

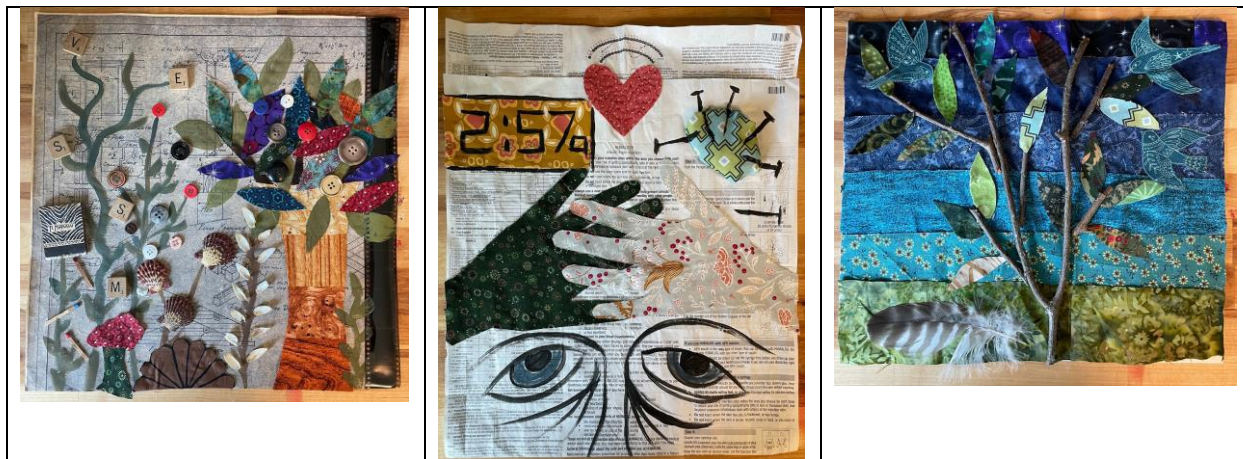
## Sample High School Unit Plan: 2D

### Narrative Quilt-Making: A Story of Persistence

#### **Unit Title:** Narrative Quilt-Making: A Story of Persistence

**Central Focus:** During this unit, students will discuss the historical and cultural significance of textile work that has been traditionally viewed through a gendered lens as a female occupation. Through the exploration of a culturally diverse group of artists and their work, students will discuss the relationship between gender, community, and art. Students will learn about storytelling through visual media and will create a recycled textile wall hanging that conveys a message or story about a significant person in their life.

#### **Benchmarks:**



#### **Objectives, Standards, and Criteria**

Objectives	National Core Art Standards	Criteria
Students will compare and contrast the narrative quilts of two different cultures.	VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Students will study narrative quilts in groups. Each group will have 3 minutes to present their observations and learning. Students will work in pairs to produce compare/contrast index cards before class discussion.

Students will discuss the factors that influence the value we place on art.	VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.  VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	Students will write/create a journal entry about the way different art and artists are valued in our classroom, community, and their personal views.
Students will incorporate key elements of a story into a textile collage.	VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.	Students will produce a textile collage that develops 3+ elements of a story or message that are visible in the final product.
Students will conduct research to aid in thorough planning of final wall hanging.	VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.	Student incorporates learning from their independent research into wall hanging and final written artist's statement.
Students will thoughtfully create a recycled textile wall hanging that conveys a story using creative imagery and found objects.	VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.	Student incorporates at least 3 instances of symbolic imagery related to their story and at least 1 found object in textile wall piece.
Students will discuss their work with peers and will articulate the meaning and message behind their choices.	VA:Pr5.1.8a: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.	Students orally present their final textile in a gallery walk with prepared artist's statement.

## Unit Instruction

### Abbreviated Chart:

	Lesson Overview
Lesson 1	Discussion of narrative storytelling through quilts and textiles. Half of students: Study of African American quilt making and Stephen Towns's quilts.

	Other half: study of arpilleras. In groups, work with scrapbook paper to create collages inspired by their studies of African American quilts and arpilleras.
Lesson 2	Continue discussion of historically meaningful textile work. Specific study of Ed Johnetta Miller, Gee's Bend, NAMES project. Students continue scrapbook quilting, creating small collages inspired by one of the artists or topics we have studied so far.
Lesson 3	What makes art "art?" Assigning value to created objects. Domestic work vs. "fine art" in history. Discussion of art created by marginalized groups. Teaching: the importance of textiles in daily life. Introduction to sewing and textile work through miniature practice embroidery hoops.
Lesson 4	Teaching: texture in mixed media art. Artist exploration: Vanessa Barragão, Julie Peppito, Zvia Lipkin, Elnaz Yazdani. Continue practice hoops, "problem solving" techniques inspired by artists of study.
Lesson 5	Introduction to lesson: recycled textile wall hangings. Discussion of found objects. Visual Art Journal. Homework: Interview or do research
Lesson 6	Begin work on project. Day 1: Consider the background
Lesson 7	Continue work on project. Day 2: incorporating main shapes
Lesson 8	Continue work on project. Day 3: adding details
Lesson 9	Continue work on project. Day 4: finishing touches, work on artist's statement.
Lesson 10	As a class, we discuss the curation of our class gallery. Students hang their finished pieces and read their artist statements aloud.

