



Gee's Bend Quilters: Culturally Responsive Teaching

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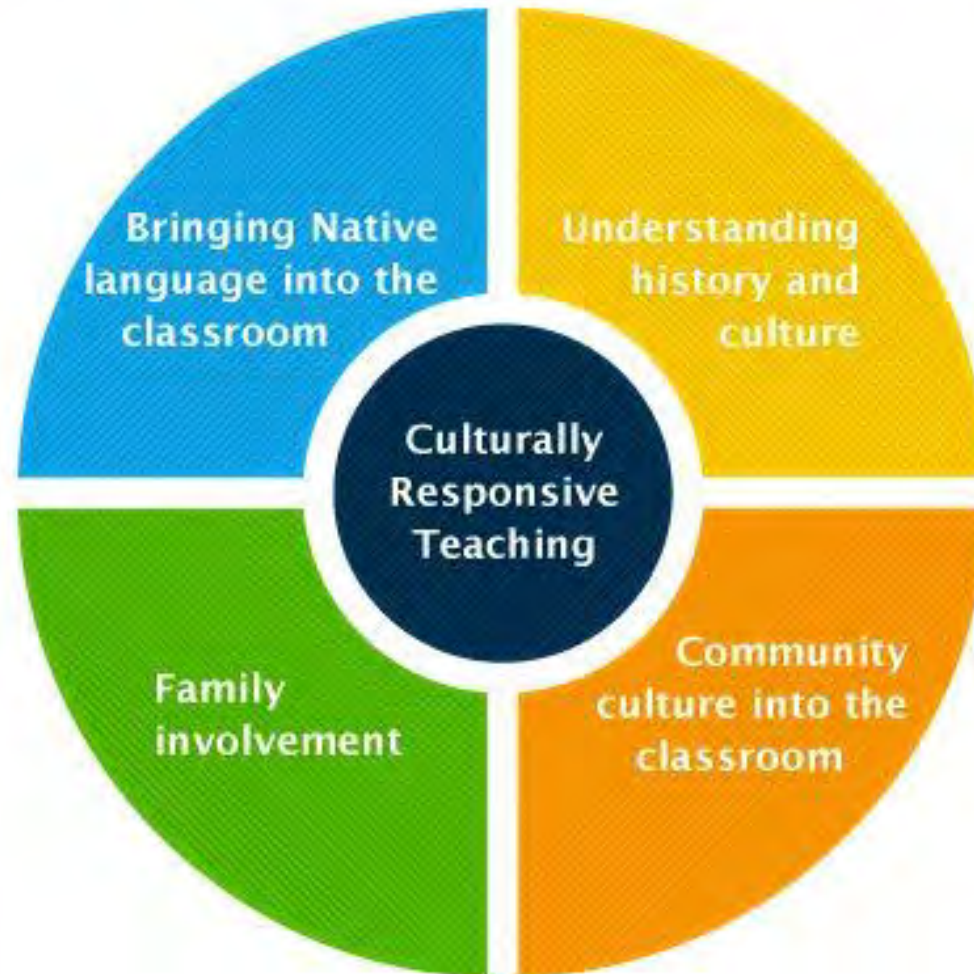
“Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning.”

(Ladon-Billing, 1994)

