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Credits

Applauding Appalachia

Resource Guide

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Introduction to Applauding Appalachia

Stretching from south central New York to central Alabama, Appalachia is an area in the eastern portion of the United States that covers most of the Appalachian Mountains.

The Appalachian Region



<http://www.arc.gov/index.do>

More than just a geographic region, Appalachia is populated with a proud people who have strong ties to their community, culture, and heritage. The stories that come out of this region speak to the uniqueness of this part of the country.

At the beginning of *Applauding Appalachia*, Omope Carter Daboiku, an Ohio storyteller, states that we must listen to these stories to truly understand Appalachian people. The video and the accompanying lesson plans will connect students to this rich culture by highlighting the lives of four native southern Ohio Appalachians who tell the stories of their ties to this region through four different art forms: photography, music, quilting, and wood carving. Following are brief summaries of the people your students will meet as they view the video:

Lloyd Moore: Photographer

Lloyd worked as a lawyer and throughout his career he used photography to emphasize his legal points. He came to realize that the photographs he took captured details of his subjects' lives that he couldn't always communicate through words. In addition to being able to tell stories through his art, Lloyd enjoys the bond he forms with each of the people he photographs.

Stan McFarland: Fiddle Player

Music was always a part of Stan McFarland's life. His father played the fiddle and insisted his family learn to play music. At the age of 13, Stan, who had been playing the mandolin, decided he wanted to play the fiddle. As he got older and had his own family,

he passed on the love for music by teaching his daughter to play the guitar. His music comes from immigrant families, and the songs he plays and sings describe the early Appalachian way of life.

Maxine Groves: Quilter

A teacher in the Zanesville City School District for many years, Maxine Groves rediscovered quilting after she retired and moved back to her southern Ohio roots. Maxine enjoys expressing herself through the entire quilting process, from choosing the pattern and fabric colors to cutting the material and sewing the quilt together. She also enjoys gathering with friends and family to share her art and life stories.

Mike Gatherwright: Woodcarver

When Mike Gatherwright became the victim of corporate downsizing after 30 years as a machinist, he was devastated. With support and encouragement from his wife, though, Mike turned to woodcarving, an art and skill he had learned from his father, and created a whole new life for himself. One of his favorite pastimes is to take his creations to local fairs where he can educate the community about his art and teach children how to carve.

Appalachian culture and heritage has been passed from generation to generation through people like Omope, Lloyd, Stan, Maxine, and Mike and the art they create. As Omope states in the video “Our wealth is in our culture, not in material things. To really understand Appalachian people and their art, you’ve got to listen to their story.”

Vocabulary

- **Appalachia** - Region in the Eastern United States comprising the Appalachian Mountains from South central New York to central Alabama
- **Culture** – **a**: The integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations **b**: the customary beliefs, social forms, and material traits of a racial, religious, or social group **c**: the set of shared attitudes, values, goals, and practices that characterizes a company or corporation
- **Community** - **a**: A unified body of individuals **b**: the people with common interests living in a particular area **c**: an interacting population of various kinds of individuals (as species) in a common location **d**: a group of people with a common characteristic or interest living together within a larger society **e**: a group linked by a common policy **f**: a body of persons or nations having a common history or common social, economic, and political interests **g**: a body of persons of common and especially professional interests scattered through a larger society
- **Communication** - **a**: a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior: exchange of information **b**: personal rapport
- **Pride** – **a**: the quality or state of being proud: inordinate self-esteem **b**: a reasonable or justifiable self-respect **c**: delight or elation arising from some act, possession, or relationship
- **Memory** - **a**: a particular act of recall or recollection **b**: an image or impression of one that is remembered **c**: the time within which past events can be or are remembered
- **Storytelling** - The act or practice of telling stories.
- **Tradition** – **a**: an inherited, established, or customary pattern of thought, action, or behavior (as a religious practice or a social custom) **b**: the handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction **c**: cultural continuity in social attitudes, customs, and institutions **d**: characteristic manner, method, or style
- **Expression** - **a**: an act, process, or instance of representing in a medium (as words) **b**: something that manifests, embodies, or symbolizes something else
- **Values** -Worth in usefulness or importance to the possessor; utility or merit

Storytelling

Lesson Summary

In this lesson students learn what storytelling is, why it is important and how storytelling can be shared in new and innovative ways.

