



Subject: Social Studies

Topic: Underground Railroad / Freedom Quilts

Grade Level: Fourth Grade

Lesson Length: 1 - 2 hours

Objectives:

1. Students will be able to explain the significance of quilts in the Underground Railroad movement.
2. Students will be able to apply their knowledge and create a map from school to a place they would like to escape to using quilt pieces and symbols.

Materials:

Sweet Clara and the Freedom Quilt by Deborah Hopkinson

Poster Board

Plain white paper cut up into squares (quilt pieces)

Marker / Crayon / Colored Pencils

Glue

Procedures:

1. Teacher will gather students onto the rug and read Sweet Clara and the Freedom Quilt.
2. As teacher reads, she/he will stop and ask comprehension/recall information about the story.
3. Teacher will also ask students how some parts of the book make them feel and how they felt the characters in the story felt.
4. At the end of the story there is a big picture of the quilt that Clara made. Teacher will ask students to find places on the quilt that were

discussed in the story and they will see and discuss what symbols were used to represent them.

5. Teacher will explain to class that they will be making their own quilt with their group. They will be given square pieces of paper that represent each quilt piece. Students are to make a map from school to a place that they would like to escape to. Teacher will remind students that they will not be using realistic pictures of places, but will show those places by using symbols. Teacher will also remind students that they must have all of their pieces touching on the quilt.

6. Teacher will dismiss students back to their groups and they will begin.

7. Teacher will walk around the room and monitor students to be sure they are using symbols and are on the right track.

8. When all groups have completed they share their Freedom Quilt with the class.

Assessment:

Teacher will assess each group's ability to create a Freedom quilt using symbols and their explanation of their quilt to the class using the rubric below.

	3	2	1
Use of Symbols	Students represent places using only symbols.	Students represent most places using symbols.	Students represent few places using symbols.
Organization	All quilt pieces are touching and organized.	Most quilt pieces are touching and organized.	Few quilt pieces are touching and it is not organized.
Group Work	Students worked cooperatively together.	Students had only one minor issue, but mostly worked cooperatively together.	Students did not work cooperatively together.
Presentation	Students explained whole route to the class	Students explained most of the route to the	Students left out many parts of the route and

	and were loud enough for all to hear. They stayed focused.	class and were loud enough for all to hear. They stayed focused most of the time.	were not loud enough for all to hear. They lost focus frequently.
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