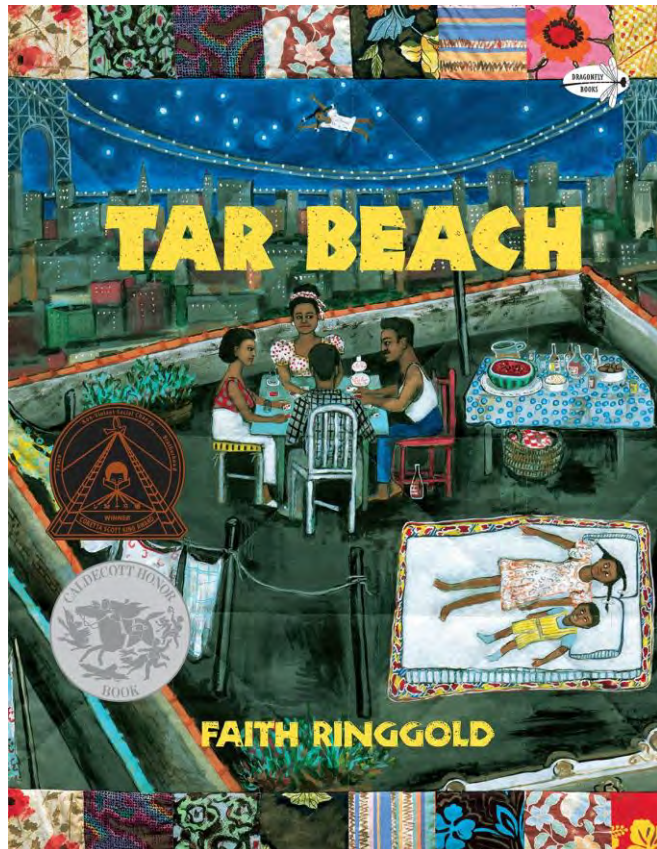




Culturally Responsive Teaching

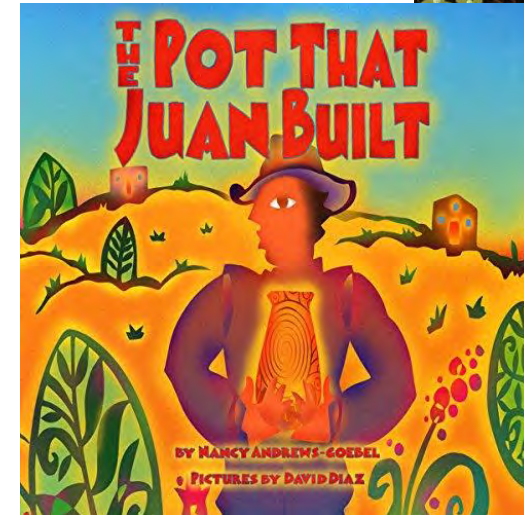
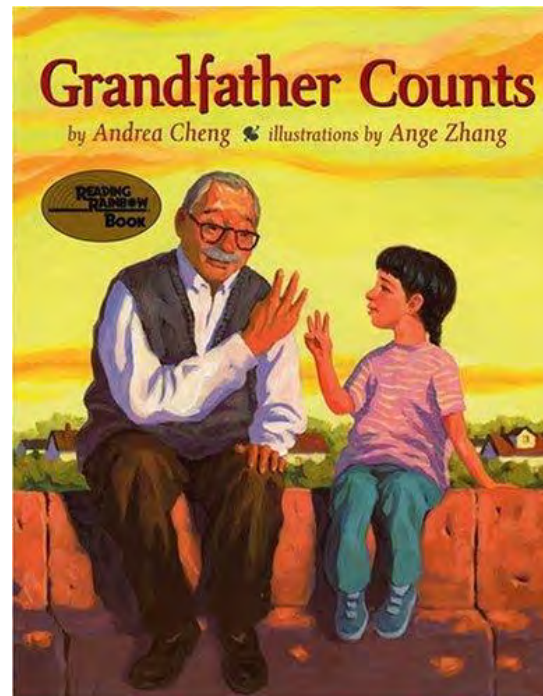
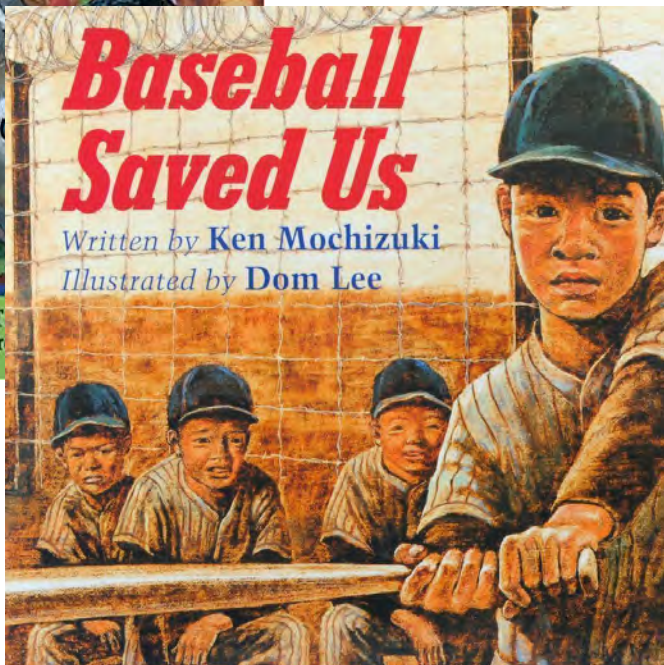
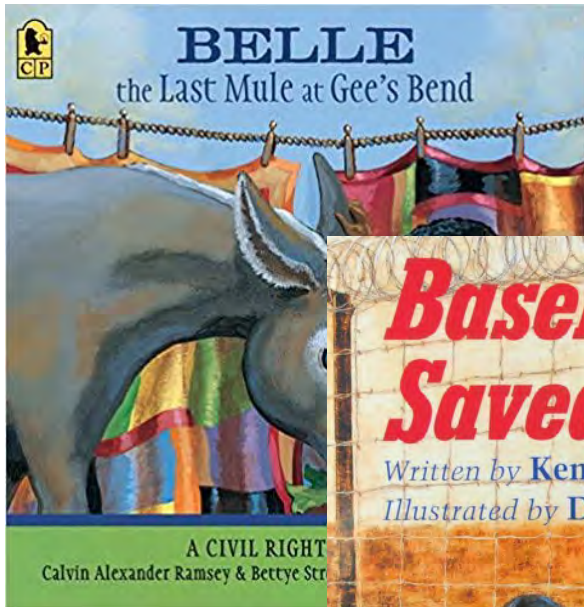


