

## UNIT OVERVIEW

Unit Length	Six 45-minute lessons
Grade Level(s)/Subject(s)	First and second grade art
Unit Overview	<p>This unit takes place in the art room but builds on the classroom teacher's unit in which students delve into the text, <i>Born on the Water</i>. The classroom teacher utilizes K-3 lesson plans in <u><a href="#">An Educator's Guide to Born on the Water</a></u>. In art class, students then revisit the first 18 pages of the book, and focus on the themes of head, heart and hands in telling their own untold stories. Students connect their own human experiences to the humanity so beautifully depicted in these pages of the book.</p> <p>This unit, which highlights the story quilts of <u><a href="#">Faith Ringgold</a></u>, builds on students' prior knowledge of quilts by Black artists, following a previous unit about <u><a href="#">The Quilts of Gee's Bend</a></u>.</p> <p><b>Essential question:</b> How can we look to untold stories from Black history to inspire the creation of art about our own untold stories?</p> <p><b>Scope and sequence:</b>          Day 1: Introduce Faith Ringgold's story quilts          Day 2: Read pages 1-18 of <i>Born on the Water</i>; draw draft of story idea about using head, heart or hands          Day 3: Draw final draft of story quilt          Day 4: Paint story quilt          Day 5: Add border to story quilt to communicate theme of head, heart or hands          Day 6: Share story quilts and put together collaborative class quilt</p>
Objectives & Outcomes	<p><b>Overarching objective:</b>          Students will learn about untold stories of Black artists to inspire the creation of art about their own untold stories. Students will connect with the themes of head, heart and hands from <i>Born on the Water</i> and create story quilts (inspired by Faith Ringgold), to illustrate their own story.</p>

	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify Black quilt artists (historical and contemporary artists: the quilters of Gee’s Bend; Faith Ringgold)</li> <li>• “Read” artworks by Faith Ringgold, using Project Zero’s “See/Think/Wonder” protocol for looking at art</li> <li>• Make connections between the <i>Born on the Water</i> themes of head, heart and hands and stories from their own lives</li> <li>• Create their own story quilts to tell personal stories about using their head, heart or hands</li> <li>• Add their story quilt to a collaborative class quilt</li> </ul> <p><b>Skills:</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• How to “Read works of art”: Close looking at the story quilts of Faith Ringgold</li> <li>• Story collage skills: (drawing, painting, cutting, arranging and pasting)</li> <li>• How to visually communicate a story (drawing and painting details that communicate a personal story about a theme from <i>Born on the Water</i>: head, heart, or hands)</li> </ul>
Standards	<p><b><u>Colorado Academic Standards: Visual Arts: Shared Stories</u></b>  1.1: Investigate how visual art and design tell the many stories of people, places or things.  2.1: Question and respond to the stories told and the feelings expressed in works of visual art and design.</p> <p><b><u>Learning for Justice Social Justice Standards:</u></b>  Diversity Anchor Standard 8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p>
Facilitation Resources	<ul style="list-style-type: none"> <li>• Background knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>○ Art room: background quilts knowledge <ul style="list-style-type: none"> <li>■ <a href="#">The Quilts of Gee’s Bend: A Slideshow</a>: National Endowment for the Arts</li> </ul> </li> <li>○ Classroom: 1619 Project curriculum for first grade <ul style="list-style-type: none"> <li>■ <a href="#">An Educator’s Guide: 1619 Project, Born on the Water</a> PDF</li> </ul> </li> <li>● Slide deck for <a href="#">Untold Stories: First and Second Grade Story Quilts</a></li> <li>● <a href="#">Born on the Water</a></li> <li>● Family communication <ul style="list-style-type: none"> <li>○ <a href="#">Head, Heart, Hands Family Letter</a> (to send home)</li> </ul> </li> <li>● Faith Ringgold <ul style="list-style-type: none"> <li>○ <a href="#">Faith Ringgold’s reading of Tar Beach</a></li> <li>○ <a href="#">Image of Faith Ringgold in front of Tar Beach story quilt</a>: Britannica</li> <li>○ <a href="#">Image of Faith Ringgold’s Tar Beach story quilt</a>: Philadelphia Museum of Art</li> <li>○ <a href="#">Image of Faith Ringgold’s Church Picnic story quilt</a>: High Museum of Art</li> </ul> </li> <li>● “See/Think/Wonder” protocol for “reading” works of art <ul style="list-style-type: none"> <li>○ <a href="#">See/Think/Wonder protocol</a>: Project Zero</li> </ul> </li> <li>● Head, Heart, Hands story planning draft <ul style="list-style-type: none"> <li>○ <a href="#">Head, Heart, Hands, Story Drawing Planning Worksheet</a></li> </ul> </li> <li>● Display <ul style="list-style-type: none"> <li>○ <a href="#">Story quilt display signage</a></li> </ul> </li> </ul>
Performance Task(s)	<p><b>Performance Task #1: Planning draft</b>  After re-reading pages 1-18 of <i>Born on the Water</i>, Students will draw a rough draft to plan their story idea with the theme of head, heart or hands and all story elements (setting, characters, plot/action).</p> <p><b>Performance Task #2: Story quilt final draft</b></p>