Objective

- Students will discuss the definition of storytelling.
- Student will view photographs from the video.
- Students will use a graphic organizer to record their thoughts about each photograph.
- Students will write short stories about the photographs.

Academic Content Standards

Grade 6

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator: #2 Summarize the main idea and draw conclusions from presentations and visual media.

Grade 7

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator: #2 Draw logical inferences from presentations and visual media.

Grade 8

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Materials

- Video or DVD
- Television or computer with projection system
- Storytelling Graphic Organizer
- Word processing software

Vocabulary

Storytelling

Photography

Memory

Procedure

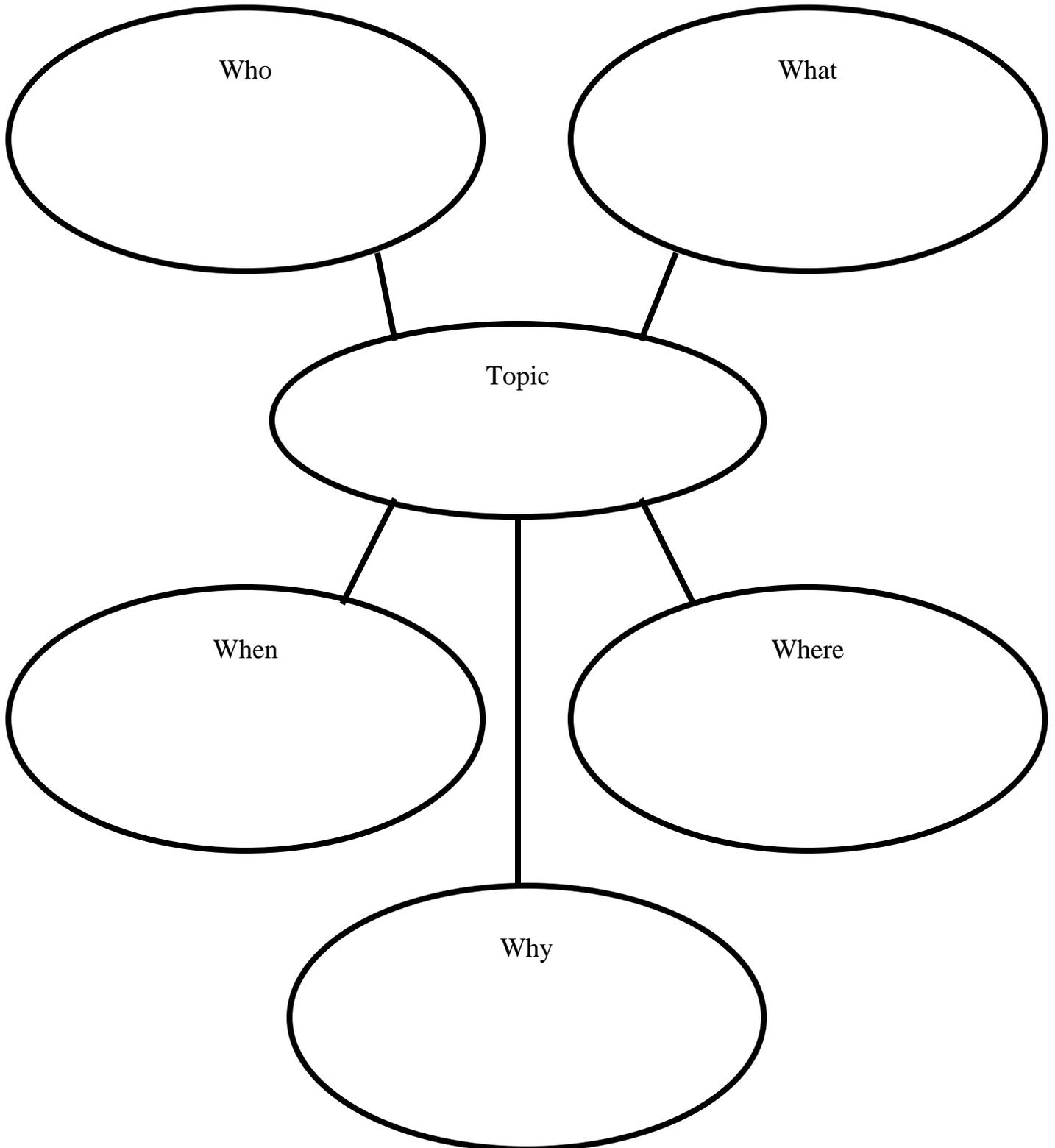
1. Ask and discuss the meaning of storytelling with students.
2. Ask and discuss why we tell stories. The following are a few ideas that students may come up with.
 - To share different experiences with people
 - Develop listening skills
 - Develop social skills
 - Contribute to a community
 - Entertainment
 - Pass on tradition/customs
 - Teach others about our lives
 - Teach pride in our own community
3. Many stories are written in books. What other ways could we tell a story? The following are a few ideas that students may come up with.
 - Photography
 - Music
 - Quilting
 - Woodcarving
 - Pottery
 - Painting
 - Drawing
4. Assign students to groups of 3 or 4. Give each student the Storytelling graphic organizer. Using the video, pause on several of the photographs to view. Have students discuss the photograph in their group and record their answers on the graphic organizer. Choose 3 to 5 photographs to look at. Discuss the student answers as a class. Below are a few photograph choices from the video and their counter time.
 - Man and Car 3:11
 - Man on Bike 3:36
 - Johnson Family 4:59
 - Four Women 6:39
 - Man on Bench 6:50
 - Man and Dog 8:35
 - Woman and Girl 8:55
5. Using the Storytelling graphic organizer and word processing software have students create a short story describing the image they see from the video.

