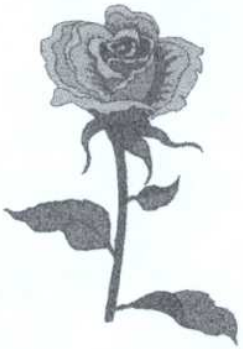

COURAGE TO CARE QUILT PROJECT

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COURAGE TO CARE QUILT PROJECT

Introduction

Rationale:

Throughout our history, we have been inspired by the courage of individuals who have made a difference. The "Courage to Care" Quilt Project is dedicated to recognizing the ideas, inventions, innovations, and ideals of those whose courage has shaped our world in significant, positive ways through their tenacity, vision, and courage.

Using this Idea Packet:

The "Courage to Care" Quilt Project can be adapted to any population of students, grades K-12, depending upon the quilt's focus. It can be used as:

- an individual classroom project
- a bridge between various grade levels in a TEAM situation
- a school- wide project
- a project involving any number of schools
- a project to connect school and community

The "Courage to Care" Quilt can be used as a culminating activity following the study of a myriad of curriculum related subjects. It can honor individuals in a specific field or those who lived during a specific time period or it can be generic in nature to honor the contributions of any individuals who, from the beginning of time, have dedicated their lives to helping others. Quilts can, for example, be based on any of the following:

- national/international leaders in various fields of endeavor such as business, exploration, government, the humanities, mathematics, medicine, science, sports, technology, etc.
- community heroes
- women of the world
- freedom fighters
- Holocaust (rescuers and resistance fighters)

This Idea Packet is divided into three main sections:

Part I: Biography: Making a Difference includes three "mini units" which are dedicated to specific areas and can be adapted to most classroom settings, grade 5 and up. "Women of the World," "Freedom Fighters," and "The Holocaust: Rescue and Resistance." These mini-units will provide a framework of study of individuals who have made a difference. Furthermore, they will provide the classroom teachers with a myriad of ideas and activities to help in the exploration of any individuals who have had the "courage to care."

Part II: Creating the "Courage to Care" Quilt includes lesson plans to guide students as they move through each step in the process of creating the quilt.

Part III: Biographies and Autobiographies involves students in two special projects to extend their learning. First, students will create a Biographical Anthology based on the individuals honored in the quilt. Further lessons inspire students to see themselves as tomorrow's leaders and create an autobiographical project in which each has demonstrated "the courage to care."

Goals and Objectives:

On completion of the "Courage to Care" Quilt Project, students will:

1. identify many of the men and women in our history, in various fields of endeavor, who have made a difference.

2. describe the debt we owe to those throughout history who have dedicated their lives to helping others.

3. analyze the way in which obstacles are often overcome to create change.

4. envision themselves as leaders of tomorrow.

Sunshine State Objectives: The following objectives are covered as students are involved in a study of individuals who have made a difference:

Social Studies:

Strand A	Time, Continuity, and Change (History)
Standard 1.	The student understands historical chronology and the historical perspective
Standard 2.	The student understands the world from its beginning to the time of the Renaissance (in terms of individual accomplishments)
Standard 3.	The student understands Western and Eastern civilizations since the Renaissance (in terms of individual accomplishments).
Strand B	People, Places, and Environments (Geography)
Standard 2.	The student understands the interactions of people and the physical environment.

Language Arts:

Strand A	Reading
Standard 2.	The student constructs meaning from a wide range of texts
Strand B	Writing
Standard 2.	The student writes to communicate ideas and information effectively
Strand C	Listening, Viewing, and Speaking
Standard 1.	The student uses listening strategies effectively
Standard 2.	The student uses viewing strategies effectively
Standard 3.	The student uses speaking strategies effectively
Strand E	Literature
Standard 2	The student responds critically to nonfiction.