	<p>Students will draw, paint and collage a story quilt (inspired by Faith Ringgold) to communicate their story about a time they used their head, heart or hands.</p> <p><b>Performance Task #3: Collaborative class quilt</b>  Each story quilt will be glued onto a large piece of butcher paper to create a collaborative class quilt.</p>
Assessment/Evaluation	<p>Students will be able to <b>create</b> a story quilt that includes:</p> <ul style="list-style-type: none"> <li>• A painting with details that communicate their story about using their head, heart or hands, including all story elements (setting, characters, plot/action)</li> <li>• A patterned border with symbols, colors and patterns that represent the theme of their story (head, heart or hands)</li> </ul> <p>Students will be able to <b>explain</b>:  “My story quilt tells the story of _____. To communicate my story, I added _____ because _____.”</p>

## DAILY LESSONS AND RESOURCES

### Day 1:

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to “read” works of art by Faith Ringgold, using Project Zero’s <a href="#">See/Think/Wonder protocol</a>.</p> <p>Students will be able to verbally share details in the Tar Beach story quilt that they see and make connections to their own thoughts and wonderings.</p>
Lesson Materials & Resources
<p><a href="#">Untold Stories: First and Second Grade Story Quilts</a> Slide Deck: Day 1 Slides (1-7)</p> <p><a href="#">Faith Ringgold’s reading of Tar Beach</a></p> <p><a href="#">See/Think/Wonder protocol</a>: Project Zero</p> <p><a href="#">Image of Faith Ringgold in front of Tar Beach story quilt</a>: Britannica</p> <p><a href="#">Image of Faith Ringgold’s Tar Beach story quilt</a>: Philadelphia Museum of Art</p> <p><a href="#">Head, Heart, Hands Family Letter</a> (to send home with students)</p>
Lesson Activities
<ol style="list-style-type: none"> <li>Introduce Faith Ringgold <ol style="list-style-type: none"> <li>I want to introduce you to one of my favorite artists: <b>Faith Ringgold!</b></li> <li>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!</li> <li>Her quilts are special because they tell stories! Let’s look at one...</li> </ol> </li> <li><a href="#">See/Think/Wonder protocol</a> for Faith Ringgold’s story quilt: Tar Beach: (Pair shares) <ol style="list-style-type: none"> <li>What do you <b>see</b> in this story quilt?</li> <li>What does it make you <b>think</b> about?</li> <li>What does it make you <b>wonder</b>?</li> </ol> </li> <li>Let’s listen to Faith Ringgold read her book, <i>Tar Beach</i>. It tells the story in the quilt we just saw. <ol style="list-style-type: none"> <li><a href="#">Faith Ringgold’s reading of Tar Beach</a></li> </ol> </li> <li>Now that we know the story of <i>Tar Beach</i>, <a href="#">let’s look at the story quilt again</a>. <ol style="list-style-type: none"> <li>Notice how she painted her story in the center of the quilt.</li> <li>And she added patterned pieces around the edge to make a border.</li> </ol> </li> <li>You are going to get to make a story quilt of your own this week!</li> <li>Explain art homework</li> </ol>

- a. I am sending a [note home to your families](#) with some questions about times you have used your head, your heart or your hands.
- b. You get to make a story quilt about one of your head, heart or hands stories!