**Day 1:****Lesson Title:** Introduction to Narrative Quilts**Objective(s) of the day:**

- Define narrative
- Observe, evaluate, and reflect upon narrative quilts of different cultures
- Create paper collages inspired by the narrative quilts of study

**Hook/Motivation (20 minutes):**

Teacher will:

- Project slide of side-by-side images of an African-American narrative quilt and an arpillera.
- Distribute index cards for prompt "What do you notice? What do you wonder?"
- Facilitate class discussion rooted in students' noticing and wondering written on index cards.
- Explain the launch of our study about narrative quilt making.

Students will:

- Study slide silently while writing on index card

- Participate in class discussion based on their noticing and wondering
- Join in group investigation of vocabulary words

**Demonstration (5 minutes):**

Teacher will:

- Assign students to groups
- Distribute and explain reflection worksheet
- Inspire group project by examples
- Focus on examples of paper collage
- Point out supplies and procedures for retrieving materials

**Transition (1 minute):** Students get in their groups.

**Engagement/Studio Practices (29 minutes):**

Teacher will:

- Monitor groups for on-task behavior
- Encourage deeper thinking by asking groups guiding questions
- Monitor time and direct students to change tasks or clean up at given time

Students will:

- Work in groups to study and discuss their arpillera/quilt
- Complete worksheet in groups
- Create a collage inspired by their quilt/arpillera as a group
- Deposit extra scraps of craft paper into the collection box, store their group collage on the drying rack, return glue sticks and scissors to basket in center of table, and pick up any paper scraps.

**Closure (5 minutes):**

Teacher will:

- Distribute Day 1 rubric for students to complete
- Thank students for their hard work
- Collect rubric and explain expectations for next class, when groups will continue their collages and study of narrative quilts and arpilleras

**Day 1: Materials for students**

- Index cards
- Scissors
- Glue
- Paper
- Pencils
- Markers

**Day 1: Resources for teaching**

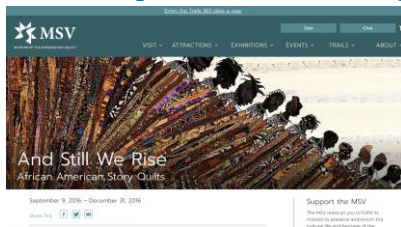
- Worksheet
- Rubric
- Prepared slide for Notice/Wonder activity

- <https://collections.mfa.org/objects/116166>
- <https://molaa.org/arpilleras-online-resistance>

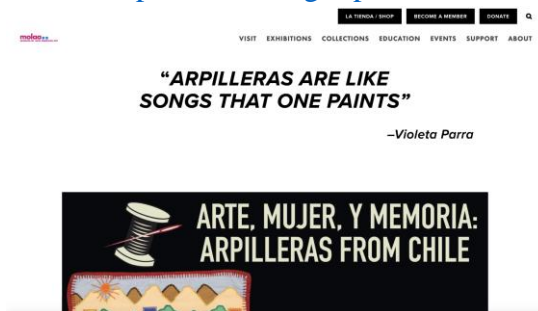


- Websites:

- <https://www.themsv.org/events/and-still-we-rise-african-american-story-quilts/>



- <https://molaa.org/arpilleras-online>



## Day 1: Formative (Informal) Assessment and data analysis

- What do you notice, what do you wonder index cards and slide
- Group reflection worksheet

### Day 1: Group Reflection Worksheet

As a group, study your selected quilt or arpillera. What do you notice? What do you wonder?

Use the following questions to guide your discussion. Use this space to jot down notes or ideas.

- Who or what is depicted in the work?
- Is there a narrative or story?
- Who do you think made this work? Conduct some research to learn more.
- What techniques did the artist use?
- What do you think the artist's message is? Does the work effectively relay this message?

- Reflection rubric

These assessments will be used to assess prior knowledge and check for understanding. Student feedback on rubric will influence progression of day 2 classwork.

## Day 2:

**Lesson Title:** Continuing Connections

**Objective(s) of the day:**

- Students will complete their collages in their groups
- Students will form connections between previous study and new artists

**Hook/Motivation (10 minutes):**

Teacher will:

- Welcome students to class and remind them of the work they started the previous class
- Instruct students to get back into their groups and finish up their collages from last class
- Direct students to Google Classroom post containing links to new artists of study (work of Ed Johnetta Miller, Gee's Bend, and/or the NAMES project.)

**Transition (1 minute):** Students get into groups.

**Engagement/Studio Practices (34 minutes):**

Teacher will:

- Monitor groups for on-task behavior
- Encourage deeper thinking by asking groups guiding questions
- Monitor time and direct students to change tasks or clean up at given time

Students will:

- Retrieve supplies from supply table and finish group collage
- Clean up: Deposit extra scraps of craft paper into the collection box, store their group collage on the drying rack, return glue sticks and scissors to basket in center of table, and pick up any paper scraps.
- Choose 1 or more connecting artist from Google Classroom links and study as a group. Each group chooses one student-representative to present the arpillera/quilt they studied and one student-representative to present their collage to the class.
- Present findings to class.

