

# Untold Stories

First and Second Grade Story Quilts  
Inspired by Faith Ringgold



Source: [Image of Faith Ringgold's Tar Beach story quilt](#): Philadelphia Museum of Art

Day 1

# Meet Faith Ringgold!

I want to introduce you to one of my favorite artists: **Faith Ringgold!**

In this picture, she is standing in front of one of her quilts. Just like the quilters of Gee's Bend, she also makes quilts!

Her quilts are special because they tell stories! Let's look at one...



# Faith Ringgold's story quilt: Tar Beach

What do you **see** in this story quilt?

What does it make you **think** about?

What does it make you **wonder**?

Source: [Image of Faith Ringgold's Tar Beach story quilt](#):  
Philadelphia Museum of Art

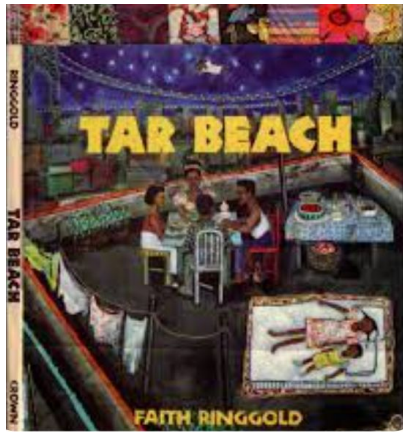




# The story behind the quilt: Tar Beach

Let's listen to Faith Ringgold read her book, *Tar Beach*. It tells the story in the quilt we just saw.

<https://www.youtube.com/watch?v=h9RKJleFdBu>



Now that we know the story of *Tar Beach*, let's look at the story quilt again.

Notice how she painted her story in the center of the quilt.

And she added patterned pieces around the edge to make a border.

You are going to get to make a story quilt of your own this week!

Source: [Image of Faith Ringgold's Tar Beach story quilt](#):  
Philadelphia Museum of Art



# Art homework: Talk to your families!

I am sending a note home to your families with some questions about times you have used your head, your heart or your hands.

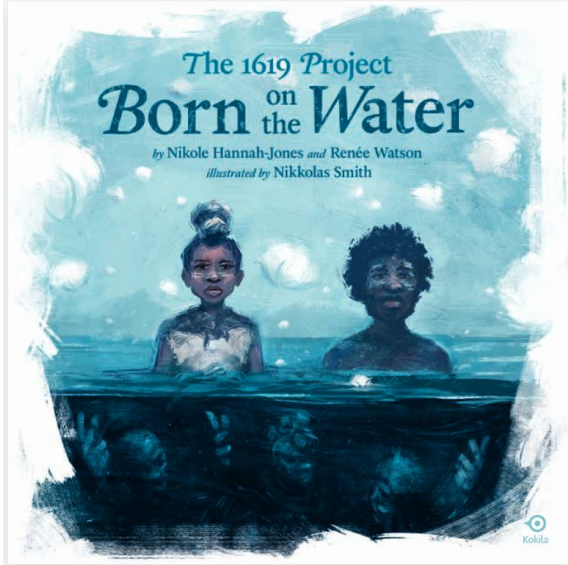
You get to make a story quilt about one of your head, heart or hands stories!



Day 2



# Born on the Water



You got to read *Born on the Water* in your classroom last week. Today, we are going to re-read the part where the little girl's grandma tells the story of their people, before they were stolen. I want you to listen for ways that they used their **heads, hearts and hands**.

