then draw their story inside of their story quilts using the whole space. Students will use a variety of lines and shapes to draw their pictures. Students will add details to their pictures to show the setting and family activity or celebration. When students have filled the whole story space with drawings, they will color their picture with colored pencils.

#### Criteria

- Draw a story about a family activity or celebration
- Draw details to show the setting
- Use a variety of lines and shapes to complete drawing
- Use the entire story space

#### Making Connections

- Language Arts: Students write the story shown in their story quilt.
- Language Arts: Read other stories about quilts and research quilts.

#### **Assessment Strategy:**

##### Verbal Assessment:

Describe: Describe a special family activity or celebration.

Discuss: Why is your family activity or celebration important to you?

Analyze: How did the artists add details to their quilts to show the setting of a story?

Connect: How does your family or culture tell stories?

**Performance-based Assessment:** See the rubric.

**Key Vocabulary:** story quilt, sketch, space, line, details

**Materials:**

- 12"x18" white drawing paper with a 2" border around the outside
- pencils, erasers
- scratch paper
- colored pencils

**Resources:**

*Talking to Faith Ringgold*, Ringgold, Freeman, and Roucher

*Tar Beach*, Faith Ringgold

*Spirits of the Cloth - Contemporary African American Quilts*, Carolyn  
Mazloomi

*How To Teach Art to Children*, Evan-Moor Corp. pp, 132-133

**Rubric**  
Performance Based Assessment

- 4 - Exceeded expectations
- 3 - Met expectations
- 2 - Partially met expectations
- 1 - Did not meet expectations

Students Name \_\_\_\_\_ Activity \_\_\_\_\_

| 4                        | 3                        | 2                        | 1                        |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follows directions                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Produces artwork that represents the lesson |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Able to interpret ideas from the lesson     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Expresses ideas, feelings and thoughts      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Presents neat work                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Speaks in complete and coherent sentences   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is able to use lesson vocabulary            |

Overall, the student's performance is a (select one):

4      3      2      1