Day 2: Summary of Lesson Themes

Lesson Objective(s) or Essential Question(s)
<p>Students will re-read pages 1-18 of <i>Born on the Water</i> and make connections to themes in the book about how their heads, hearts and hands “had a knowing.”</p> <p>Students will be able to draw a story about a time they used their head, heart or hands.</p> <p>Students will be able to verbally explain their story drawing and how they communicated it, using the sentence stem: “My drawing tells the story of _____. To communicate my story, I added _____ because _____.”</p>
Lesson Materials & Resources
<p><a href="#">Untold Stories: First and Second Grade Story Quilts</a> Slide Deck: Day 2 Slides (8-18)</p> <p><a href="#">Born on the Water</a></p> <p><a href="#">Head, Heart, Hands, Story Drawing Planning Worksheet</a></p> <p>Pencils</p> <p>Coloring materials (markers, colored pencils)</p>
Lesson Activities
<ol style="list-style-type: none"> <li>Re-Introduce <i>Born on the Water</i> and themes of head, heart and hands             <ol style="list-style-type: none"> <li>You got to read <i>Born on the Water</i> in your classroom last week. Today, we are going to re-read pages 1-18, 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 <b>heads, hearts and hands</b>.</li> <li>Read <a href="#">pages 1-18</a> of <i>Born on the Water</i></li> </ol> </li> <li>Now you get to think of a time when you used your head, your heart or your hands...             <ol style="list-style-type: none"> <li><b>What is a story you have about using your head or mind?</b> <ol style="list-style-type: none"> <li>This could be a time you figured out a hard problem, had a success at school, did something creative...</li> </ol> </li> <li><b>What is a story you have about using your heart?</b> <ol style="list-style-type: none"> <li>This could be a time you were kind to a person, an animal or the earth, a time you showed love...</li> </ol> </li> <li><b>What is a story you have about using your hands?</b> <ol style="list-style-type: none"> <li>This could be something you made, drew or built, something you helped with, something you cooked or baked, a baby you held...</li> </ol> </li> </ol> </li> <li>Pair share: Story theme             <ol style="list-style-type: none"> <li>Turn to a partner and take turns telling each other: “My story is about _____. In my story I</li> </ol> </li> </ol>

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

4. Pair share: story elements
  - a. Plan the setting, characters and plot/action of your story. Turn to a partner and share: “The setting of my story is \_\_\_\_\_. The characters in my story are \_\_\_\_\_. The plot or action in my story is \_\_\_\_\_.”
5. Model
  - a. Model how to use the [Head, Heart, Hands, Story Drawing Planning Worksheet](#) to draw a draft of their story, identify their theme (head, heart or hands) and ensure they have their story elements (setting, characters and plot/action).
6. Student work time
7. Clean up



Day 3: Summary of Lesson Themes

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to draw a story (final draft) of a time they used their head, heart or hands.</p> <p>Students will be able to verbally explain their story drawing and how they communicated it, using the sentence stem: “My drawing tells the story of _____. To communicate my story, I added _____ because _____.”</p>
Lesson Materials & Resources
<p><a href="#">Untold Stories: First and Second Grade Story Quilts</a> Slide Deck, Day 3 slides (19-24)</p> <p><a href="#">Image of Faith Ringgold’s Tar Beach story quilt</a>: Philadelphia Museum of Art</p> <p><a href="#">Image of Faith Ringgold’s Church Picnic story quilt</a>: High Museum of Art</p> <p><a href="#">See/Think/Wonder protocol</a>: Project Zero</p> <p><a href="#">Head, Heart, Hands, Story Drawing Planning Worksheet</a> from Day 2</p> <p>Final draft paper</p> <p>Pencils</p> <p>Sharpies</p>
Lesson Activities
<ol style="list-style-type: none"> <li>Highlight student work from Day 2: <ol style="list-style-type: none"> <li>Yesterday, you got to draw a story about a time you used your head, heart or hands.</li> <li>Let’s look at a student’s drawing. Can you tell us, “My drawing tells the story of _____. To communicate my idea, I added _____ because _____.”</li> </ol> </li> <li>Explain today’s project <ol style="list-style-type: none"> <li>Today, you get to draw your story on a nice piece of paper and trace it with a sharpie. Your drawing will be the <u>center</u> of a <b>story quilt</b>, inspired by Faith Ringgold!</li> <li>Remember Faith Ringgold’s <a href="#">TAR BEACH story quilt</a>?</li> </ol> </li> <li>Read another work of art <ol style="list-style-type: none"> <li>“Read” Faith Ringgold’s Church Picnic using the <a href="#">See/Think/Wonder protocol</a>: <ol style="list-style-type: none"> <li>Here’s another story quilt by Faith Ringgold, called <a href="#">Church Picnic</a>. <ol style="list-style-type: none"> <li>What do you <b>see</b> in this story quilt?</li> <li>What does it make you <b>think</b> about?</li> <li>What does it make you <b>wonder</b>?</li> </ol> </li> </ol> </li> </ol> </li> <li>Model <ol style="list-style-type: none"> <li>Today, you get to draw YOUR story about using your head, heart or hands (look at your rough draft from yesterday).</li> </ol> </li> </ol>

- i. Draw a line for your ground
  - ii. Draw your setting (place your story happens)
  - iii. Draw your characters (who is in your story)
  - iv. Draw details to show your plot or action (what is happening in your story)
5. Student work time
6. Clean up