**Closure (15 minutes):**

Teacher will:

- Introduce chalkboard splash activity and distribute sticky notes to students
- Facilitate thinking and connections by encouraging students to elaborate
- Distribute daily rubric for students to complete
- Collect rubrics

Students will:

- Create 2+ sticky notes comparing/contrasting new artist of study with their group's arpillera or African-American quilt of study.
- Choose 1 student to read sticky notes and regroup based on common ideas.
- Complete daily exit rubric

### Day 2: Materials for students

- Paper
- Pencils
- Markers
- Scissors
- Glue
- Sticky Notes

### Day 2: Resources for teaching

- Google classroom links

#### Day 2: Google Classroom Post

This text will be copied and pasted into a post on Google Classroom.

Good morning students! Welcome to Day 2 of our unit on narrative quiltmaking. In your groups, please explore the following resources:

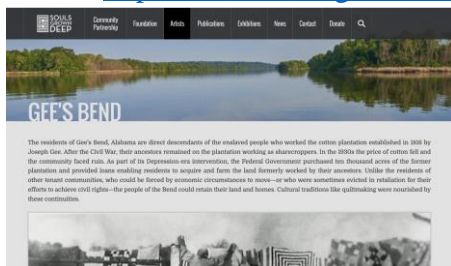
Gee's Bend: <https://www.soulsgrowndeep.org/gees-bend-quiltmakers>

Ed Johnetta Miller: <https://edjohnetta.com/>

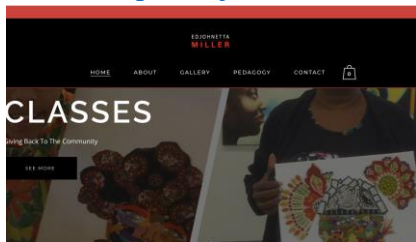
AIDS Memorial Quilt: <https://www.aidsmemorial.org/interactive-aids-quilt>

As a group, discuss the connections between at least one of these resources and your quilt or arpillera of study. How are they similar or different? Choose one representative to present your findings to the class.

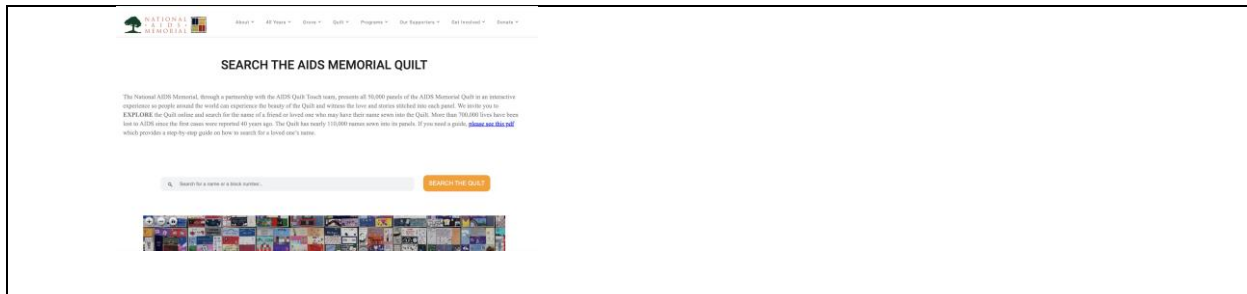
- <https://www.soulsgrowndeep.org/gees-bend-quiltmakers>



- <https://edjohnetta.com/>



- <https://www.aidsmemorial.org/interactive-aids-quilt>



### Day 2: Formative (Informal) Assessment and data analysis

Teacher will assess the Chalkboard splash and rubric for student comprehension and any areas of confusion. Teacher will make notes about concepts or studio practices that need more clarification. This information will guide teacher decision about impact progression of work on day 3.

### Day 3:

**Lesson Title:** What makes art “art?”

Objective(s) of the day:

- Students will explore the societal values we place on artists and art-making
- Students will practice fiber arts techniques using practice embroidery hoops inspired by Ed Johnetta Miller
- Students will participate in group discussion about how we decide what is and is not art
- Students will think about their own interactions with textiles

**Hook/Motivation (10 minutes):** Watch YouTube video: [What is Art?](#)



Class discussion:

Teacher will:

- Facilitate discussion by asking questions-- What makes art “art?” How do we decide?

Students will:

- Participate in discussion using information from the video and prior knowledge.

**Demonstration (5 minutes):**

Teacher will:

- Demonstrate how to place fabric in an embroidery hoop, how to sew a button, and basic running stitch technique.
- Explain that their embroidery hoops will be a way for them to get used to this new and unfamiliar material, practice, and even make up stitches of their own!

**Transition (15 minutes):**

Teacher will:

- Write prompt on the board: Think about the role textiles play in your life. What textiles are important to you? Which textiles do you use the most? How were these textiles created, or who made them? How did you come to have them?
- Distribute Quick Write Notecard

Students will:

- Silently and independently reflect on prompt and respond on their notecard.

**Engagement/Studio Practices (15 minutes):**

Teacher will:

- Walk around the classroom assisting with work and providing support if necessary
- Monitor time and direct students to change tasks or clean up at given time

Students will:

- Collect materials from materials table
- Begin working on their practice hoops using the skills demonstrated by teacher

**Closure (5 minutes):**

Teacher will:

- Inform students that it is time to clean up and remind them that they will have time to complete their hoops next class.

Students will:

- Clean up by putting their hoops in progress in class drawer, large scraps into collection bin, small scraps in recycle bag. Return scissors, glue, tools to materials table.