Connect Through Story

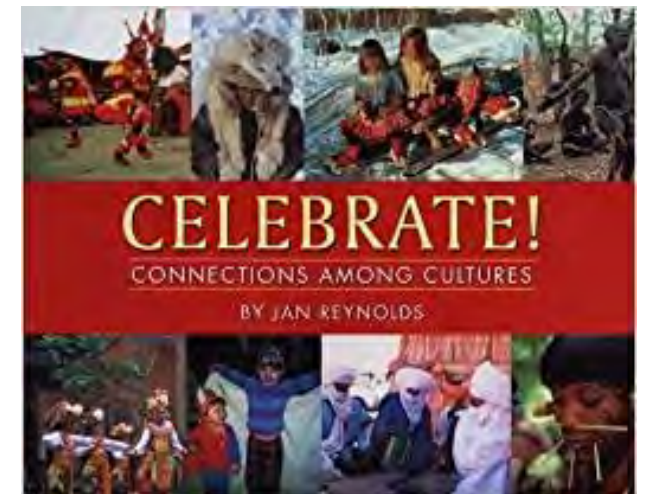
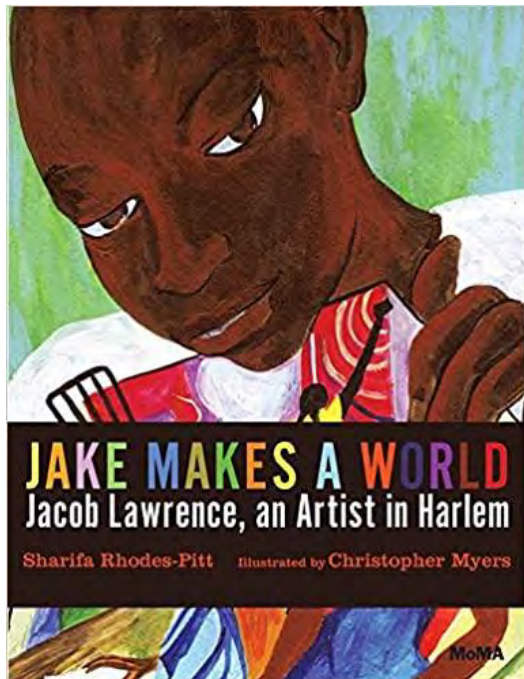




