

Goals/Objectives/Student Outcomes:

Students will:

- Discuss the significant contributions of women in providing the daily necessities for pioneer families.
- Identify quilt making as a social activity, an art form, and a practical necessity for daily pioneer living.

Materials:

1. Children's literature related to quilting (see resources).
2. Construction paper scraps
3. Construction paper squares for each student (12 "x12 ")
4. Discontinued wallpaper sample books (can be obtained from local businesses)

Background:

Quilting has been practiced for thousands of years in various cultures. Dutch and English colonists brought quilts to America where quilting was practiced in the colonies. Quilts came with the prairie pioneers as they moved west in the 1800s.

On the frontier where resources were scarce, the old adage "waste not, want not" was practiced. Pioneer women saved every left-over scrap of fabric, many of which were joined together in pieced quilts. Quilting bees provided an opportunity for women and girls to socialize while keeping pace with the unrelenting demands of daily work.

Many traditional quilt patterns have evolved over the centuries. Some patterns are complex and detailed while others are odd scraps of fabric joined together haphazardly in a "crazy quilt" pattern. Some quilts tell a story or memorialize a family member or an important event. Today, quilts are still made for beauty as well as comfort.

Procedure:

1. Introduce the lesson by reading to the class one of the following pieces of children's literature:

Coerr, Eleanor. *The Josefina's Story Quilt*.

Johnston, Tony. *The Quilt Story*.

Jonas, Ann. *The Quilt*.

2. Discuss the traditional role of women in providing for their families while at the same time expressing creativity
3. Using the book *Eight Hands Round: A Patchwork Alphabet*, by Ann Whitford Paul or other resource books on quilting, display pictures of various quilt patterns. Discuss the following:
 - Names of traditional patterns.
 - Distinguishing characteristics of each.
 - Repeated patterning.
 - Use of color.
 - The relationship between pattern names and everyday life activities, i.e. the log cabin pattern.
4. Based upon this information, have students create a pattern for their own unique quilt design using construction paper scraps or read *The Goldfinch 10* (April 1989): 23-24 and encourage students to create their own quilt pattern by using the four quilt squares examples.
5. After students have created their pattern, provide pages from outdated wallpaper books and backing sheets of a standard size, such as 11 "x 11 ". Have students work in groups (quilting bees) to assemble quilt squares using their own pattern designs. Display assembled quilts in the classroom.

Assessment of Outcomes:

Evaluate the extent to which students are able to generate a repeated pattern in their quilt design.

Have students evaluate the level of cooperation in their " quilting bees."

Resources:

The Goldfinch 10 (April 1989): 23-24.

Eleanor Coerr. *The Josefina's Story Quilt*. New York: Harper & Row, 1986.

Tony Johnston. *The Quilt Story*. New York: Putnam, 1992. Ann Jonas. *The Quilt*. New York: Greenwillow Books, 1984.

Ann Whitford Paul. *Eight Hands Round: A Patchwork Alphabet*. New York: HarperCollins, 1991.

Quilt Game

by Katharyn Bine Brosseau

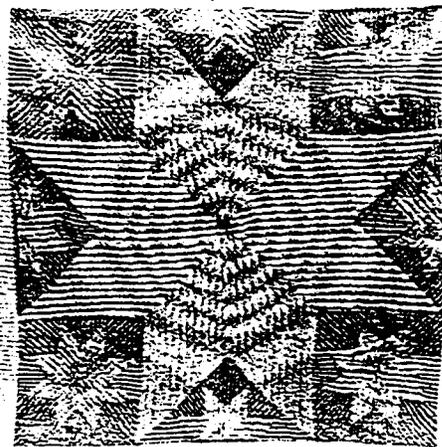
A QUILT is a folk art that requires creativity plus time and patience. Today's quilt makers often buy fabric especially for cutting into quilt patches, but traditional-pieced quilts were made from pieces of fabric left over from homemade clothing. Quilts all have their own histories.

When my grandmother made a quilt for me, she used fabric scraps from clothing that she had made for my mother. Quilts like this are not only beautiful, but they represent memories of fabrics in days gone by.

Quilts made by pioneers were used as blankets to wrap around furniture on trips, and create walls within one-room houses. Pioneer women sewed the patches into **blocks** (the basic pattern that is repeated throughout the quilt). Many blocks were then joined together to make the **quilt top** (patterned side of the quilt). Then quilters often gathered for **quilting bees** (groups of quilters).

Finishing a quilt was the goal of a quilting bee, but quilters also liked bees because they could get together and talk. Snow, bad weather, and poor roads often isolated pioneers from their neighbors during the winter. Quilting bees were a chance for people to socialize.

Today many people still get together for quilting bees in Kalona. Dozens of quilters work out of their homes making quilts from



Quilts are like a sandwich: the quilt top and the back (usually a plain sheet) are the "bread." The batting (fluffy cotton) is like the filling. The batting makes the quilt warm. Sewing a quilt top to its batting and back would take one person several months, but many people working together can finish it quicker.

traditional designs. People from all over the world buy the quilts made in Kalona.

Pioneer quilt makers often used traditional quilt designs like the ones on the next page. Each pattern has its own name. Sometimes people design new patterns. Try creating your own quilt pattern by using the four quilt squares on the next page. ☒

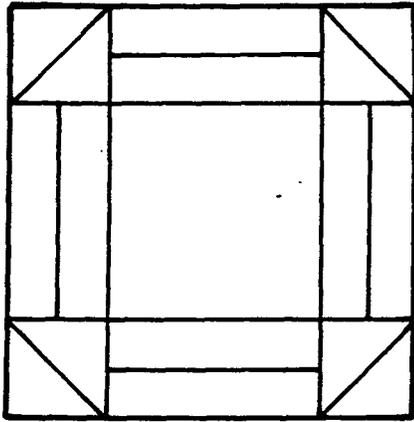
Steven Ohm

Kay Chambers

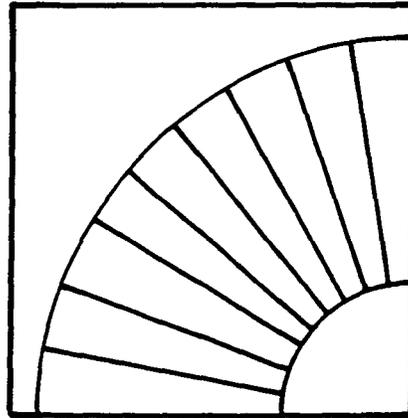
DIRECTIONS:

Using a separate sheet of paper, draw a large

square. Copy and combine the four quilt patterns to design your own quilt.

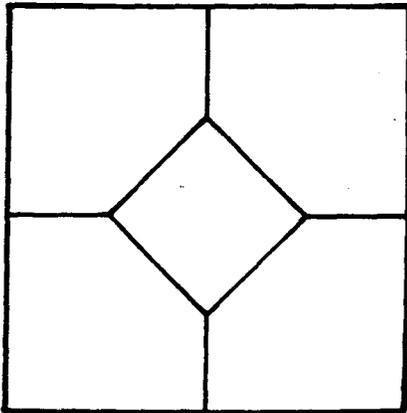


CHURN DASH



FAN PATCHWORK

NECK TIE



IOWA STAR