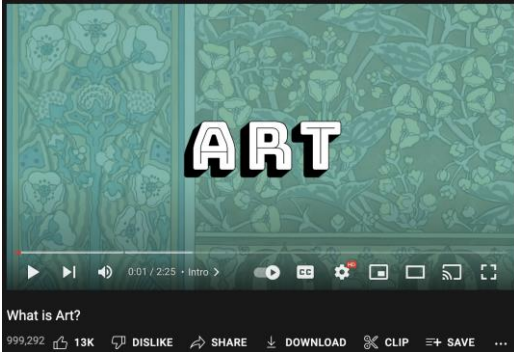
Day 3: Materials for students
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- |  |
|--|
| <ul style="list-style-type: none"> <li>• Fabric</li> <li>• Embroidery hoops</li> </ul> |
|--|

- Sewing needles
- Beads
- Buttons
- Wire

Day 3: Resources for teaching

<https://www.youtube.com/watch?v=QZQyV9BB50E>



Day 3: Formative (Informal) Assessment and data analysis

Quick write:

Think about the role textiles play in your life. What textiles are important to you? Which textiles do you use the most? How were these textiles created, or who made them? How did you come to have them?

Teacher reviews the notecard responses for student reflection, thinking, and comprehension. Data collected will be used to inform the progression of the following class and unit plan.

#### Day 4:

**Lesson Title:** Terrific Texture

**Objective(s) of the day:**

- Students will finish work on their practice embroidery hoops
- Students will incorporate at least 1 textural technique inspired by their artist of study

**Hook/Motivation (2 minutes):**

Teacher will:

- Prepare images of works of art by Vanessa Barragão, Julie Peppito, Zwia Lipkin, Elnaz Yazdani
- Print images and lay out on front table.
- Distribute quick write notecards

Students will:

- Select one image.

**Demonstration (6 minutes):**

Students will:

- Participate in quick write: What do you notice about the work? What is successful? What inspires you about it? How do you think the artist made it?

**Transition (2 minutes):**

Students will:

- Collect embroidery hoops from class drawer and desired supplies from materials table

**Engagement/Studio Practices (30 minutes):**

Students will:

- Continue to work on and complete practice hoops.

Teacher will:

- Walk around the classroom assisting with work and providing support if necessary
- Monitor time and direct students to change tasks or clean up at given time

**Closure (10 minutes):**

Teacher will:

- Facilitate class reflection. Instruct students place their hoop at their seat and then walk three seats to the left of them.
- Invite students to share the parts of the piece in front of them that they feel are the most successful.
- Distribute exit ticket rubric

Students will:

- Participate in class reflection by sharing their observations about their peer's work
- Complete exit ticket rubric

<p>Day 4: Materials for students</p> <ul style="list-style-type: none"> <li>• Embroidery hoops</li> <li>• Fabric</li> <li>• Thread</li> <li>• Beads</li> <li>• Buttons</li> <li>• Wire</li> <li>• Yarn</li> </ul>
<p>Day 4: Resources for teaching</p> <ul style="list-style-type: none"> <li>• Printed out works of:                             <ul style="list-style-type: none"> <li>○ Vanessa Barragão</li> </ul> </li> </ul>



○ Julie Peppito



○ Zvia Lipkin



○ Elnaz Yazdani



Day 4: Formative (Informal) Assessment and data analysis

Quick Write: What do you notice about the work? What is successful? What inspires you about it? How do you think the artist made it?

Teacher reviews the notecard responses for student reflection, thinking, and comprehension.

Data collected will be used to inform the progression of the following class and unit plan.

Teacher will assess the rubric for student comprehension and any areas of confusion. Teacher will make notes about concepts or studio practices that need more clarification. This information will guide teacher decision about progression of work on day 5.

### **Day 5:**

**Lesson Title:** Introduction to Final Project

**Objective(s) of the day:**

- Students will grasp the tasks involved in final project
- Students will create interview questions

**Hook/Motivation (15 minutes):**

Teacher will:

- Introduce final cumulative project.
- Present slides refreshing students on learning and work done so far
- Introduce benchmark products
- Explain that students will be creating narrative wall hangings to tell a story from an adult in their life.

**Engagement/Studio Practices (25 minutes):**

Teacher will:

- Instruct students to collect Visual Art Journals from shelf
- Write prompt on board: “Think of the adult in your life you would like to interview. What do you know about them? What reminds you of them? What memories do you share? What do you admire about them?”
- Instruct students to create a visual art journal page based on these reflections. While students work, encourage them to think about potential interview questions to ask their adult.
- Walk around the room encouraging students to continue new techniques
- Monitor time and student participation

Students will:

- Collect journals and desired supplies from materials table
- Create visual art journal page based on reflection on prompting questions
- Clean up by returning materials to materials table, laying journals flat on drying racks, washing any brushes used, and wiping down tables.

**Closure (25 minutes):**

Teacher will:

- Ask students: What do you want to know about your subject? What makes a quality interview question?
- Distribute index cards
- Facilitate and guide discussion. After student shares a question, “raise your hand if you thought of a similar question.”

- Record questions on class document in Google Classroom, projected on the board so students can see and follow along.
- Thank students for their active participation
- Explain homework: students will need to interview their adult before our next class (at least 1 week). This would ideally be done in person but could also be done over the phone or over email. Explain the importance of thorough note-taking during the interview process—this will provide the basis for the entire final project! Encourage students to record the interview if possible.