Learning Materials that Promote Diversity



Highlight holidays, special events and artists that appeal to all learners





Include
students'
perspective
and values
in the
learning
experience





Gee's Bend Quilters

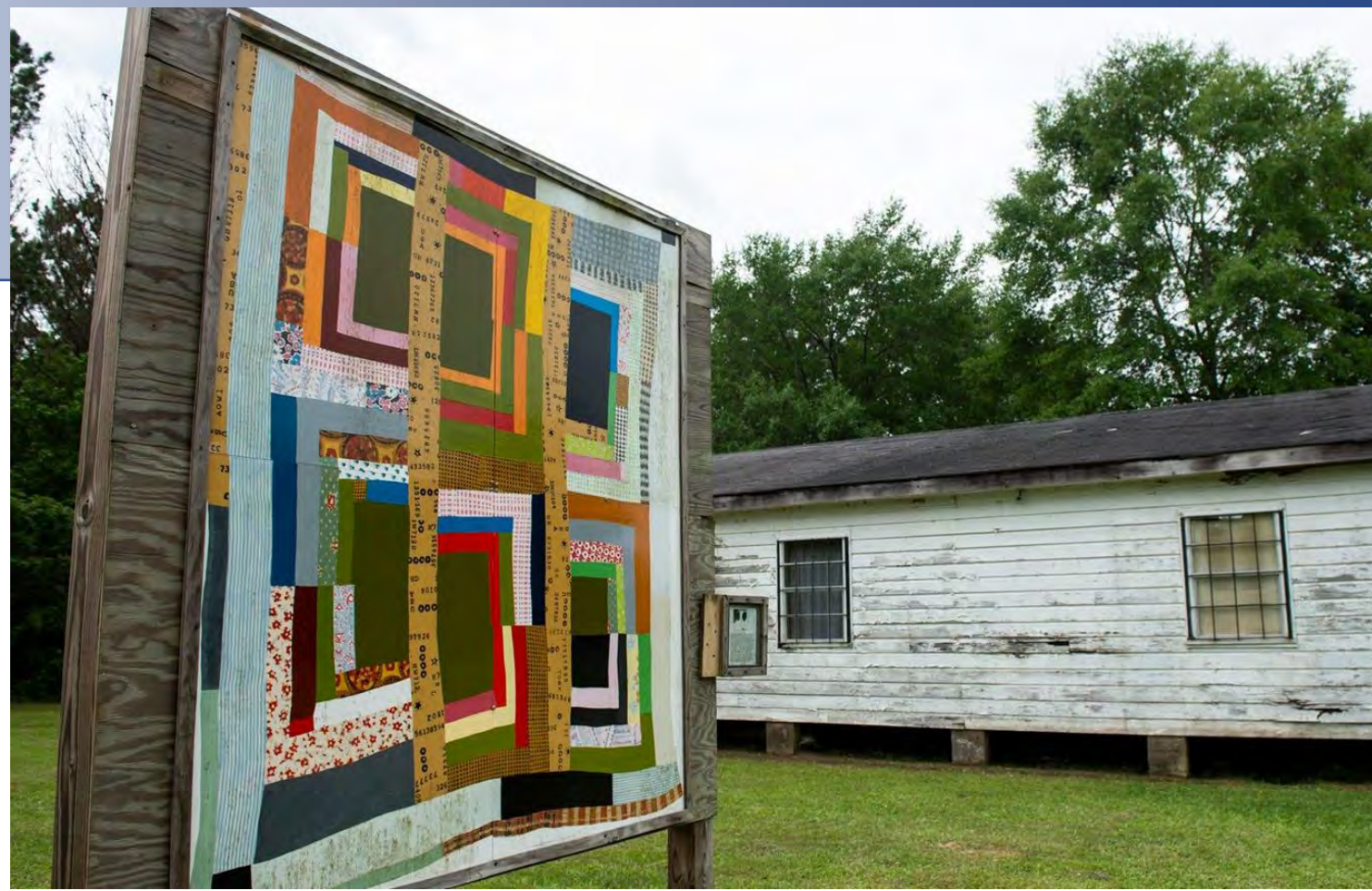


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GEE'S BEND QUILT 39 USA
2006