Course Outline

This course outline reflects the steps in creating the "Courage to Care Quilt." Lesson plans describe how each step is accomplished. Additional plans focus on a study of "Women of the World," "Freedom Fighters," and "The Holocaust" as a basis for a "Courage to Care" Quilt to foster students' awareness of the tremendous impact individuals have made in each of these three unique areas.

The time frame for each lesson will vary significantly depending upon the depth of students involvement.

Part 1: **Biography: Making a Difference**
Women of the World
Freedom Fighters
Holocaust: Rescue and Resistance

Part II. **Creating the "Courage to Care" Quilt Project**

Lesson 1: Introducing the Project

Lesson 2: Research Highlights

Lesson 3: Selecting the Subject

Lesson 4: Planning the Quilt Square

Lesson 5: Creating the Quilt Square and Putting it All Together

Part III. **Biographies and Autobiographies**

Lesson 6: Creating Biographical Anthologies

Lesson 7: Tomorrow's Leaders: A Visualization Activity

Lesson Plans

Part I: Biography: Making a Difference

Despite hardships and obstacles, each individual has the potential to make positive contributions. The mini-units that follow will involve students, grades 5 and up, in learning about those heroes and heroines who have earned a place in history because of their dedication and determination.

Women of the World

(Note: The following mini-unit is reprinted with permission from the publisher: Meinbach, Fredericks, and Rothlein. *The Complete Guide to Thematic Units: Creating the Integrated Curriculum.* (2000). Norwood, MA.: Christopher Gordon Publishers.)

Historically, in most societies, women were seen as the caretakers, assigned to tend to the family and the home. For centuries their role as the "weaker" sex was accepted and women had few choices and fewer chances of making a difference outside of the home. However, since the beginning of time, there have been women who challenged society, and have against all odds, made their way in a male dominated world to make a difference. This unit honors these women and their accomplishments, and explores the ways in which each sought to create their own destinies.

Activities:

1. Using sources such as *Great Women Through the Ages* (Hazell, 1996), have students explore the contributions of women throughout the course of history and the various obstacles they have had to overcome in terms of gender. Students can create a visual map of the changing times by illustrating each woman's contributions and the dates.

2. Have students access one of the following web sites or others they find related to women who have made a difference. Have them create a display that reflects some of their most important findings:

http://www.netsrq.com/~dbois/index.html
(This is a biographical dictionary of notable women past and present)

http://www.gale.com/cwh/cwhset.html
(Celebrates women's history with bios of more than 60 women past and present. Also includes a timeline of significant events in women's history, activities, and more.)

3. Create lists of areas of endeavor such as: sports, science, medicine, art, literature, music, environmental protection, space, business, government, etc. Have students add names to the list of women who have made a significant contribution to the particular field and write one or two sentences to describe the person's accomplishments. Use the information from these lists to prepare brief "Women's Notes" that can be read over closed-circuit TV during Women's History Month" in March.

4. Discuss the amendment to the Constitution that gave women the right to vote. Have students research the events that led to this landmark amendment.

5. After reading books such as *The Hundred Most Influential Women of All Time* (Felder) or Rolka and Rolka's *100 Women Who Shaped World History*, have students compile their own list of this countries most influential women.

6. Have students create a "photobiography" in which they tell about a selected woman and her contributions through pictures (and captions) only.

Bibliography

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Hazell, R. (1996). *Great women through the ages.* N.Y.: Abbeville Publishing Group.

Hanson, J. (1998). *Women of hope: African American women who made a difference*. N.Y.: Scholastic.

Hines, S. (1994). *I remember Laura Ingalls Wilder*. Nashville: Thomas Nelson.

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Rolka, G and Rolka, B. (199 4). *100 women who shaped history*. Bluewood Books.

Sills, L. (1989). *Inspirations: Stories about women artists.* Morton Grove, Il.: Whitman.

Stanley, D. and Vennema, P. (1990). *Good Queen Bess: The story of Elizabeth I of England.* N.Y.: Four Winds.

