

Quilts and Quitmaking: Using the Library of Congress Sound Recording Analysis

Sarah Wadi
Erin Underwood

Standards

IL-ISBE-ELA-CC-2010.6.SL.1.c

Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

IL-ISBE-ELA-CC-2010.6.SL.2

Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Resources

[Library of Congress \(2015\)](#)

Analysis Document - Sound Recording - "My mother would give us little tiny pieces."

[Analyzing Sound Recording](#)

Questions used during procedures

Materials

Crayons, markers, and cardboard squares.

Objectives

The students will:

- through a Grand Conversation pose and respond to specific questions in detail from the Library of Congress Teacher Guide for Analyzing Sound Recordings.
- interpret information presented through an audio recording.
- create a quilt square identifying important individual items of significance to add to the class quilt.

Procedure

1. The teacher will hold up a quilt and ask prompting questions to facilitate a short class discussion.
 - "What do you think the importance of this item is?"

- "What is this called?"
 - "What is it used for?"
 - "Do you think it is hard to make one?"
2. The teacher will then write the following questions on the board and tell students to keep these in mind while they listen to an audio recording. (List of questions found in reference section)
 - Describe what you heard.
 - Where there any background noises?
 - Does it sound like an interview or conversation?
 - What do you think the purpose of this recording was?
 - What can you learn from listening to recordings like this?
 - Who would find this recording interesting or helpful?
 - What do you wonder about after hearing this?
 3. The teacher will then play the quilt audio recording. (Found in reference section)
 4. After the audio recording is played, the teacher will ask the students to talk in pairs about the questions on the board.
 5. The teacher will ask each dyad to share their thoughts about the questions on the board and facilitate a grand conversation.
 6. The teacher will inform the students they will be making a class quilt. Each student will work on their own quilting square (Piece of paper) and they will decorate it with items that are important to them. They can draw things that represent them or make them unique.
 7. The teacher will pass out one quilt square per student, and crayons and markers to decorate it.
 8. Once the squares are completed, each student will show and explain their square, and why it is important to them.
 9. Once the students have shared their square, they will attach it on the wall to complete the class quilt.

Assessment

Rubric

	2	1	0
Classroom Quilt	The student completes square and provides a detailed explanation for why elements were chosen.	The student provides brief explanation for square once completed.	The student does not complete square and/or explain their choices.
Classroom Discussion	The student participates actively in classroom grand conversations, asking, and answering questions.	The student participates minimally in classroom discussion, not providing much detail.	The student does not participate in discussion.
Classroom Research	The student participates in research, finding answers and sharing found information with the class.	The student participates minimally in classroom research and minimally when sharing findings.	The student does not participate in research or share findings with class.

Reflection