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Gee's Bend Quilters: Culturally Responsive Teaching

Author: Trish Saccomano
Subject: Social Studies

Year: 2020
Grade: 3rd, 4th, 5th, 6th

Artform: Visual Art
Duration: 1-2 Sessions

OVERVIEW

Integrating visual art and social studies

SUPPLIES, EQUIPMENT AND RESOURCES

- Mixed media paper 12x12 inches
- Painted paper scraps
- Glue sticks
- Scissors
- Watercolor / Tempura Paint
- Assorted Collage Materials

RESOURCE PICTURE BOOKS & VIDEOS

- [30 Days Of Diverse Books For 2nd and 3rd Grade](#)
- [Gee's Bend: From Quilt to Print](#) (15 minutes)
- [Gee's Bend](#) (5 minutes)
- [5th Grade Quilt Collage based on Gee's Bend Quilts](#) (7 minutes)



FINE ART STANDARDS

CREATE

Conceptualize, generate, develop and organize artistic ideas. Refine through persistence, reflection, and evaluation.

CONNECT

Synthesize and relate knowledge with personal meaning relating to societal, cultural, and historical context to deepen understanding

INTEGRATED STANDARDS

3RD GRADE SOCIAL STUDIES STANDARD 2

Students will understand cultural factors that shape a community.

OBJECTIVE 1

Evaluate key factors that determine how a community develops.

OBJECTIVES

Learning about the work of the Gee's Bend Quilters and constructing an abstract quilt reflecting YOUR own story.



Integrated Arts Lesson



TEACHING AND TIMELINE

INTRODUCTION:

Start the lesson with a picture book from the [30 Days Of Diverse Books For 2nd and 3rd Grade](#). Follow up with books and/or video clips specific to the Gee's Bend Quilters suggested in the Historical Elements or Resources in this lesson plan.



DEMONSTRATION:

Show pictures and examples of quilts made by the Gee's Bend quilters. ([Soulsgrowndeep.com](#) has some excellent examples.)

Invite students to create a 12x12 inch quilt square that tells the story of their families, traditions, history, and personality. Make and show a quilt square that represents you, the teacher.



WORK PERIOD:

This lesson can be finished in a one or two hour sessions.

CLOSURE/SUMMARY:

During a share session students can discuss and compare the details of their quilt squares. They will explain to their classmates the reasons behind the colors, shapes and designs they chose and how they represent THEIR personal story.

Display student's quilt blocks together to make a classroom quilt mural.





INTEGRATION INFORMATION

4th Grade Literacy Standards of referring to details and examples in a text, determining a theme of a story, drama or poem

ESSENTIAL QUESTIONS

What colors shapes and details of your story will you be able to capture in an abstract collage quilt square?

HISTORICAL ELEMENT

The women of Gee's Bend in southern Alabama have created stunning, vibrant quilts. Through the following books and video clips students will learn about the history and culture of this fascinating group of women and their unique quilting traditions.

- [The Quilts of Gee's Bend](#) by Susan Goldman Rubin
- [Belle, The Last Mule at Gee's Bend: A Civil Rights Story](#) by Calvin Alexander Ramsey, Bettye Stroud and John Holyfield
 - [Belle, the Last Mule at Gee's Bend \(2 minutes\)](#)
- [Stitchin' and Pullin': A Gee's Bend Quilt](#) by Patricia McKissack and Cozbi A. Cabrera
 - [Stitchin' and Pullin'](#) (20 minutes)
- [How a Group of Women in This Small Alabama Town Perfected the Art of Quilting](#) (14 minutes)
- [Quilting in Gee's Bend](#) (3 minutes)

DIFFERENTIATION

Each students' quilt square will be unique and their own. Based on the nature of the project self differentiation will occur through choice of color, paper selection, placement and design.