Series:

American Women of Achievement, N.Y.: Chelsea House Pub. (Series includes the lives of 50 women from Abigail Adams, a woman's right advocate, to Babe Didrikson Zaharias, a champion athlete.)

Advocates for Women's Freedom Series. New York: Aladdin.

Resources

Web Sites:

http://www.netsrq.com/~dbois/index.html
(This is a biographical dictionary of notable women past and present)

http://www.gale.com/cwh/cwhset.html
(Celebrates women's history with bios of more than 60 women, past and present. Also includes a timeline of significant events in women's history, activities, and more.)

Freedom Fighters

(Note: This mini-unit is reprinted with permission from the publisher:
Meinbach, Fredericks, and Rothlein. *The Complete Guide to Thematic Units: Creating the Integrated Curriculum.* (2000). Norwood, MA.: Christopher Gordon Publishers.)

In every age a hero/heroine has emerged to fight injustice. These are the unique individual whose courage, determination, and innate sense of right and wrong pitted them against the dictates of time, the prejudice of generations, and the policies of governments. They are the individuals who fought for freedom on a variety of fronts-- the David's who challenged Goliath.

Activities:

1. Have students locate Martin Luther King, Jr.'s "I Have a Dream" speech (Lambert, 1993). Discuss the speech and how it reflects King's beliefs, commitment, and goals. Have students select a freedom fighter and write a speech he/she might deliver that conveys their hopes, dreams, and goals.

2. Involve students in research concerning the Civil Rights Movement of the 1960's (King, and Osborne, 1997). Have each group of students select one event that they believe was the most significant of the time and have them prepare a persuasive speech to support their choice.

3. Have students present the story of one of the freedom fighters. They may do this as a monologue (becoming one of the freedom fighters), as an interview, as a reader's theater, as a story theater, or involve student in Kamishibai storytelling (from "kami" meaning "paper" and "shibai" meaning "drama." To do this, students use large cards with illustrations on one side and text printed on the back. (For more information on Kamishibai, contact: Kamishibai for Kids, P.O. Box 20069, Park West Station, N.Y., N.Y. 10025-1510, (212-663-2471).

4. Have students compare the fight for rights and freedoms that were denied so many in the books they read.

5. After researching the achievements of many of the freedom fighters studied, ask students to select one and write a "What if" paper that addresses the question, "What if _____(name of person selected) had never lived? How would our lives be different?"

6. Involve students in the creation of an ABC picture book of "Freedom Fighters."

Bibliography

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Fremon, D. (1994). *The trail of tears*. NY: New Discovery.

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King, C. and Osborne, L.B. (1997). *Oh, freedom*. N.Y.: Knopf.

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Meltzer, M. (1991). *Rescue: The story of how gentiles saved Jews in the Holocaust*. NY: HarperCollins.

McKissack, P. and McKissack F. (1996). *Rebels against slavery*. N.Y.: Scholastic.

Parks, R. with Reed, G. (1996). *Dear Mrs. Parks: A dialogue with today's youth*. N.Y.: Lee and Low.

Mochizuki, K. (1997)). *Passage to freedom: The Sugihara story*. Illus. by Dom Lee. N.Y.: Lee and Low. (Relates the heroism of a Japanese consulate in Lithuania during the Holocaust.)

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Schulke, F. (Ed.) (1976). *Martin Luther King, Jr.: A documentary, Montgomery to Memphis*. N.Y.: Norton.

Sinnott, S. (1999). *Lorraine Hansberry: Award-winning playwright and civil rights activist*. Berkley, Calif: Conari Pr.

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Resources

Living Voices: 206-328-0798
915 E Pine St. Ste. 405
Seattle, WA 98122
Brings life to history through a combination of life theatre and interactive video. "The Right to Dream" presentation focuses on the struggle and sacrifice for Civil Rights in America.

