**Title of Lesson:** Freedom Quilts with Frederick Douglass

**Topic: Freedom Quilts and The Underground Railroad**

**Subject Area(s):** Art, Social Studies.

**Grade Level:** Third

**Description or Outcome Statement:** The students will be introduced to quilt patterns and the secret messages the patterns symbolized on the Underground Railroad.

**Specific Lesson Objective:** Students will produce a paper quilt pattern of their own using the same geometric shapes used in the freedom quilts. The students will explain their creation and assign a secret meaning behind it. These patterns will be assembled on the bulletin board into a large classroom quilt.

**Georgia Performance Standards**:

VA3CU.2 Views and discusses selected artworks

 a. Names subject and theme.

 b. Uses context clues to identify time and place.

 c. Identifies artist and culture.

 d. Recognizes media and technique.

 e. Discusses the purpose of art in various cultures (e.g., aesthetic, utilitarian).

**SS3H2.** The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

a. Paul Revere (independence), **Frederick Douglass (civil rights)**, Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).

b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

**Essential Question(s):**

1. How can I identify the artists who created the quilts used in the Underground Railroad?

1. How can I identify the culture of the artists who created the quilts used in the Underground Railroad?
2. How can I explain the social barriers and obstacles Frederick Douglass had as a conductor of the Underground Railroad, and how the quilts helped him overcome these?
3. How can I discuss Frederick Douglass’ fight for African American’s civil rights, and how the quilts played a role in this fight?

**Materials Needed:**

* + Book: *The Secret to Freedom*, by Marcia Vaughan
	+ Pictures of quilt patterns including “Flying Geese”, “The Wagon Wheel”, “The Tumbling Blocks”, “Log Cabin”, and “North Star”.
	+ Quilt Templates
	+ Colored pencils
	+ Glue

**Procedures:**

1. **Motivation: (5 minutes)** To inspire the students and introduce them to the topic of the Underground Railroad and how quilts were used as secret messages, the teacher will read the book *The Secret to Freedom*, by Marcia Vaughan. The author details an enslaved family and their struggle to survive a difficult time. After their parents are sold off, a brother and sister secretly help others escape to freedom by guiding their travels with a secret quilt code. The story is told with simple language and colorful illustrations. The quilt codes used during the Underground Railroad are further detailed in the author's note following the story

1. **Statement of Purpose:** This unit will cover third grade art and social studies. Students will learn the meaning behind the quilt patterns used on The Underground Railroad, of which Frederick Douglass was a conductor. The students will learn how these patterns, such as “The Flying Geese”, “The Wagon Wheel”, and “North Star” were used to communicate secret messages to slaves being conducted on the Underground Railroad. Students will examine examples of these quilts, investigate the colors that were used, and learn the purpose of this artistic form was functional. They will produce a paper quilt pattern of their own, using the same geometric shapes used in these quilts. The students will explain their creation and assign a secret meaning behind it.
2. **Body of the Lesson:**

**Teacher Modeling or Demonstration:** The students will start production of their quilt squares after the teacher shows pictures of examples. They will choose either cool or warm colors to decorate them with. The teacher will remind the students that during the display of quilt patterns, they should be thinking of their own symbol or meaning for the piece they will create.

**Check for Understanding: (10 min.)** The teacher will explain art criticism and what it means. The teacher will describe the Feldman Method. The teacher will discuss Frederick Douglass’ role in the Underground Railroad as well as the obstacles that he had to overcome. A discussion will follow to check for understanding.

**Guided Practice or Activity: (10 min)** The students will work in pairs to describe their quilt square and what the pattern means. They will analyze each other’s work by discussing colors and patterns used and how the shapes contribute to the sense of movement.

**Independent Practice or Activity:** The students will work together to assemble these patterns on the bulletin board into a large classroom quilt.

**Assessment:** Formativeassessment is ongoingduring the lesson. Summative assessment is that the quilt blocks will be graded by a rubric that shows all of the required criteria including warm or cool colors, geometric shapes, their analysis of the pattern, and a meaning that accompanies their symbol.

**Closure: (5 min.)** The teacher will guide a whole group discussion of the freedom quilt that has been made and how it might have been used during the time of the Underground Railroad.

**Accommodations:** Students have been placed in seats consisting of groups of six. There are 12 ELL students in the class of 22. Students who are proficient in English have been placed beside ELL students and partnered with them. There are no physical accommodations needed in this classroom.

**Reteaching:** The students who have not met the standards will be pulled to a small group during the next lesson for reteaching. This will include re-reading the book *The Secret to Freedom*, by Marcia Vaughan, and completing quilt patterns and their descriptions.