Students will:

- 3-minute brainstorm: record ideas for questions on index card
- Participate in discussion
- Pick 5 questions from class list on Google Classroom
- Create at least 2 specific interview questions for their adult
- Respond to main Google Classroom post with their list of interview questions (5 class, 2+ independent)

#### Day 5: Materials for students

- Visual art journals
- Tempera paint
- Markers
- Colored pencils
- Brushes
- Glue
- Decorative and patterned papers
- Embroidery thread and needles
- Scissors

#### Day 5: Resources for teaching

- “What we’ve learned so far” reminder slide

Day 5: What have we learned so far?



- Brainstorming index cards

#### Day 5: Formative (Informal) Assessment and data analysis

Teacher will evaluate students' brainstorming index card, visual art journals, and Google Classroom comment for comprehension, new learning, and participation. This data will be used to ensure students understand the interview process and are ready to continue with work on day 6.

## **Day 6:**

**Lesson Title:** Consider the Background

### **Objective(s) of the day:**

- Students will sketch a draft of their final project
- Students will explain the narrative behind their project and visual choices
- Students will begin working on their projects
- Students will complete the background of their wall hanging

### **Hook/Motivation (10 minutes):**

Teacher will:

- Open class by asking students how the interview process went
- Encourage students to share their reflections, ideas, and thoughts—did anyone learn anything new or surprising about their subject?

Students will:

- Actively participate in class discussion

### **Demonstration (5 minutes):**

Teacher will:

- Remind students about the texture and qualities of fabric through demonstration
- Remind students about connections between quilting and collage
- Emphasize the importance of layering. We will start with the background and move up in layers to create details and depth.
- Demonstrate the basics of creating the background.
- Explain that students will create a rough draft sketch of their project using 12x12 paper. They will get this sketch approved before beginning work in fabric.

### **Transition (1 minute):**

Students will:

- Collect 12x12 paper and pencil from materials table.

### **Engagement/Studio Practices (35 minutes):**

Students will:

- Sketch draft of project and get approval from teacher.
- Begin crafting their background as demonstrated

Teacher will:

- Move about the classroom, providing guidance and feedback when necessary.
- Monitor student engagement and time

- Approve rough draft sketches, asking questions (“This area looks very detailed. How will you create it?”)

**Closure (5 minutes):**

Teacher will:

- Announce that it is time to clean up
- Distribute daily exit ticket rubric

Students will:

- Clean up the classroom: Large scraps to collection bin, small scraps to recycle bag. Paper and works in progress to student folder in class drawer. Materials returned to materials table. Tables wiped down if necessary.
- Complete exit ticket and return to teacher

<p>Day 6: Materials for students</p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils</li> <li>• Fabric scissors</li> <li>• Fabric</li> <li>• Upholstery samples</li> <li>• Fabric glue</li> <li>• Embroidery thread</li> <li>• Sewing needles</li> <li>• Acrylic paint</li> <li>• Paintbrushes</li> </ul>
<p>Day 6: Resources for teaching</p> <p>Active work day; no new resources.</p>
<p>Day 6: Formative (Informal) Assessment and data analysis</p> <p>Daily check-in rubric. This rubric will be assessed to determine student progress and inform teacher about points of confusion, to be addressed next class.</p>

**Day 7:**

**Lesson Title:** Incorporating Main Shapes

**Objective(s) of the day:**

- Students will begin to incorporate the main narrative elements into their wall hanging
- Students will demonstrate good craftsmanship with well-secured, neat pieces.

**Hook/Motivation (5 minutes):**

Teacher will:

- Welcome students to class.
- Explain that now that the backgrounds are done, students can begin working on incorporating the main elements and shapes of their story
- Encourage students to work on main shapes, saving details for next class.

- Remind students to incorporate at least 1 found object into their project at this point.
- Introduce concept and vocabulary word “juxtaposition” in color, concepts, textures

**Demonstration:**

Active work day.

Teacher will:

- Point out completion checklists on worktables. Remind students to check their progress and accomplishments using the checklists.

**Transition (2 minutes):**

Students will:

- Gather work from student folders in class drawer
- Gather supplies from materials table

Teacher will:

- Turn on quiet background music

**Engagement/Studio Practices (48 minutes):**

Teacher will:

- Move around the classroom providing feedback and guidance when needed
- Monitor time and student progress and participation

Students will:

- Work on finishing background, introducing main shapes.
- Maintain tidy workspace and good studio practices (prior knowledge: art room expectations)
- Ask questions to clarify points of confusion

**Closure (5 minutes):**

Teacher will:

- Announce that it is time to clean up
- Distribute exit ticket rubric

Students will:

- Clean up: Large scraps to collection bin, small scraps to recycle bag. Paper and works in progress to student folder in class drawer. Materials returned to materials table. Tables wiped down if necessary.
- Complete exit ticket rubric and return to teacher

Day 7: Materials for students

- Paper
- Pencils
- Fabric scissors
- Fabric
- Upholstery samples

- Fabric glue
- Embroidery thread
- Sewing needles
- Acrylic paint
- Paintbrushes

#### Day 7: Resources for teaching

- Completion checklist

##### Day 7: Completion Checklist

Use this checklist to check your progress and manage your time as you continue working on your narrative wall hanging during today's class.