The Holocaust: Resistance and Rescue

(Note: adapted from Meinbach, Anita Meyer and Kassenoff, Miriam Klein. (1994). *Memories of the Night: A Study of the Holocaust.* Torrance: CA: Frank Schaffer Publications.)

During the years of the Holocaust, thousands of lives were saved through the courage of those who not only refused to be a part of it, but who took action against hatred and tyranny. And while the numbers saved seem small in comparison to the 6,000,000 Jewish victims of the Holocaust, these heroes and heroines give us a legacy of hope and the belief that good can triumph over evil.

In addition to the rescuers of the Holocaust, there are many other heroes and heroines who were involved in resistance. By resistance, we refer to those who defied the Nazis in some way. Resistance fighters included those who did battle in the mountains, in the forests, and behind the ghetto wall. Resistance fighters fought oppression and moral degradation. Resistance fighters did what they could, used what they had, to save a life, lift a soul, or stop the Nazis, if only for a moment in time.

Activities

1. After students have read one of the biographies of rescuers such as Raul Wallenberg, involve them in a discussion of the dangers encountered in the efforts of this individual to rescue the Jewish people.

2. Have students write a thank you letter to those individuals, towns, and/or countries who did so much to save a single life.

3. Read excerpts from books such as *Rescue: The Story of How Gentiles Saved Jews in the Holocaust* (Meltzer, 1991.) Ask students to select a favorite example of rescue or resistance and summarize it. Compile class summaries into an anthology that can be kept in the school's media center.

4. Have students teach the lessons of resistance and rescue to another group of students who have been involved in studying the Holocaust. Divide students into groups and ask each group to design and present a lesson.

5. Many videos address the efforts of the rescuers and resistance. After viewing one or more videos (see "Resources"), involve students in a discussion of what qualities individuals who stand up to right a wrong, regardless of the consequences,. seem to have in common.

6. Conduct a debate in which students discuss the moral and ethical issue of "rescue," –risking one's own life to save another.

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Van der Rol, R., and R. Verhoeven. (1993*). Anne Frank beyond the diary: A photographic remembrance*. NY: Viking.

Historical Fiction dealing with Rescue and Resistance

Innocenti, R.. (1991). *Rose Blanche.* NY: Steward Tabori and Chang. (picture book)
A young girl brings food to Jewish children who are imprisoned.

Lowry, L. (1989). *Number the stars.* Boston: Houghton Mifflin.
The story of the Danish Resistance.

Schnur, S. (1994). *The shadow children.* NY: Morrow.
A young boy learns about guilt and responsibility when he visits his grandfather in France.

Schleimer, S. (1994*). Far from the place we called home.* NY: Feldheim.
Deals with the Kindertransport that rescued children by transporting them to England.

Resources

U.S. Holocaust Museum
100 Raoul Wallenberg Place, SW
Washington, DC 20024-2150

Web Site: U.S. Holocaust Museum
http://www.ushmm.org/

Teacher's Guide:

Meinbach, A.M. and Kassenoff, M. K. (1994). *Memories of the night: A study of the Holocaust.* Torrance, CA: Frank Schaffer Publications.)

Special Centers: The Holocaust Memorial, Miami Beach Florida 305-538-1663
The Holocaust Documentation and Education Center, at F.I.U. (arranges school visitations by Holocaust survivors.) 305-919-5690

Special Programs:

Living Voices: (206-328-9798)
915 East Pine, Suite 405
Seattle, WA 98122
A unique combination of live theatre and interactive video presentation of "Through the Eyes of a Friend." This focuses on the world of Anne Frank, "a poignant portrait of friendship and survival, brought to life through the eyes of Anne Frank's 'best friend.'"

Videography:

The Courage to Care-nominated in 1986 for an Academy Award for best short documentary, the film introduces the viewer to ordinary people who reached out to help victims of the Holocaust. (Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232; 800-421-4245.)