Read: Born On The Water, pages 1-18

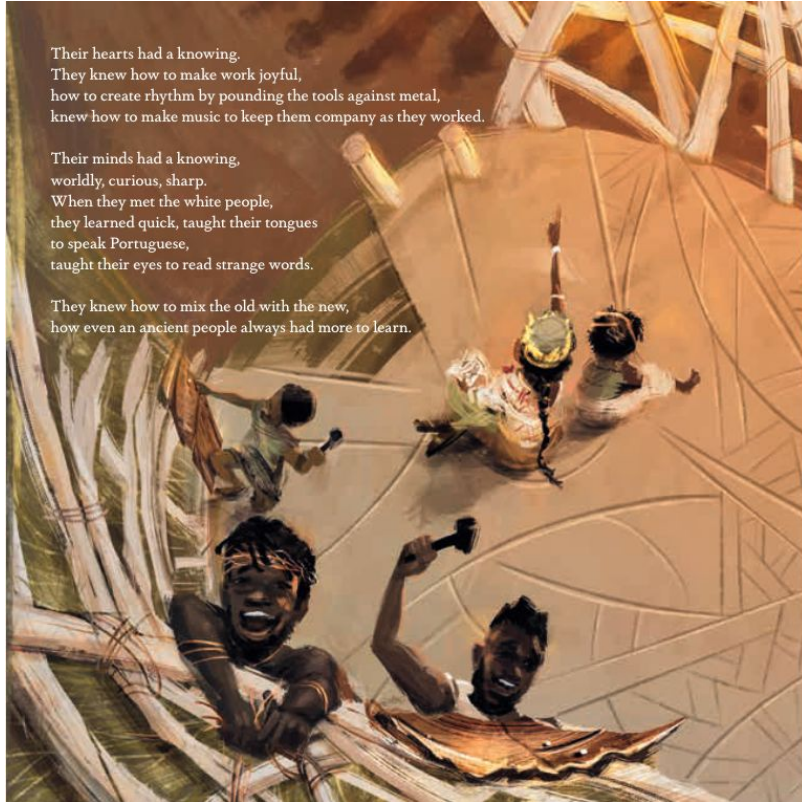
<https://pulitzercenter.app.box.com/s/e8h4cmvvxer5be2p8o5yn385pofovpeh>

# Head, Heart and Hands

Now you get to think of a time when you used your head, your heart or your hands...



# Head



**What is a story you have about using your head or mind?**

This could be a time you figured out a hard problem, had a success at school, did something creative...

Source:

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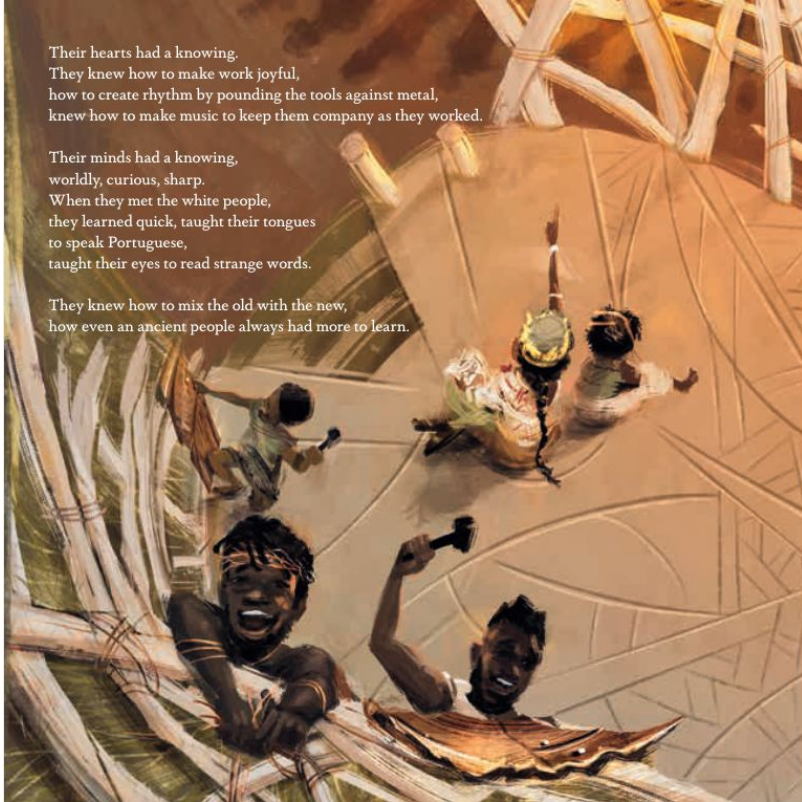
# Heart



Their hearts had a knowing.  
They knew how to make work joyful,  
how to create rhythm by pounding the tools against metal,  
knew how to make music to keep them company as they worked.

