LESSON TITLE: THE FREEDOM QUILT

**Common Core Standards**

**R 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**W 2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Key Questions/Issues Addressed**

How do we represent “freedom”?

What images and/or words represent “freedom”?

**Lesson Goals/Objectives**

Students will be able to identify words and images that represent “freedom.”

Students will be able to create a collaborative quilt project symbolizing “freedom.”

**Key Terms**

Freedom, Liberty, Loyalty, Represention, Symbol, Symbolize

**Materials**

Construction paper, cloth, or felt (multi-color)

Scissors, glue, stapler, tape, yarn

Image of the Freedom Quilt, see Appendix A

**Background for lesson**

If necessary, background information on 9/11 can be found on the 9/11 Memorial’s Interactive 9/11 Timeline: www.911memorial.org/interactive-911-timelines. See also 9/11 FAQ at www.911memorial.org/faqabout911.

In the aftermath of 9/11, the “Freedom Quilt” was commissioned by Ohio Farm Bureau Youth during its Annual Meeting in December 2001. Teens and junior highs (ages 11-19) from across Ohio were given quilt squares and fabric markers and asked to write on his/her own square a personal reflection on the meaning of freedom.

The fabric squares were then hand-stitched and hand-quilted together. Those who look closely will note that some stitching takes the shape of stars.
**1st Session**

1. Ask students to reflect for five minutes on the word “freedom.” Encourage students to think of words and images that represent this word. They can make a list, draw pictures, or use concept mapping.

2. Students share their words and images, first with a partner and then with the class. What are the similarities in the words and images? What are the differences?

3. Ask two students to record student reflections on the board or chart paper. One student records words, while the other student records the list of images.

4. Show the class the image of the Freedom Quilt (see Appendix A). Provide students with the background of the quilt.

5. Ask students these questions about the Freedom Quilt:
   - Why did the quilt’s creators focus on “freedom”?
   - What image did the quilt’s creators use to represent “freedom”? Does this image represent “freedom” to you?
   - What words did they use on the Freedom Quilt?
   - How do these words compare to the list of words that your class developed?
   - What would each quilt patch look like individually?
   - What is the impact of connecting the individual quilt patches together?
   - How does this quilt make you feel?

6. Assign students their class project: As a class, students collectively select one image that they want to be their final quilt image and collectively choose the colors for the image.

   **Note:** For 5th grade or advanced classes, students can make a grid of the image and determine how many pieces of paper and colors (or other material) they will need to create the quilt.

**2nd Session**

7. Distribute the pieces of construction paper (or felt or cloth) to each student.

8. Students write 1-10 words on their quilt patch that represents “freedom.”

9. Connect the patches together to create the final quilt and freedom image.

   **Optional:** The teacher can allow the students to decide on the best way to connect the patches together based on the symbolism they want to display. Options may include: glue, tape, staple, weave.

10. As a final reflection, ask students to reflect on how their class quilt symbolizes freedom. How does their own class quilt compare to the Freedom Quilt? Do you think your idea of “freedom” matches the creators of the Freedom Quilt?
Evidence of Understanding

Students will display understanding through their final reflection and the quilt activity.

Extension Activities

If the class size is large, students can work in groups to create multiple class quilts. Display the class-generated freedom quilt in the school or local community building. Students can write to the students/teacher in Ohio who created the “Freedom Quilt” and include messages of thanks, what they learned from it, and how it inspired them.
APPENDIX A
Gift of Ohio Farm Bureau Youth