The Other Side of Faith—first-person narrative of a 16 year old Catholic girl who hid thirteen Jewish men, women, and children in the attic of her home. (Documentaries International Film and Video Foundation, 1899 K Street, N.Y., Suite 1120, Washington, DC 20006; 202-429-9320)

Weapons of the Spirit—The story of Le Chambon-sur-Lignon, a small village in France and its response to save the Jews during the Holocaust. (Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 800-421-4246)

The Upstairs Room—The story of Annie de Leeuw as she and her sister survive World War II in hiding. (Social Studies School Service,10200 Jefferson Blvd, Room J. P.O. Box 802. Culver City, CA.; 8800-421-4246.)

The Warsaw Ghetto—documentary of the most well-known of the ghettos established by the Nazis. (Zenger Video, 10200 Jefferson Blvd., P.O. Box 802, Culver City, CA 90232-0802; 800-421-4246)

Part II. CREATING THE "COURAGE TO CARE" QUILT

Lesson 1: Introducing the Project

The "Courage to Care" Quilt is dedicated to any individuals who have demonstrated "the courage to care. " It honors those who have, through tenacity, conscience, and determination, made a positive impact upon the world.

The "Courage to Care" Quilt project can be introduced to students by involving them in any of the activities listed below.

Activities:

1. Play a video, such as "The Courage to Care," (see video resources in The Holocaust Mini Unit), that describes remarkable stories of resistance and rescue. The video(s) selected can be played in individual classrooms or on closed circuit TV throughout the school.

2. Arrange for Living Voices (915 E. Pine Street, Suite #405, Seattle, WA 98122, 206-328-0798), a company that uses a unique combination of live theatre and interactive video, to present one of the following programs to your students to highlight the concept of the "courage to care" :

   "Through the Eyes of a Friend"—a moving program portraying friendship and survival brought to life through the eyes of Anne Frank's "best" friend

   "The Right to Dream"—describes the struggle and sacrifice for Civil Rights in America.

3. Read one or more of the books listed in the "Bibliography" that describe the ways in which a specific quilt has impacted the lives of the main characters or was created to reflect the experiences of the characters or their ancestors.

4. Involve students in a discussion of quilts—the concept of quilts, their uses, and their role in preserving history. Encourage students to bring in any quilts they have and allow them to share its history.

5. Introduce students to the "Courage to Care" quilt. Explain its significance and the role each will have in honoring someone in history who has made a positive impact upon the world because of his/her commitment to humanity.

Lesson 2: Research Highlights

You need to determine whether your quilt will focus on individuals representing a specific field of endeavor, or whether it will be generic in nature. Some possibilities for the focus of your quilt include:

- national/international leaders in various fields of endeavor such as business, exploration, government, the humanities, mathematics, medicine, science, sports, technology, etc.
- community heroes
- women of the world (see mini-unit, Part I)
- freedom fighters (see mini-unit, Part I)
- Holocaust: Rescue and Resistance (see mini-unit, Part I)

If you are not using one of the mini-units provided in Part I, or focusing on individuals in a specific area you have been studying, the activities below can help students learn about the contributions of individuals in various fields or those individuals who lived during a specific period in history. As they research and share their findings they will have the information needed to make a thoughtful, intelligent choice for determining the subject for their individual quilt squares, which, when combined, will create, "The Courage to Care" Quilt.

Activities: (Note: the following activities are taken from Meinbach, Fredericks, and Rothlein. *The Complete Guide to Thematic Units: Creating the Integrated Curriculum.* (2000). Norwood, MA.: Christopher Gordon Publishers, and are reprinted with permission from the publisher:)

1. Have students create various semantic webs or clusters with the names of those who have made a difference.

2. Have students select one of the men/women from the web (activity 1) and read a biography based on that individual's life and select one of the following forums for sharing information gained about this person.

   a. Create and present a speech that includes the following: strengths, weaknesses, influences, contributions, the time when he/she lived, the places he/she lived, obstacles faced, ways in which obstacles were overcome.
   b. Create a cover for *Time* magazine's "Person of the Year" and write an accompanying cover story.
   c. Write and deliver a monologue that reflects a significant moment, achievement, decision, etc. in the person's life.
   d. Create a "Scrabble" game in which aspects of the person's life are revealed by building on different words.