Their minds had a knowing,  
worldly, curious, sharp.  
When they met the white people,  
they learned quick, taught their tongues  
to speak Portuguese,  
taught their eyes to read strange words.

They knew how to mix the old with the new,  
how even an ancient people always had more to learn.



## What is a story you have about using your heart?

This could be a time you were kind to a person, an animal or the earth, a time you showed love...

Source: <https://pulitzercenter.app.box.com/s/e8h4cmvvxer5be2p8o5yn385pofovpeh>

# Hands



## **Their Hands Had a Knowing**

Their hands had a knowing.  
They knew how to hold a baby close,  
how to rock the child to keep her from crying.

Their hands knew how to mix herbs,  
how to get the just-right flavor for a meal.

Their hands knew how to beat  
and twist and shape iron.  
How to make gardening tools, armor, and weapons.



## **What is a story you have about using your hands?**

This could be something you made, drew or built, something you helped with, something you cooked or baked, a baby you held....



# Share your story with a partner!

Turn to a partner and take turns telling each other:

“My story is about \_\_\_\_\_.

In my story, I used my \_\_\_\_\_ (head, heart or hands).”



The person with **SHORTER** hair shares **first**.

# Plan your drawing!

Now that you've thought of your story about using your head, heart or hands, think about the important parts of your story drawing:

**Setting (place):** This is where your story happens.



**Characters:** These are the people or animals in your story.



**Plot/action:** This is what happens in your story.



# Plan your drawing!

Turn to a partner and take turns telling each other:

**Setting (place):** “The place my story happens is \_\_\_\_\_.”



**Characters:** “The characters in my story are \_\_\_\_\_.”

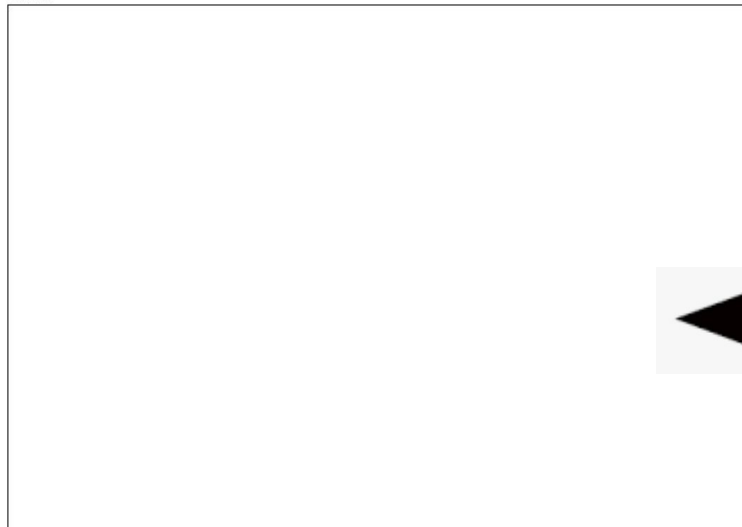


**Plot/action:** “The thing that happens in my story is \_\_\_\_\_.”









The person with **LONGER** hair shares **first**.