- The main components of my background are complete.
- I have begun to attach my main shapes to my work.
- My work is neat and shows good craftsmanship.
  - Do I have frayed edges?
  - Am I using different methods of attachment?
  - Have I explored different stitches and sewing techniques?
- I have incorporated at least one found object.
- I can notice and describe juxtaposition in my piece.

If you finish early, or want to plan for next class:

- I have incorporated details to help make my narrative clear and compelling.
- I have used wire, buttons, embroidery, beads, paint, or other detail techniques to add PIZZAZZ!

#### Day 7: Formative (Informal) Assessment and data analysis

Daily check-in rubric. This rubric will be assessed to determine student progress and inform teacher about points of confusion, to be addressed next class.

### Day 8:

**Lesson Title:** Adding Details

#### **Objective(s) of the day:**

- Students will add details to their work
- Students will complete their wall hangings, with only finishing work needed for next class.

#### **Hook/Motivation (3 minutes):**

Teacher will:

- Welcome students to class and instruct them to collect their works in progress

Students will:

- Collect work from folders in class drawer before returning to their seat.

#### **Demonstration (7 minutes):**

Teacher will:

- Walk students through some of the ways to add detail to work
- Encourage use of beads, embroidery thread, and found objects. Paint can be used if desired.

#### **Transition (1 minute):**

Students will:

- Collect desired materials from materials table.

#### **Engagement/Studio Practices (45 minutes):**

Students will:

- Continue work on wall-hangings, adding details and adornments
- Ask questions and respond to inquiry from teacher and peers

Teacher will:

- Turn on quiet background music
- Move around the classroom providing feedback and guidance when needed
- Monitor time and student progress and participation

**Closure (5 minutes):**

Teacher will:

- Announce that it is time to clean up
- Distribute exit ticket rubric

Students will:

- Clean up: Large scraps to collection bin, small scraps to recycle bag. Paper and works in progress to student folder in class drawer. Materials returned to materials table. Tables wiped down if necessary.
- Complete exit ticket rubric and return to teacher

**Day 8: Materials for students**

- Paper
- Pencils
- Fabric scissors
- Fabric
- Upholstery samples
- Fabric glue
- Embroidery thread
- Sewing needles
- Acrylic paint
- Paintbrushes
- Beads
- Wire
- Yarn

**Day 8: Resources for teaching**

Active work day; no new resources

**Day 8: Formative (Informal) Assessment and data analysis**

Daily check-in rubric. This rubric will be assessed to determine student progress and inform teacher about points of confusion, to be addressed next class.

**Day 9:**

**Lesson Title:** Finishing touches

**Objective(s) of the day:**

- Students will finish their work and prepare it for display
- Students will understand the importance of good craftsmanship in finishing work
- Students will begin working on artist's statement to finish for homework if unable to finish in class

**Hook/Motivation (1 minutes):**

Teacher will:

- Welcome students to class.

**Demonstration (5 minutes):**

Teacher will:

- Demonstrate how to hem the edges of the wall hanging and attach a string at two upper corners so that the hanging can be hung on the wall.

**Transition (2 minutes):**

Students will:

- Collect necessary supplies and return to seats.

**Engagement/Studio Practices (25 minutes):**

Students will:

- Work to hem their pieces, add finishing touches, and prepare work for hanging
- Clean up: Return any materials and tools to materials table, dispose of any unwanted scraps, and wipe down table if necessary.

**Closure (27 minutes):**

Teacher will:

- Explain components and expectations for a successful artist's statement
- Project assignment handout (Artist's Statement Brainstorm) from Google Classroom on the board.
- Walk around the classroom offering guidance when necessary
- Photograph finished pieces for printing; printed image to be included in thank you card to interviewee
- Distribute exit ticket rubric
- Remind students that artist's statements will be printed the day before next class—be sure to have your statement submitted by the due date!

Students will:

- Begin writing artist's statements on Chromebooks.
- 5 minutes before the end of the period, students log off and neatly return Chromebooks to Chromecart.
- Complete exit ticket rubric

**Day 9: Materials for students**

- Needle
- Thread
- Glue

- Clothespins
- Yarn
- Buttons

### Day 9: Resources for teaching

- Artist's statement brainstorm worksheet

#### Day 9: Artist's Statement Brainstorm

An artist's statement provides an opportunity for an artist to share important information about their piece, such as their creative process, subject, method, and inspiration.

Here are some prompts to get you started! Feel free to discuss anything else you feel is important.

- Who did you interview, and which of their stories did you depict in your work?
- What were your takeaways from the interview process? Did anything surprise you?
- Describe your creative process. What was challenging? What problems arose, and how did you solve them?
- What aspects of your piece are the most successful?
- Would you change anything if you could do this project over again?
- How does your work relate to our study of the history and culture of narrative quiltmaking?

Your statement should be about one 1.5-spaced page in length.

### Day 9: Formative (Informal) Assessment and data analysis

Daily exit ticket: This will be assessed to determine student confidence and progress with finishing their work and completing the artist's statement. This will impact the progression to day 10 of the unit.