3. Provide a wide assortment of magazines and newspapers. Have students cut out words and pictures to illustrate those who have made a difference. Have groups work together to create their own displays, with each group working on a specific field of endeavor.

4. Discuss the fact that there are many people who make a positive difference in the lives of others but who are not generally known to the public. Have students interview a family member or community leader who has made a difference and write a narrative to summarize the information elicited.

5. Invite a community leader to school. Have students prepare questions that will help them understand what influenced this person to accept the challenged that were faced, and what obstacles he/she has had to overcome to achieve what they did. Videotape the interview and share it with the rest of the school.

6. As a class, determine one question to which you would like famous people in various fields to respond (i.. "Was there one moment in your life that was most significant in terms of what you have accomplished?" "What is the most important ingredient for success?" etc.) Write letters to selected individuals posing this question. Bind the responses into a book that can be kept in the media center for all to share.

Lesson 3: Selecting the Subject

Allow time for students to read/evaluate the information regarding the lives of various individuals highlighted in Lesson 2 in order to help them select the individual each would like to honor in the "Courage to Care" Quilt. Determine whether you want students to work individually, in pairs, or in groups. Have each student/group fill in Figure 1--Selecting a Subject.

The "Courage To Care" Quilt Project
Figure 1:

SELECTING A SUBJECT

Directions:

Select the person to whom you wish to dedicate your quilt square. This person must have made a positive contribution to our world and demonstrated, in some way, the courage to care. Complete the items below and return this form to your teacher.

I. Student Name(s) (in your group)

1. _____

2. _____

3. _____

4. _____

II. The person I (we) wish to dedicate the quilt square to is:

_____.

because this individual has _____

_____

_____

_____

Alternative: (In the event my/our choice has been taken, the following alternatives are listed in order or priority.) _____ _____

Lessons 4: Planning the Quilt Square

Once students have submitted choices for the subjects of their quilt square, you need to finalize each choice. Keep a running list of all choices so that there are no duplications in the quilt. If the quilt is being done in conjunction with another class or classes, this is especially important and one person needs to co-ordinate the effort.

Duplicate Figure 2, "Planning Your Quilt Square," and Figure 3, "Quilt Square Template," for each student or grouping of students to help them plan their quilt design. At the top of Figure 2, fill in the student(s) name(s) and the person they have been approved to create a quilt square to honor.

The "Courage To Care" Quilt Project
Figure 2:

PLANNING YOUR QUILT SQUARE

Student Name(s)

_____ _____ _____ _____

You have been approved to create a quilt square to honor: _____
The following guidelines will help you plan your quilt square:

1. Plan your quilt square so that it reflects something significant about the person. You may wish to create pictures, use quotations, and select symbols to best reflect his/her contributions.
2. Consider using one of the following techniques: applique, embroidery, crewel.
3. Your square may be decorated with any materials that are washable and can be stitched onto the quilt square, such as : buttons, ribbon, sequins, fabric pieces, lace, felt, etc.
4. Quilt squares can also be decorated with photographs transferred from the computer as well as with puff paints and fabric paints. Stencils can also be used to help create the design.
5. Any printing must be done with permanent markers. These markers should only be used for printing and detail work (i.e. writing, outlining shapes, etc.)
6. Use the attached template (Figure 3) to help you plan your quilt square. The piece of fabric for your quilt square will probably be a little larger. Whatever size is used, be sure to leave a ¼" margin on all sides so that squares can be sewn together without affecting the picture.
7. Print your name(s) in black marker on bottom right hand corner of the square within the margins.
8. Be sure that the name of the person you are honoring is somewhere on the square.
9. Fill in the attached template and give it to your teacher. It will be checked and when approved, you'll receive the actual piece of material for your quilt.