Evaluation

Students will be evaluated on class participation, listening skills during the video, group participation, completion of the Storytelling graphic organizer and according to the Storyteller Rubric.

Storytelling

Place your subject in the center circle. Fill in each circle to describe your subject.



Storyteller Writing Rubric

Name: _____

	10	7	3	0
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes some time and effort to the writing process but was not very thorough.	Student devotes little time and effort to the writing process.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Details	The story contains many details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story.

Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Solution/Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.

Requirements	All of the written requirements (who,what,when,where,why) were met.	Almost all the written requirements were met.	Most of the written requirements were met, but several were not.	Many requirements were not met.
Due Date	Assignment was turned in on-time.	Assignment was one day late.	Assignment was two days late.	Assignment was more than two days late.

Adapted from <http://rubistar.4teachers.org/index.php>

Pride and Community

Lesson Summary

In this lesson students learn the meaning of pride and ways it is expressed in the Appalachian community.

Objectives

- Students will view segments of the video
- Students will cite examples of pride from the video
- Students will determine the meaning of pride

Ohio Academic Content Standards

Grade 6 & 7

Standard: English Language Arts

Benchmark: Communication: Oral and Visual

Indicator: Demonstrate active listening strategies

Materials

- Applauding Appalachia Video/DVD
- Television or computer with projector
- Graphic Organizer

Vocabulary

Pride

Community

Appalachia

Procedures

1. Answer questions using the Pride worksheet.
2. Before watching the video chapters answer the first question from the Pride worksheet. “What does pride mean to you?”
3. After answering the first question, find examples of pride in each video chapter. Use the pause button at the end of each chapter to allow time to record answers. Below are a few examples but students may find more.
 - Chapter 2 examples:
 - Photographer talks about not having material things but being good people.
 - He says, “If you don’t see beauty everyday, then you’re not in good focus.”
 - Chapter 3 example:
 - Fiddle player passes on playing music through the generations.
 - Daughter always wanted to play music with her father even when she left for college.
 - Chapter 4 example:
 - Quilter says “I am more than I thought I was.”
 - Shares quilts and ideas with others.

- Chapter 5 example:
 - Woodcarver says, “It makes your buttons come loose a little bit.”
- 4. Discuss examples of pride after each segment. Have students explain why they feel a particular example is a good representation of pride.
- 5. Have students list an example and discuss pride in their life.

Evaluation

Students will be evaluated on class participation, listening skills during the video, and completion of the Pride graphic organizer.

Pride

Name _____

What does pride mean to you?

What is a community?

Write an example of pride for each person.

Photographer

Fiddle Player

Quilter

Woodcarver

Write an example of when you were proud of yourself or your community.

