

## *Sweet Clara and the Freedom Quilt*



**Name:** Mary Texter

**Grade**

**Level:** 3<sup>rd</sup>

**Major Content:** Historical Literature Response Activity

### **Goals and Objectives:**

1. Students will respond individually to the book, *Sweet Clara and the Freedom Quilt*.
2. Students will create a quilt square demonstrating their response to the most important or best part (as they determine) of the story.
3. Students will be able to identify the quest for freedom that so many enslaved people sought.

### **Academic Expectations:**

1.11 Students write using appropriate forms, conventions and styles to communicate ideas and information to different audiences for different purposes.

2.22 Students create works of art and make presentations to convey a point-of-view.

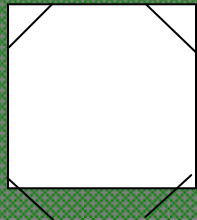
### **Context:**

This lesson is used to inform students of an important part of US history and also to practice responding to literature in a new way. They may have some prior knowledge about the Underground Railroad, while not extensive.

### **Resources:**

\*1 Copy of a simple 4-triangle quilt pattern per student

\*4 small triangular pieces of material per student (Cut to the size of the triangles on your quilt pattern)



\*Book, *Sweet Clara and the Freedom Quilt*

\*1 Larger piece of paper to mount the entire class' quilt (Size dependent on # of students)

\*Glue

\*Markers, colored pencils, or crayons

**Procedures:**

1. Read aloud picture book, Sweet Clara and the Freedom Quilt to the class. Discuss book details and make predictions throughout the reading. Help students understand the significance of the quilt map in the story, not only for the character, Clara, but also for other slaves who may be able to learn the way to freedom.
2. After reading, students will respond to the story by creating a quilt square. The inside of the square will include an illustration of their favorite part or the most important part of the story. In addition to the illustration, students must include a description of the illustration and explain why they chose that part of the story to illustrate.
3. Once their illustration and written response is complete, students will glue the four triangle-shaped pieces of material into the four triangular corners.
4. Finally each quilt square can be pieced together and glued to a large piece of paper to create a classroom quilt of literature responses to the story.
5. As a class, students can come forward to share their response to the story.

**Student Assessment:**

1. Formal – Quilt square must include an illustration related to the story. The square should also include a description of that part of the story and a sentence or two explaining why the student selected this illustration for their quilt square.