The "Courage to Care" Quilt Project
Figure 3:

QUILT SQUARE TEMPLATE

Student Name(s) _____ Teacher: _____

_____

Lesson 5: Creating the Quilt Square and Putting it All Together

A. Creating Your Quilt Square

1. Once students have given you their completed "Quilt Square Templates" (Figure 3), check them for accuracy, spelling, etc. Also check that the names of those who worked on each square are listed in the bottom right hand corner.

2. Make any needed suggestions and discuss with students what materials they will need to create the quilt square. When possible, ask students to bring in materials from home that they could use or materials they could share with others, such as pieces of fabric, buttons, sequins, fabric paints, crayons, stencils, puff paints, etc.

Note: If you are planning on putting the quilt squares together using a long arm quilting machine (see "Quilt Stores" under "Resources)," students will have to use items that are flat and can be run through the machine, such as fabric paint, stencil painting, crayons, etc.

3. If possible, obtain the help of the school's art teacher and/or parents to instruct students on various techniques such as embroidery, applique, crewel, etc.

4. Give each student or group of students a piece of fabric for their quilt square. Sizes can vary but squares 8 ½" X 8 ½" work well. Fabrics that work well in creating this type of quilt include ecology cloth and natural muslin. Fabrics can be purchased from quilt stores or fabric stores and cut to the desired square size.

B. Putting it All Together

1. The books listed in the "Non-fiction" section of the "Bibliography" at the end of this idea packet can help you create the "Courage to Care" Quilt with the quilt squares students have designed. Your local quilting store is an especially helpful resource (see "Resources"), as are fellow teachers. Elicit their suggestions and their help!

2. Determine how the quilt will be put together—will it be done by hand or with a long arm quilting machine (there is naturally a cost for this).

Note: If the actual task of quilting presents a problem, quilt squares can be simply sewn together or squares can be taped together.

3. You will need several items to complete the quilt—batting and backing. To determine how much of each you will need, simply--
   a. Position quilt squares so that you can determine the length and width of your quilt.
   b. Measure the quilt .

4. When the quilt is completed, have a special ceremony to mark the occasion. With the help of your school administrators, select a special place to hang the quilt so that others can have the opportunity to see it—and learn from it!

Part III: Biographies and Autobiographies

Lesson 6: Creating Biographical Anthologies

Have students write a short biography of the subject of their quilt squares. Students' biographies can be combined to create a Biographical Anthology.

1. Biographies can be combined in many ways, such as:

   A. Place in an album to create a "scrap book"
   B. Bind together into a book, using plastic binders. If possible, laminate each page or at least the first and last page so that the book is sturdier.
   C. Glue to pages in a blank hard-cover book (available from most school supply stores.

2. In addition to student written biographies, your anthology should include:

   A. Colorful, creative cover. Student can use the title, "They Had the Courage to Care," or create their own title.
   B. Title page
   C. Table of contents
   D. Index by subject

3. Individual biographies should include the following:

   A. A biographical sketch that includes the person's background, early years, strengths, weaknesses, influences, contributions, the time he/she lived, the places he/she lived, obstacles faced, ways in which they were overcome, etc. Students may use their own format for developing this biography, or you can duplicate the following page, "They Had the Courage to Care."

   B. A picture or photograph of the individual.

THEY HAD THE COURAGE TO CARE

Honoring: _____

Biographical Sketch:

_____

_____

_____

_____

_____

_____

_____

This person demonstrated the "Courage to Care" because:

_____

_____

_____

_____

Caption: _____

Submitted by: _____

Lesson 7: Tomorrow's Leaders: A Visualization Activity

Have students visualize themselves in the future. What contributions do they hope to make to society? How will they improve the world? What steps will they take to try to realize these goals? Involve students in creating one of the following autobiographical projects as they share their lives and what they hope to accomplish in the future. Encourage students to include photographs when appropriate.