Day 4: Summary of Lesson Themes

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to paint their story of a time they used their head, heart or hands.</p> <p>Students will be able to verbally explain their story painting and how they communicated it, using the sentence stem: ““My painting tells the story of _____. To communicate my story, I added _____ because _____.”</p>
Lesson Materials & Resources
<p><a href="#">Untold Stories: First and Second Grade Story Quilts</a> Slide Deck, Day 4 slides (26-28)</p> <p>Story drawings from Day 3</p> <p>Paint sticks (or other painting materials if paint sticks are not available)</p>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Highlight student work from Day 3:             <ol style="list-style-type: none"> <li>a. Yesterday, you got to draw a story about a time you used your head, heart or hands.                 <ol style="list-style-type: none"> <li>i. Let’s look at a student’s drawing. Can you tell us, “My drawing tells the story of _____. To communicate my idea, I added _____ because _____.”</li> </ol> </li> </ol> </li> <li>2. Explain today’s project             <ol style="list-style-type: none"> <li>a. Today, you get to paint your story with paint sticks!</li> </ol> </li> <li>3. Model             <ol style="list-style-type: none"> <li>a. Paint your entire drawing.</li> <li>b. If something is too tiny to paint with paint sticks, you can use markers. You can also use skin-colored crayons for the skin of your characters, if you’d like.</li> </ol> </li> <li>4. Student work time</li> <li>5. Clean up</li> </ol>

Day 5: Summary of Lesson Themes

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to add paper squares to the border of their story quilt to communicate the theme of their story.</p> <p>Students will be able to identify the theme in their story and explain how they show it in their border using the sentence stem: “The theme of my story is ____ (head, heart or hands). To communicate my theme, I added ____ because ____.”</p>
Lesson Materials & Resources
<p><a href="#">Untold Stories: First and Second Grade Story Quilts</a> Slide Deck, Day 5 slides (30-32)</p> <p>Story paintings from Day 4</p> <p>2-inch paper squares for border (multi-colored construction paper and patterned paper)</p> <p>Glue</p> <p>Scissors</p> <p>Sharpies</p> <p>Pre-printed images of heads, hearts and hands (optional, student can also draw these)</p>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Highlight student work from Day 4:             <ol style="list-style-type: none"> <li>a. Yesterday, you got to paint a story about a time you used your head, heart or hands.                 <ol style="list-style-type: none"> <li>i. 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?</li> <li>ii. “My story shows a time I used my ____.”</li> <li>iii. So what is the theme of this student’s painting: head, heart or hands?</li> </ol> </li> </ol> </li> <li>2. Explain today’s project             <ol style="list-style-type: none"> <li>a. 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.</li> </ol> </li> <li>3. Model border creation             <ol style="list-style-type: none"> <li>a. Choose or draw a symbol that shows the THEME of your story</li> <li>b. Choose colorful and patterned paper for your border.                 <ol style="list-style-type: none"> <li>i. Choose colors or patterns that help to show your THEME and your STORY</li> </ol> </li> <li>b. Glue your paper pieces around your painting to create a border</li> </ol> </li> <li>2. Student work time</li> </ol>

3.    Clean up
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**Day 6:** Summary of Lesson Themes

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to share their story quilts and add them to the collaborative class quilt.</p> <p>Students will be able to verbally explain the story and theme in their story quilt, using the sentence stem: “My story quilt tells a story about _____. To communicate my idea, I added _____ because _____.”</p>
Lesson Materials & Resources
<p><a href="#">Untold Stories: First and Second Grade Story Quilts</a> Slide Deck, Day 6 slides (34-38)</p> <p>Story quilts from Day 5</p> <p>Large butcher paper with rectangles pre-drawn (to match number of students in class)</p> <p>Glue</p>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Highlight student work from yesterday <ol style="list-style-type: none"> <li>a. Yesterday, you got to add paper squares to the border of your story quilt, to communicate the theme of your story.</li> <li>b. Let’s look at a student’s story quilt.</li> <li>c. Can you tell us: “My story quilt tells a story about _____. To communicate my idea, I added _____ because _____.”</li> </ol> </li> <li>2. Explain today’s project <ol style="list-style-type: none"> <li>a. 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!</li> <li>b. At your table, take turns sharing with your partner: <ol style="list-style-type: none"> <li>i. <b>“My story quilt tells a story about _____. To communicate my idea, I added _____ because _____.”</b> <ol style="list-style-type: none"> <li>1. You can tell your partner about the theme of your story (head, heart, hands) and the story itself.</li> </ol> </li> </ol> </li> </ol> </li> <li>3. Student share at tables</li> <li>4. Explain that we will now be making a collaborative class quilt! What is collaboration? <ol style="list-style-type: none"> <li>a. Let’s sing our collaboration song: <ul style="list-style-type: none"> <li>—<i>Collaboration, collaboration</i></li> <li>—<i>Collaborative art! Collaborative art!</i></li> <li>—<i>Let’s make art together, let’s make art together!</i></li> <li>—<i>Let us start, let us start!</i></li> </ul> </li> </ol> </li> </ol>

- Following the completion of this art project, the classroom teacher will revisit the first 18 pages of the book, *Born on the Water*, to see how students' connections to the themes of head, hearts and hands have deepened after the art project.