Photography: How does photography tell a story?

Lesson Summary

In this lesson students learn how photography tells a story.

Objective

- Students will create a short story from a picture of something important to them.
- Students will use a graphic organizer to generate and organize their thoughts.
- Students will publish their story in the classroom through spoken word.

Ohio Academic Content Standards

Grade 6

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator: #2 Summarize the main idea and draw conclusions from presentations and visual media.

Indicator # 5 Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

Indicator # 6 Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.

Indicator # 9 Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

Grade 7

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator: #2 Draw logical inferences from presentations and visual media.

Indicator # 5 Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

Indicator # 6 Adjust volume, phrasing enunciation, voice modulation and inflection to stress important ideas and impact audience response.

Indicator # 7 Vary language choices as appropriate to the context of the speech.

Indicator # 9 Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

Grade 8

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator # 5 Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

Indicator # 6 Adjust volume, phrasing enunciation, voice modulation and inflection to stress important ideas and impact audience response.

Indicator # 7 Vary language choices as appropriate to the context of the speech.

Indicator # 9 Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

Materials

- Video or DVD
- Television or Computer with projection system
- Storytelling graphic organizer
- Word Processing software

Vocabulary

Tradition

Values

Culture

Procedures

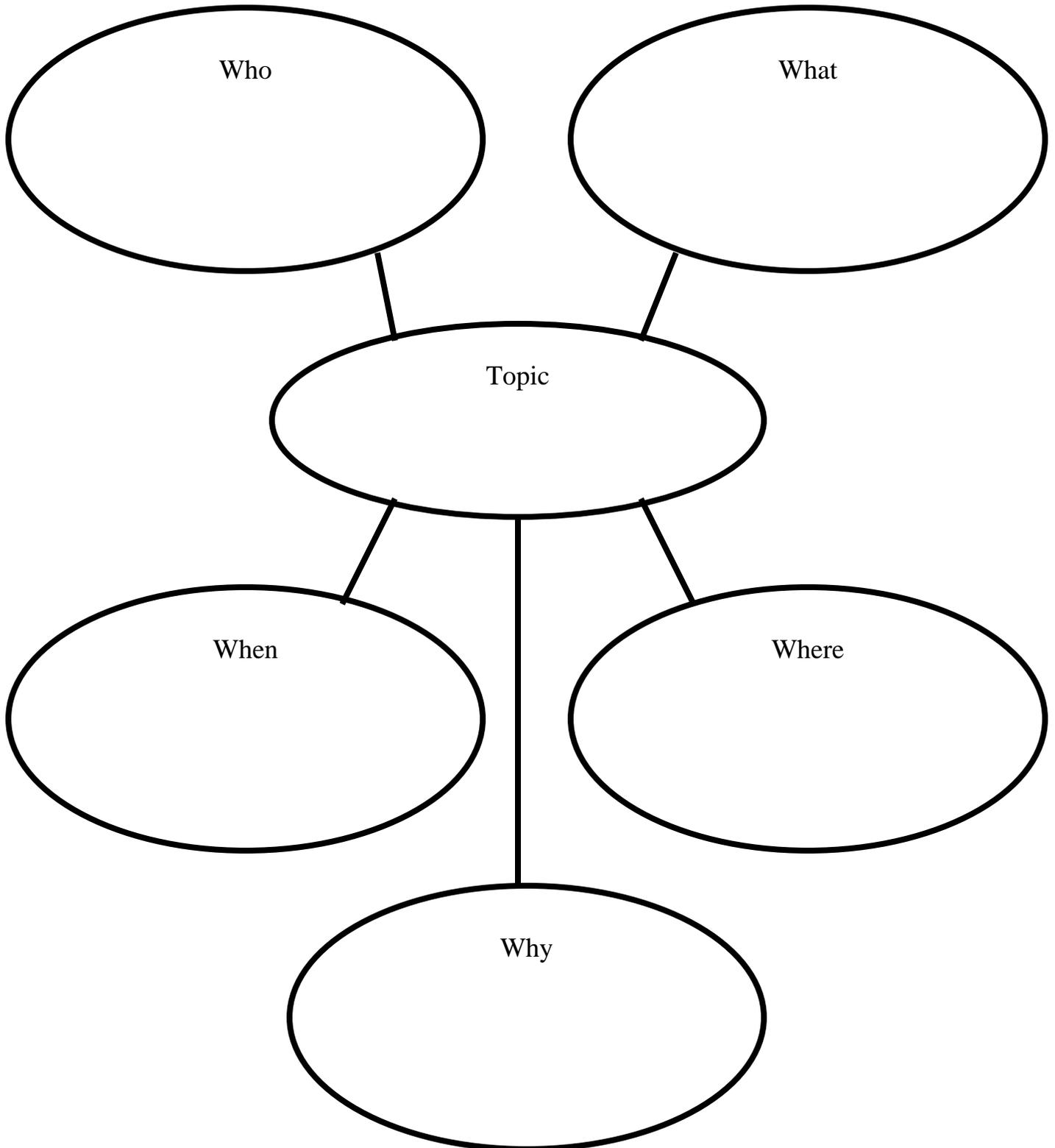
1. Have students take a picture or bring a picture in of something from home or the neighborhood that is important to them.
2. Pass out the Storyteller Rubric.
3. Discuss each category with the students emphasizing what they will be evaluated on during their speech.
4. Pass out the Storytelling graphic organizer. Students will work through the graphic organizer to describe each piece of the story from the photograph.
5. Students will use the details from the graphic organizer to write a short story about their photograph.
6. Using their written story as a guide, students will tell their story to the class. Students should not read their stories.