1. Artifact Box which contains objects that represent the student's life, interests, personal triumphs and tragedies, obstacles, goals, and future accomplishments. Have students decorate the outside of the box with a variety of materials.

2. Picture story book of their life from birth to now and into the future.

3. Time-line of significant events in their life.

4. Video documentary that describes the important events in their life as well as shares the person's future contributions. Include comments from family and friends.

5. "This is Your Life Album" with pictures and photographs accompanies by captions that highlight the student's life and future accomplishments.

6. Newspaper article that is written 40 years from now that highlights their lives and contributions.

Bibliography

Early Grades -K-3

Coerr, E. (1989). *The Josefina story quilt*. Ill. by B. Young.
While traveling with her family in 1850, a young girl makes a patchwork quilt chronicling her experiences during the journey.

Johnston, T. (1985). *The quilt story*. Ill. by T. dePaola. Putnam.
A quilt provides warmth and comfort to two generations.

Jonas, A. (1994). *The quilt*. Puffin Books.
A child's new patchwork quilt reminds her of old memories and provides adventure at bedtime.

Kurtz, S. and Benner, C. (1991). *The boy and the quilt*. Good Books.
With a little help from his mother and sister, a young boy makes a quilt of his own. Includes instructions for making a quilt.

Waterstone, R. (1999). *The much too loved quilt.* Ill. by M. Webster. First Story Press.
A quilt story with a message of love.

Willing, K. and Dock, J. (1994). *Quilting then and now.* Ill. by S. Morese. Then and now Publishing.
Tells the history of quilting (in rhyme).

Grades 4 –6

Brimner, L. (1999). *The Names Project: The AIDS quilt*. Children's Press
Focuses on the quilt project created to honor the memory of the many thousands who have died from AIDS.

Cherry, W. (1997). *My first quilt book*: Machine sewing. Palmer Pletsch Publishers.
A guide to making a simple quilt. Includes the history of quilting, instructions, and preparation information.

Cobb, M.. (1995). *The Quilt and block history of pioneer days*: With projects kids can make. Ill. by J. Ellis. Millbrook Press.
Presents the history of the American pioneer through the quilts they made. Provides craft projects for students as well.

Kinsey-Warnock, N. (1992). *The Canada Geese quilt*. Ill. by L. Bowman. Yearling Books.
A ten year old girl combines her artistic talent with her grandmother's knowledge to crate a special quilt.

Love, D. (1996). *Bess's log cabin.* Ill. by R. Himler. Yearling Books.
Bess's only hope of getting money to repay a dept and not lose her home is to win the local quilt contest.

Non-fiction Books on the Quilting Process

Doak, C. and Reikes, U. Ed. (1997). *Your first quilt book: (Or it should be!)* Martingale and Co.
If you haven't a clue about quilting, this is the book for you. Starts at "ground zero."

Ehrlich, L. (1998). *The complete idiot's guide to quilting*. Macmillan.
Includes step-by-step guidelines, directions, illustrations.

McClun, D. and Nownes, L. (1997). Quilts, quilts, quilts: *The complete guide to quilting. 2nd Edition*. Quilt Digest, 1997.
A classic in quilting, an essential handbook.

Resources

Teacher Guide

Buchberg, W. (1997). *Quilting activities across the curriculum: Thematic units filled with activities linked to math, language arts, social studies, and science*. Scholastic Trade

Web Sites

Quilting Magazine Online:
http://www.timberframingmagazine.com/QuiltingMagazine/

Quilting Today:
http://www.quilttownusa.com/Chitra/qt.htm

World Wide Quilting Page:
http://quit.com.MainQuiltingPage.html/

Quilt Store
The Quilt Scene
8785 S.W. 132 St.
Miami, Fl. 33176
305-969-9886