Name: \_\_\_\_\_



The THEME of my story drawing is about using my:

- ☐ Head 
- ☐ Heart 
- ☐ Hands 

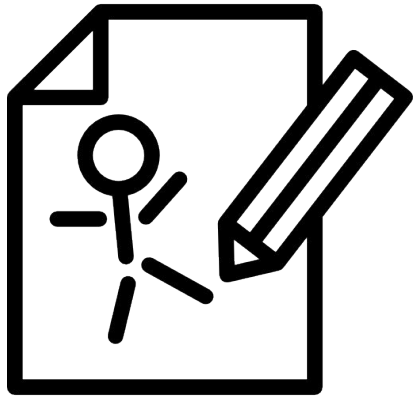
Me: In my story drawing, I see...	Partner: In my partner's story drawing, I see...
<input type="checkbox"/> Setting (place) 	<input type="checkbox"/> Setting (place) 
<input type="checkbox"/> Characters 	<input type="checkbox"/> Characters 
<input type="checkbox"/> Plot/Action 	<input type="checkbox"/> Plot/Action 

# Now you get to draw your story!

1. Draw your story here!



2. Check a **theme** box: in your story, are you using your head, your heart or your hands?
3. Double check your story drawing and check these boxes: Do I see the **setting**? Do I see **characters**? Do I see the **plot/action**?
4. Ask a partner to check off what they see (setting, characters, plot/action).
5. If anything is missing in your drawing, add it!



I can draw a story of a time I used my head, heart or hands.



I can explain the story in my drawing and how I communicated it.

“My drawing tells the story of \_\_\_\_\_. To communicate my story, I added \_\_\_\_\_ because \_\_\_\_\_.”



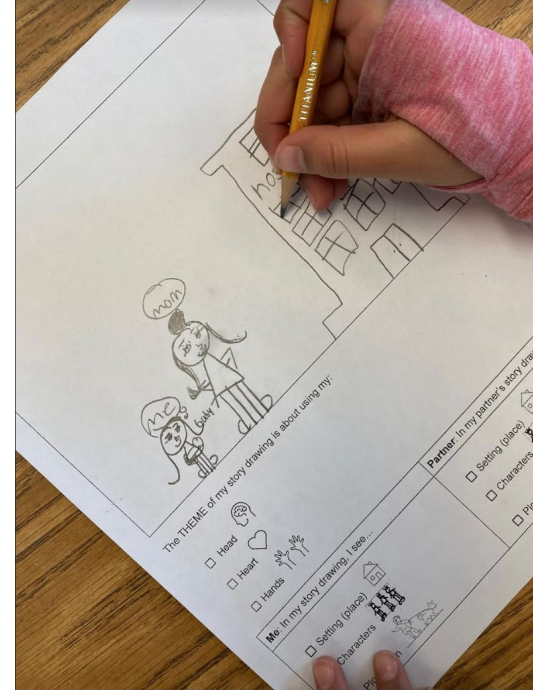
Day 3

# Student work from yesterday

Yesterday, you got to draw a story a story about a time you used your head, heart or hands.

Let's look at a student's drawing.

Can you tell us: "My drawing tells the story of \_\_\_\_\_. To communicate my story, I added \_\_\_\_\_ because \_\_\_\_\_."



# Today: Story Quilts!

Today, you get to draw your story on a nice piece of paper and trace it with a sharpie. Your drawing will be the center of a **story quilt**, inspired by Faith Ringgold!

Remember Faith Ringgold's *TAR BEACH* story quilt?



# Faith Ringgold's Church Picnic

Here's another story quilt by Faith Ringgold, called Church Picnic.

What do you **see** in this story quilt?

What does it make you **think** about?

What does it make you **wonder**?

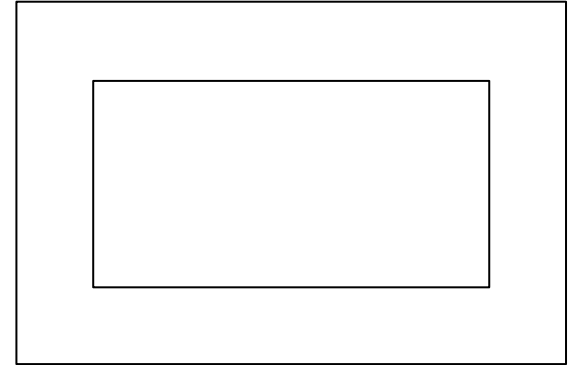


Source: [Image of Faith Ringgold's Church Picnic story quilt](#):  
High Museum of Art

