

Community Quilt
Social Studies and Language Arts
Grade 2
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OBJECTIVES:

1. The students will use what they have learned about the community to create a quilt.
2. The students will use complete sentences to explain their piece of the community quilt.
3. The students will use oral language skills to tell their caption for their piece of the quilt.

BENCHMARKS:

ISTE National Educational Technology Standards for Students

Prior to completion of Grade 2, students will:

- Use a variety of media and technology resources for directed and independent learning activities. (*Basic operations and concepts, Technology productivity tools*)
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (*Social, ethical, and human issues*)
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (*Technology productivity tools*)

Michigan Technology Standards

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

Benchmark (Early Elementary) 1: Input and retrieve information from a technological system (including the practice of word processing skills).
(Communication)

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

Benchmark (Early Elementary) 2: Use a variety of technologies to express ideas (voice, data, video, graphics, etc). (Creative Expression)

Benchmark (Early Elementary) 4: Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc). (Decision – Making / Critical Thinking)

Michigan Social Studies Standards

Content Standard 2.3: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.

Benchmark (Early Elementary) 1: Identify locations of significance in their immediate environment and explain reasons for their location.

Benchmark (Early Elementary) 2: Identify people and places in other locations and explain their importance to the community.

Content Standard 5.1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Benchmark (Early Elementary) 2: Acquire information from observation of the local environment.

Benchmark (Early Elementary) 3: Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.

Michigan Language Arts Standards

Content Standard 1.2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions. (Meaning and Communication)

Benchmark (Early Elementary) 1: Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions and letters.

Benchmark (Early Elementary) 2: Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety and genre.

Benchmark (Early Elementary) 4: Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters and periods.

Content Standard 1.3: All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts. (Meaning and Communication)

Benchmark (Early Elementary) 1: Integrate listening, speaking, viewing, reading and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.

Benchmark (Early Elementary) 4: Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning.

Benchmark (Early Elementary) 7: Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations.

MOTIVATION:

What student interests provide the basis for this lesson?

The students have already studied the people who work in their community, taken trips in their immediate and extended community, and have been learning about important parts of their community. Now the students will draw a picture about something or someone in their community as a way to help show how a community is made up of different people, places and things, just like a quilt is made up of different pieces of material and fabric.

How do you engage students in this activity?

The students come up with their own idea of what to draw. They can draw about what their mom or dad does in the community, their favorite store, and so on, and then write about why it is important and how it helps others in the community. Once they have drawn a picture and written down its importance, the pictures and captions will be made into a paper quilt, a Techno Book and a PowerPoint presentation for the class web page.

MATERIALS:

- book: Polacco, Patricia. *The Patchwork Quilt*
- white construction paper
- crayons and black permanent markers
- lined paper and pencils
- computers with Microsoft Word software
- digital camera with 3 ½" disks
- Microsoft PowerPoint
- black roll paper
- color printer
- overhead machine

PROCEDURE:

NOTE: Much of this project requires adult preparation. Plan accordingly, or ask for a parent volunteer to help out. This project will also take many weeks to complete. Some of the drawing and coloring and writing can be done during center activities.

1. With the students sitting at their desks, ask them to take out the community web that was made that talks about all the different people, places and things that help to make up a community.
2. Tell the students that today, we are going to start making a quilt. This quilt is different because instead of using material and fabric and thread to put it together, we are using paper, markers and glue. Using the overhead machine, have the students think for a moment about something that they would like to draw that is part of our community. Everyone will get to draw something, and everyone's picture will be different; no two people will draw about the same thing. Go around the room, and have the students say what they are going to draw.

Make sure to write it down so that all the students can see, and so that nothing gets duplicated.

3. Once everyone has an idea, give him or her a piece of white construction paper and have them take out a pencil. First, they are going to pencil draw their picture, that way they won't have to worry about making a mistake with the crayons or markers.
4. The next step for the students is to trace their pencil drawing in black marker. This will help make things stand out. Everything should be traced over with the black marker. Once the tracing is finished, the students can use crayons to color in their picture.
5. Once the pictures are colored in, the students will take writing paper and write out why their community worker or place is important. Have them do their best spelling words and writing complete, detailed sentences. As the students are writing, take pictures of their drawings with the digital camera.
6. After school or with the help from a volunteer, import the pictures into Microsoft PowerPoint. The pictures might have to be re-sized and cropped in order for them to fit on the slide. Each picture will have its own slide. Save the slide show onto the hard drive.
7. Once the students have written out their sentences, help them to proof read: are there capital letters and periods in the sentences? Do the sentences make sense? Are the sentences about the picture the student drew? Are the words spelled correctly? Help the students fix their errors. They may now go into Microsoft Word and type in what they have written. Have them type their name in at the end of the paragraph. Save what they wrote onto their disk.
8. Again, after school or with help from a volunteer, copy what the students wrote and paste it into the slide show under each appropriate picture. Make sure to include the student's name on the slide. Save the slide show.
9. Once the slide show is finished, print out two copies of the individual slides: one in color for the paper quilt, and one in black and white for the students to use when reciting their paragraph for the digital camera.
10. The students can help glue their slides onto colored construction paper. Then help them to lay out where each picture goes, and one by one, glue the matted slides onto a large piece of black roll paper. The size of your quilt will vary depending on how many students you have. If you do not have a square number of students, such as 20 or 25, some of the empty spaces in the quilt can be filled in with, the name of the teachers, what grade, the school, the name of the community, the people in our community (use the people the students drew), places in our community (use places the students drew), and so on. A title for the quilt can be cut out letters using colored construction paper.
11. To help the paper quilt look like an actual quilt, enlist the help of a few students to draw stitches on the letters and pictures, so that it looks as if everything was actually sewn on. Once the paper quilt is finished, hang it in the hallway where everyone can see it.

12. To make a Techno Book, print out another copy of the slide show in color, glue them to colored construction paper, laminate the pages and bind the pages together. Have a student create a cover for the book.

TOOLS AND RESOURCES:

(Include all Web sites and specific software)

- digital camera and 3 ½" disks
- Microsoft Word
- Microsoft PowerPoint
- color printer
- overhead machine

ASSESSMENT of LEARNING:

The students will be able to talk about their community worker or place in the community and why it is important. The students will also be able to talk about how a community is like a quilt: different people, places and things help make up a community and help to make it unique.

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