

Title: Story Quilts_____

Curriculum Art_____

Grade Level Span Grade 3

Purpose: To meet ISTE standards, to meet the MN Graduation Standards for the Arts –Creation and Performance.

Description : Students study story cloths of other cultures and create one of their own after exploring their own family history.

	Activities:	Curriculum Standards	NETS for Students
Day 1	1. Present story cloths of Hmong and Faith Ringgold using Power Point, large posters and books Read "Tar Beach" by author Faith Ringgold to students	Peoples and Cultures	
	2. Discuss elements and principals of art used in story cloths	The Arts—Creation and Performance (B)	
	3. Discuss stories told in story cloths and have some students tell their own personal stories		
	4. Student assignment : students go home and talk to family members about family History		
Day 2	5. Students sketch practice story quilt in pencil –rough draft story to go with drawing Discuss computer techniques	The Arts—Creation and Performance	2,3
	6. Using computer and scanner, students scan photos of family members and/or transfer images from web		1,4,6
Day 3	7. Begin drawing story quilt and applying textures, color, pictures, etc. via Appleworks		5
Day 4	8. Print finished work on canvas printing paper		
	9. Using 2"x2" paint sample squares, fabric pieces, etc. to create frame/border		

Day
5,6,7

to a backing sheet 10. Create own print block with Model Magic. Let dry. Using print block, print pattern with tempera paint on frame/border.		
11. Write story between frame and computer printed story –or on any other section of The artwork 12. Students create multimedia presentation of work for presentation to community and other elementary programs using ITV		7

Tools and Resources

(List all Web sites, specific software and hardware needs)

Faith Ringgold video—The Last Story Quilt

Faith Ringgold books and visuals of her paintings

Appleworks, computers

Digital Camera

Scanner

Tempera paint

Model Magic

Pencils

Canvas Printing Paper (Office Max)

TV/ VCR

Assessment

For this project, we assess using rubrics.

4-Exemplary

3-Proficient

2-Novice

1-Emerging

While assessing using rubrics, we ask the following questions:

Did the student seek out family history from family members? Did the students complete their

Preliminary drawing? Did the student include him/herself in the artwork? Did the student create their own print block?

Did the student complete their multi-media frame?

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

Rebecca Hanson

Christine Valento

Minnesota State Grad Standard Package (We made the adaptations to include ISTE standards)

Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

Yes, we have taught parts of this lesson before, but we are now excited to add the adaptations.

We think it will be exciting to enhance this lesson with Grade 3 incorporating the computer element.

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