# Today: draw YOUR story about using your head, heart or hands!

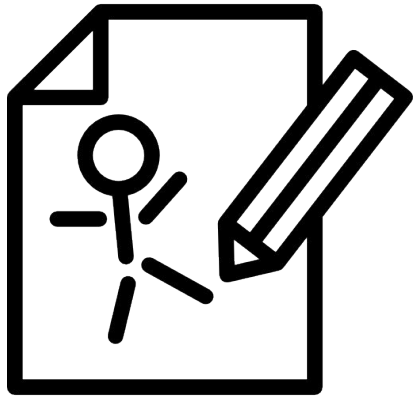
Draw the important parts of your story inside the smaller rectangle.

You will collage the border later.



1. Draw a line for your ground
2. Draw your **setting** (place)
  - a. Think about the weather! It is a sunny day? A rainy day?
3. Draw your **characters** (who is in your story)
  - a. Use templates for the bodies, if you'd like. Draw your people BIG so we can see them!
4. Draw details that show your **plot/action** (what is happening in your story)





I can draw a story of a time I used my head, heart or hands.



I can explain the story in my drawing and how I communicated it.

“My drawing tells the story of \_\_\_\_\_. To communicate my story, I added \_\_\_\_\_ because \_\_\_\_\_.”

Day 4

# Student work from yesterday

Yesterday, you got to draw a story a story about a time you used your head, heart or hands.

Let's look at a student's drawing.

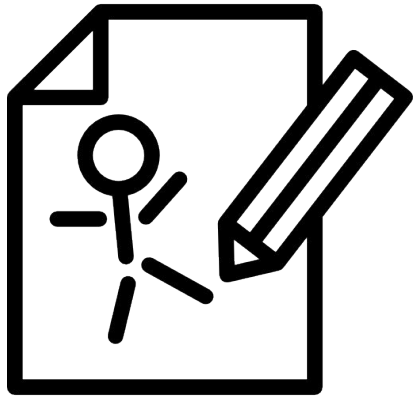
Can you tell us: "My drawing tells the story of \_\_\_\_\_. To communicate my story, I added \_\_\_\_\_ because \_\_\_\_\_."



# Today: paint your story!

Today, you get to paint your story with paint sticks. Tomorrow, we will add a border to our story quilts, just like Faith Ringgold!

1. Paint your entire drawing!
  - a. Say goodbye to white spots, unless you want something to be white.
2. If something is too tiny to paint with the paint sticks, you can get markers from the drawing shelves... and I have some skin colored crayons up here... please just put them back when you are done.



I can paint my story of a time I used my head, heart or hands.



I can explain the story in my painting and how I communicated it.

“My painting tells the story of \_\_\_\_\_. To communicate my story, I added \_\_\_\_\_ because \_\_\_\_\_.”



Day 5

# Student work from yesterday

Yesterday, you got to paint your story about a time you used your head, heart or hands.

The THEME of your painting is either: Head, Heart, or Hands.



Let's look at a student's painting.

Can you tell us: Does your story show a time you used your **head, heart or hands**?

"My story shows a time I used my \_\_\_\_\_."

So what is the theme of this student's painting? Head? Heart? Or Hands?



# Today: patterned border!

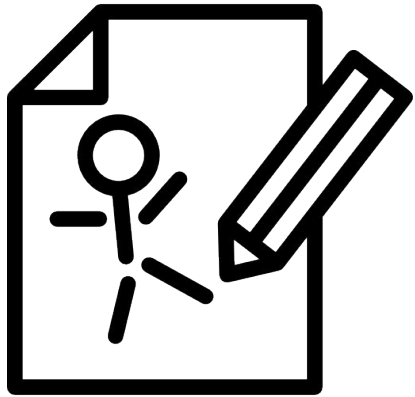
Today, you get to add a patterned border to your story quilt, just like Faith Ringgold! Your border will help to show the THEME of your story: head, heart or hands.