## Day 10:

### Lesson Title: Creating a Gallery

#### Objective(s) of the day:

- Students will work collaboratively to make a class gallery of their finished pieces
- Students will read their artist's statements aloud and receive/ give feedback to peers

#### Hook/Motivation (15 minutes):

Teacher will:

- Distribute printed artist's statement and printed image of work to students
- Distribute cardstock and demonstrate how to fold the cardstock to fit into a standard greeting card envelope
- Explain that we will be writing thank you notes to our interviewees to thank them for participating in our art-making process

Students will:

- Create a decorative thank you card
- Write a short message thanking their interviewee for their participation
- Place card in envelope, address with interviewee's name, and place in backpacks to give to interviewee

#### Demonstration (3 minutes):

Teacher will:

- Introduce gallery activity. Roles (recorder, movers, curator) will be explained. Seeds for thought (organize by group? Include mini-projects to show progress? Everyone hang up their piece and then move around as a group?) will be given.
- Explain that this process must be democratic but the artist has final say.
- Give examples of helpful and appropriate feedback.

**Transition (1 minute):**

Students will:

- Gather around gallery wall

Teacher will:

- Stand behind group

**Engagement/Studio Practices (15 minutes):**

Students will:

- Work democratically to cultivate the gallery based on their decided strategy until everyone agrees on the layout.

Teacher will:

- Offer minimal support if necessary; should be a primarily student-run activity

**Closure (26 minutes):**

Students will:

- Read their artist's statements aloud based on order decided in the gallery.
- After each student reads their statement, peers write their responses on a sticky note to be returned to peer at end of class
- Complete self-grading column of double-sided rubric and exit ticket

Teacher will:

- Facilitate presentations by reminding students whose turn it is and who is going next.
- Distribute rubrics and instruct students to complete self-grading column

Day 10: Materials for students
<ul style="list-style-type: none"> <li>• Cardstock</li> <li>• Markers</li> <li>• Colored pencils</li> <li>• Greeting card envelopes</li> <li>• Command hooks</li> <li>• Sticky notes</li> </ul>
Day 10: Resources for teaching
<ul style="list-style-type: none"> <li>• Student projects</li> <li>• Rubrics</li> </ul>
Day 10: Formative (Informal) Assessment and data analysis

Teacher will assess peer feedback sticky notes, the daily exit ticket rubric, final self-graded rubric, and student participation in gallery activity to gauge student understanding.

For final rubric: see “assessments” section.

## Assessments

### Tools and practices for providing feedback to students:

- Daily exit ticket gives students the opportunity to assess their work in progress and ask questions. The previous day’s exit ticket is returned at the beginning of class with teacher feedback. This allows for open communication and provides a basis for teacher to assess student progress.
- Teacher walks around classroom during work time to provide feedback, encouragement, and to help troubleshoot.
- Final reflection rubric and written artist’s statement is returned to student at end of unit
- Teacher provides feedback by engaging in class discussions

### Formative Assessments

#### Day 1:

Teacher evaluates student participation in class discussion, both verbally and through written index card responses, for data regarding student comprehension, learning, and prior knowledge about unit topic. Students complete self-check rubric.

Day 1	
4	My group has agreed on a topic and design for our paper collage. We have begun cutting our design out of paper. I feel confident in our analysis of our quilt/arpillera of study.
3	My group is working on designing our paper collage, but we have not started creating our collage yet. I feel pretty good about our analysis of the arpillera/quilt.
2	My group has not started designing our paper collage. We are still working on analyzing our quilt/arpillera.
1	I am confused! My group is having trouble understanding our quilt/arpillera. We need more instruction and guidance!

#### Day 2:

Teacher evaluates student participation in compare/contrast Chalkboard Splash activity. Student fills out daily exit ticket.

#### Day 2

Concerns: Areas Needing Work	Criteria: Standards for Performance	Advanced: Evidence of Exceeding Standards
	As a group, students create a narrative collage inspired by their quilts of study.	
	During class discussion, student creates at least 2 compare/contrast sticky notes about their quilt/arpillera of study and the work of Ed Johnetta Miller, Gee’s Bend, and/or the NAMES project.	
Do you have any questions, concerns, or confusion about narrative textiles or the work we did today? If not, what are you excited about in this project? What did you learn today?		
Teacher Feedback:		

**Day 3:**

Quick Write Notecard: Think about the role textiles play in your life. What textiles are important to you? Which textiles do you use the most? How were these textiles created, or who made them? How did you come to have them?

Teacher evaluates notecard responses for student reflection, thinking, and comprehension.

**Day 4:**

Index card quick-write. Reflect on one of the artists we studied in class today. Which is the most successful or impactful? Why? Teacher evaluates student comments and participation to gauge learning and understanding. Students complete Check-in Rubric.

Student Score (YES OR NO)	Practice Hoop	Teacher Score (YES OR NO)
	I feel confident cutting fabric into detailed shapes and attaching it to my background fabric using at least 2 different methods.	
	I showed at least 3 different stitches or methods of creating texture in my hoop.	

	I attached at least 1 button and 1 found object.	
	All my materials are solidly attached with no loose edges or wiggly objects.	

**Day 5:**

As a class, we will brainstorm interview questions. 3-minute free write/brainstorm interview questions. As a class, share a question, then raise your hand if you had a similar question. Teacher writes questions on board. Repeat. Once we have the class list, each student picks 5 questions and writes 2 of their own that are personal to their interviewee. Teacher evaluates these questions.