Students could choose to use watercolors, acrylic paint, printing materials, etc.

VOCABULARY

- Collage
- Culture
- Individuality
- Retelling a Story
- Artist Statement
- Rough Draft
- Elements of Design

ASSESSMENT STRATEGIES

At the conclusion of the session students will share their quilt squares and explain the details and design elements they chose. All students will feel successful with the project because each individual quilt square will tell their story. There are many possible assessment benefits that can be gained from the this type of project: oral language skills, understanding of different cultures, and awareness of individual's place in the world.



Integrated Arts Lesson

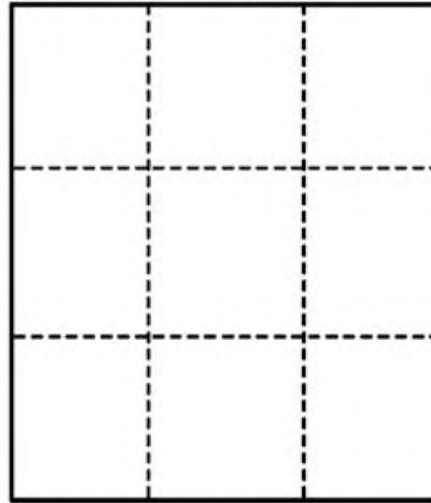
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lessonplans

OTHER INFORMATION & ADDITIONAL RESOURCES

- [Gee's Bend Quilt Collage](#)
- [Gee's Bend Inspired Quilt Coloring Pages](#)
- [Quilts in the Classroom: Geometry + Collaboration](#)

MY OWN QUILT

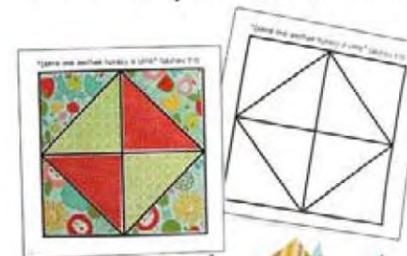
Quilts have many different designs.
What pictures and colors would you like on your quilt?



FAMILY
MEMORY
QUILTS

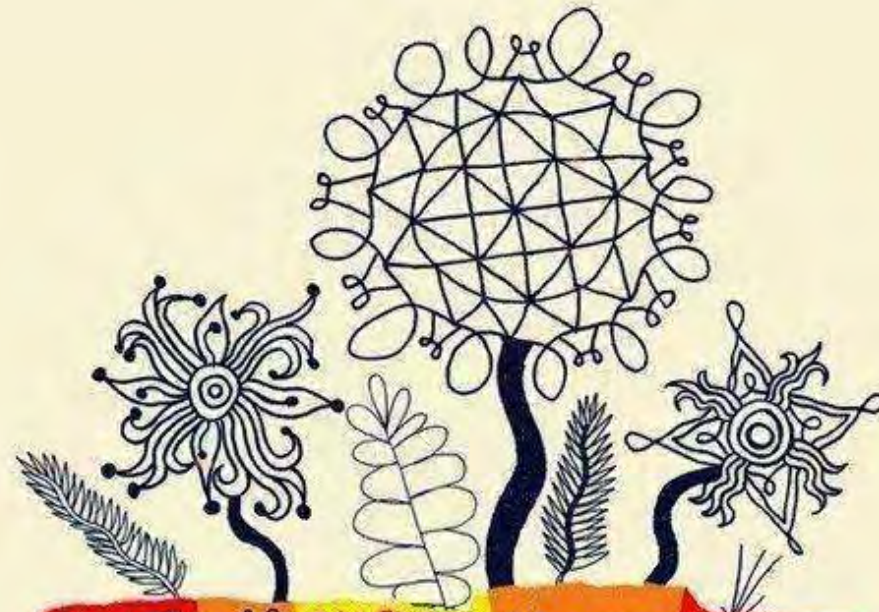


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WE all SHOULD know That
DIVERSITY makes for a rich
tapestry, AND WE MUST
understand that all the
threads of the tapestry
are **EQUAL** in Value no
matter what their color.

- Maya Angelou

NSW



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