1. Choose or draw a symbol that shows the THEME of your story
  - a. Head, heart, hands



2. Choose colorful and patterned paper for your border.
  - a. Choose colors or patterns that help to show your THEME and your STORY
3. Glue your paper pieces around your painting





I can add paper squares to the border of my story quilt to communicate the theme of my story.



I can identify the theme in my story and explain how I am showing it in my border.

“The theme of my story is \_\_\_\_\_. To communicate my theme, I added \_\_\_\_\_ because \_\_\_\_\_.”

Day 6

# Student work from yesterday

Yesterday, you got to add paper squares to the border of your story quilt, to communicate the theme of your story.

Let's look at a student's story quilt.

Can you tell us: “**My story quilt tells a story about \_\_\_\_\_.** To communicate my idea, I added \_\_\_\_\_ because \_\_\_\_\_.”



# Today: share your story quilt!

Today, you get to share your story quilt with a partner and then we will put our pieces together to create a giant collaborative quilt!

At your table, take turns sharing with your partner:

**“My story quilt tells a story about \_\_\_\_\_. To communicate my idea, I added \_\_\_\_\_ because \_\_\_\_\_.”**

You can tell your partner about the theme of your story (head, heart, hands) and the story itself.

The person with shorter hair shares first this time.

# Let's make our collaborative quilt!

Let's sing our collaboration song:

Collaboration, collaboration

Collaborative art! Collaborative art!

Let's make art together, let's make art together!

Let us start, let us start!

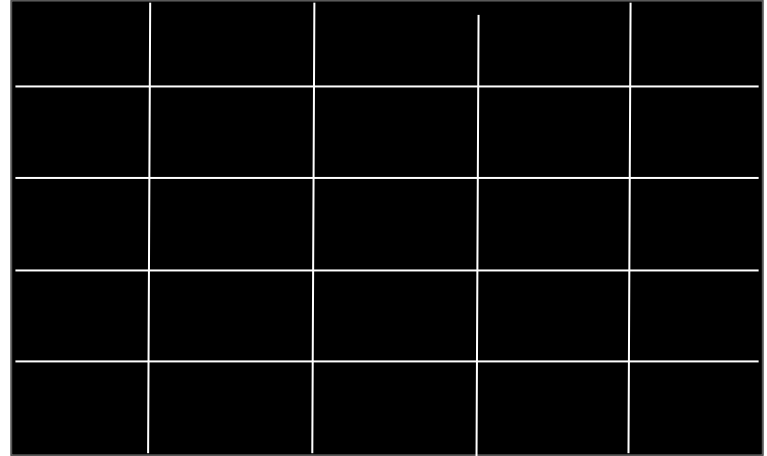


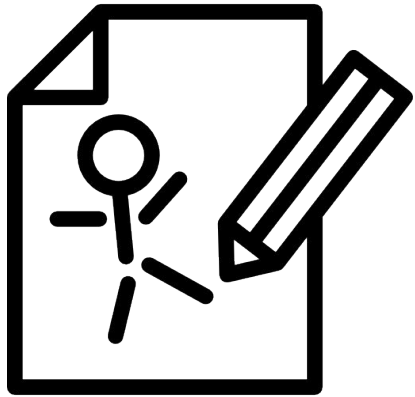
# Let's make our collaborative quilt!

When I call your table, please bring your story quilt up to the chart paper on the front table.

There are rectangles drawn on the chart paper. Choose a spot for your story quilt and carefully glue it inside one of the rectangles.

While you are waiting, you can free draw in your art book.





I can share my story quilt and add it to the the collaborative class quilt.



I can explain the theme and story in my story quilt. “My story quilt tells a story about \_\_\_\_\_. To communicate my idea, I added \_\_\_\_\_ because \_\_\_\_\_.”