Lesson: “The Patchwork Path”

Length: 20

Age or Grade Intended: 4th

Academic Standard(s):
4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
Example: Levi and Catherine Coffin, The Underground Railroad, religious groups, the abolition and anti-slavery groups, the Liberia colonization movement.

4.5.1 Identify ways that social groups* influence individual behavior and responsibilities.

Performance Objectives:
- After reading The Patchwork Path students will learn about the abolition movement during the period in America were slavery was legal.
- Students will be introduced to how the Underground Railroad operated.
- Students will use fine motor skills to create paper reproductions of quilt squares discussed in the book The Patchwork Path.

Advanced Preparation by Teacher:
- A copy of Bettye Stroud’s The Patchwork Path; A Quilt Map to Freedom.
- Colored paper both sold and patterned
- Scissor and glue for each student
- Quilts if available
- Directions and examples of quilt patches

Procedure:
Introduction/Motivation: The teacher will hold up pictures of different examples of patches that would be found on a quilt that explains freedom. The teacher will ask students if they can guess what the patches might represent or what they look like. (Analysis)

Step-by-Step Instructions:
- The teacher will give students some of the names of the patches. (Visual Spatial)
- The teacher will hang up examples of patches that students can create,
- The teacher will read out loud The Patchwork Path; A Quilt Map to Freedom (Verbal Linguistic)
- Students will come to the table and get their supplies.
- Students will work on their patches
After the teacher is finished she will explain that this story is debated by historians as being fact or fiction. She will point out the historical facts.

**Closure:** The teacher will bring the class back together and ask these questions:
- What does your patch symbolize? *(Knowledge)*
- How did Hanna and her father use this patch to help them reach Canada? *(Knowledge)*
- In the story Hanna and her father were helped by people, who practiced the Quaker religion, do you think that Quaker people were the only people that helped slaves on the Underground Railroad? *(Analysis)*
- Name three obstacles that slaves faced as the escaped slavery. *(Application)*
- Although Ms. Williams’ story may not be true, why would it be important to hear it? *(Synthesis)*
- By the way what do we call information that we get from someone else and not directly from the person who it happened to? *(Knowledge/review on primary and secondary sources)*

**Assessment:** I will be looking at students participation in making their patches, active listening to the story and their participation in the class discussion.

**Adaptations/ Enrichments:**
The teacher will provide picture directions for student who might struggle with reading directions. The teacher will also give oral directions if the student is struggling with the project. Students who need a challenge might read other book on this subject such as *The Secret to Freedom* by Marcia Vaughan.