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6th Grade LA

Star Quilts: Sound Recording and Wordle

Learning Objective:

The objective of this activity is to learn about the Star Quilt through utilizing the Library of Congress and its resources. Students will listen and analyze sound recordings to answer the reflection questions. Students will also create a Wordle describing and reflecting the Star Quilt and the sound recording.

Common Core Standards:

CCSS.ELA-LITERACY.W.6.1.C: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-LITERACY.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.6.1.D: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Materials:

- Computer with internet access
- Writing journal or paper for answering reflection questions
- Access to the Wordle & Library of Congress websites
 - <http://www.wordle.net>
 - <http://www.loc.gov/search/?q=Quiltmaking+in+America&sp=7>

Resources:

Star quilt link: <http://www.loc.gov/item/qlt000325/>

Library of Congress Website: <http://www.loc.gov/search/?q=Quiltmaking+in+America&sp=7>

Library of Congress Sound Recording Analysis:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf

Wordle Website: www.wordle.net

Procedure:

1. The students will choose a quilt pattern and listen to the sound clip that corresponds with the type of quilt they choose.
2. The students will reflect on and analyze the sound clip answering some of the questions found on the Library of Congress website. They should write these in complete sentences in a reading journal or on a sheet of paper.

3. Students will create a Wordle using some of the important words that they identify from listening to the sound clip and learning about the star quilt.
4. The students will present their Wordle and give a brief background of their quilt pattern.

Adaptations:

- This lesson can be adapted to help with students who have a visual disability, because it is based on a sound recording. This will help students who struggle visually to still be able to understand the sound recording and the information it provides. The lesson is also adapted to students with ADHD, because it utilizes an interesting sound clip and creates an activity that is hands-on for the students. This will help keep the student on track and not bored. This lesson can also be adapted for students who have a hearing disability. Students who are hard of hearing will be provided a transcript of the sound recording. That way the student can follow along visually.

Assessment:

- Reflective questions will be collected at the end of the sound clips. They will be graded on the following criteria: relevance and completeness of the questions. All answers will vary.
- Presentations will be based on criteria including communication, confidence, and completeness.
- Wordle will be based on the following rubric.

Student Name: _____

CATEGORY	6	4	2	0
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Reflection:

- Jacque's Reflection: I learned a lot from the Library of Congress. I have been on the website before, but I never utilized that sound recordings. I think that is very informative and educational to have sound recordings available. It provides a deeper, richer learning experience covering a certain topic for the students. It incorporates technology and educational experiences that the students will learn and benefit from. I also enjoyed viewing all the different quilts; especially the Star Quilt. They are beautiful works of art!
- Christina's Reflection: This lesson plan was a good way to get familiar with the Library of Congress website. It is a great resource that can be used in the middle school classroom. I enjoyed the sound clips and the variety of topics included in the search database. This is a great resource for teaching culture and diversity. It is beneficial for many types of learners and provides a meaningful learning experience for students.
- Ellie Morgan's Reflection: The Library of Congress offers a unique learning experience for the students. They are able to use technology to research something rather than just simply looking things up on the internet. Additionally, there is something for every type of learner which is another aspect that I really like. The sound recordings allow students that learn better by listening to truly get the most of it. For the more visual learners, there are lots of pictures that the teacher can look at and have the students

reflect on. Having a source like this is very useful for a classroom and I plan to use the website in the future.