**Day 6:**

During work days, daily check-in rubrics will serve as formative assessments. These rubrics will be assessed to determine the progression and pace of the unit.

Student Score (YES OR NO)	Narrative Wall Hanging	Teacher Score (YES OR NO)
	I have sketched my draft and gotten approval to begin construction.	
	I am almost or completely done crafting my background. I started with the farthest layer and worked my way up.	
	There are no lifting edges in my piece. Every piece of fabric is completely attached.	

**Day 7:**

During work days, daily check-in rubrics will serve as formative assessments. These rubrics will be assessed to determine the progression and pace of the unit.

Student Score (YES OR NO)	Narrative Wall Hanging	Teacher Score (YES OR NO)
	I have carefully incorporated the main shapes into my piece.	
	I have a plan for adding details and at least 1 found object into my piece. I feel ready to move on to detail work next class.	
	There are no lifting edges in my piece. Every piece of fabric is completely attached.	

**Day 8:**

During work days, daily check-in rubrics will serve as formative assessments. These rubrics will be assessed to determine the progression and pace of the unit.

Student Score (YES OR NO)	Narrative Wall Hanging	Teacher Score (YES OR NO)
	I have incorporated all the details into my piece. I feel ready to add finishing touches next class.	
	My piece looks cohesive. I incorporated all the elements I planned in my sketch, including at least 1 found object.	
	There is a clear narrative/story present in my piece.	
	There are no lifting edges in my piece. Every piece of fabric is completely attached.	

**Day 9:**

As a class, we will discuss the parameters of the Artist's Statement. Students will finish their pieces and begin to draft their Artist's Statements, which will be due at the start of next class.

Student Score (YES OR NO)	Artist's Statement	Teacher Score (YES OR NO)
	My project is completely done! Woo Hoo! :)	
	I have completed the Artist's Statement Brainstorm Worksheet.	
	I have begun drafting my Artist's Statement and will have it completed for next class.	

**Day 10:**

The following self-report rubric will be assessed to determine participation, student comfort with class-led activities, and success of the gallery cultivation activity.

Circle	When we created our Class Gallery, my peers and I...
4	Worked collaboratively to create our gallery. All opinions, voices, and ideas were heard and respected.
3	Worked somewhat collaboratively to create our gallery. Some opinions/voices/ideas were heard but not respected by the group. Some opinions/voices/ideas were heard and respected more than others.

2	Did not discuss or agree on placement within the gallery. Placement was somewhat random or decided by one or two people.
1	Did not collaborate. Pieces were placed by creators alone.

### Summative Assessments

#### Final Rubric 1: Artist's Statement

	Developing	Achieved	Exceeding	Student Score and Comments	Teacher Score and Comments
Writing Conventions	Statement is confusing or contains many grammatical errors.	Statement is clear, well-written, and free of grammatical errors.	Statement is engaging, creative, vivid, and a joy to read!		
Content: Story	The story is unclear, confusing, or not explained.	Student explains the story behind their narrative quilt.	Student vividly retells the story depicted in their narrative quilt including details.		
Content: Process	Student does not explain their interview process or creative process.	Student explains the process of deciding how to depict their interviewee's story. Student explains their process in creating their final project.	Student expertly recounts their interview and creative processes with details and thorough reflection.		

Content: Connections	Student's explanation of historical connections is unclear. Vocabulary words are used sparingly and/or incorrectly.	Student explains the connections between their piece and the historical quilts we studied in class using at least 2 vocab words.	Student explains the connections between their piece and the quilts we studied, defining inspiration, techniques, and historical relevance using 3+ vocab words.		
Content: Reflection	Reflection on learning or work is not thorough or missing entirely.	Student reflects on their learning and work during this unit.	Student thoroughly reflects on their learning and main take-aways from this unit. Clear thought and personal reflection is evident.		

Final Rubric 2: Final Project

	Developing	Standard	Exceeding	Student Score and Comments	Teacher Score and Comments
Craftsmanship	Project looks rushed, poorly crafted, or poorly planned. Fabric is cut poorly.	Project is well-crafted with few loose or poorly attached areas. Fabric is cut carefully.	Project is beautifully crafted with no loose or poorly attached areas.		
Details and Found Object	Details are rare or absent. Found object is absent or	Detail work using yarn, thread, beads, buttons, and/or embroidery	Piece is exceptionally detailed. Detail work is thorough and carefully		

	poorly incorporated into final design.	techniques is evident. At least 1 found object is skillfully incorporated.	crafted. Found object(s) are cohesive and creatively incorporated.		
Narrative	Narrative is unclear or absent. Imagery is irrelevant to basic story.	A clear narrative is presented. Viewer understands the basic story or main ideas. Imagery is engaging.	Narrative is clear, engaging, and captivating. Imagery is visually impactful. Viewer is left with a clear understanding of the quilt's message.		
Sewing	Glue is used excessively, with no mechanical means of attachment present.	Glue is used sparingly, with most pieces being attached with mechanical means (needle and thread).	Only a few pieces are glued. Sewing is neat and intentional. Multiple types of stitching are used.		
Finishing	Edges are unfinished or rough.	Edges are properly hemmed and appear neat.	Edges are properly hemmed, appear neat, and student has incorporated edges into the rest of the piece using detail work.		