Evaluation

Use the Storytelling Rubric Provided below.

Storytelling

Place your subject in the center circle. Fill in each circle to describe your subject.



Storyteller Rubric

Name: _____

Written Requirements	10	7	3	0
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes some time and effort to the writing process but was not very thorough.	Student devotes little time and effort to the writing process.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Details	The story contains many details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.

Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Requirements	All of the written requirements (who, what, when, where, why) were met.	Almost all the written requirements were met.	Most of the written requirements were met, but several were not.	Many requirements were not met.
Due Date	Assignment was turned in on-time.	Assignment was one day late.	Assignment was two days late.	Assignment was more than two days late.
Oral Requirements	10	7	3	0
Vocabulary	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	Uses a varied vocabulary that is occasionally too simple or too hard for the audience.	The vocabulary was not varied or was routinely inappropriate for the audience.
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail.	The audience has trouble telling when and where the story takes place.

Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described. The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.
Knows the Story	The storyteller knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence.	The storyteller knows the story pretty well and has practiced telling the story once or twice. May need notes once or twice, but the speaker is relatively confident.	The storyteller knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and the speaker appears ill-at-ease.	The storyteller could not tell the story without using notes.
Audience Contact	Storyteller looks at and tells the story to all members of the audience.	Storyteller looks at and tells the story to a few people in the audience.	Storyteller looks at and tells the story to 1-2 people in the audience.	Storyteller does not look at or try to involve the audience.
Listens to Others	Always listens attentively to other storytellers. Is polite and does not appear bored or make distracting gestures or sounds.	Usually listens attentively to other storytellers. Rarely appears bored and never makes distracting gestures or sounds.	Usually listens to other storytellers, but sometimes appears bored. Might once or twice accidentally make a gesture or sound that is distracting.	Does not listen attentively. Tries to distract the storytellers, makes fun of them, or does other things instead of listening.
Acting/dialogue	The student uses consistent voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tries to use voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tells the story but does not use voices, facial expressions or movement to make the storytelling more interesting or clear.

Voice	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.
Pacing	The story is told slowly where the storyteller wants to create suspense and told quickly when there is a lot of action.	The storyteller usually paces the story well, but one or two parts seem to drag or to be rushed.	The storyteller tries to pace the story, but the story seems to drag or be rushed in several places.	The storyteller tells everything at one pace. Does not change the pace to match the story.

Adapted from <http://rubistar.4teachers.org/index.php>

Music: How does music tell a story?

Lesson Summary

In this lesson students describe the music they listen to, make comparisons to Appalachian music and write a song about their life.

Objective

- Students will discuss the music in their community.
- Students will make comparisons between their music and Appalachian music.
- Students will write their own song.

Ohio Academic Content Standards

Grade 6

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator: #2 Summarize the main idea and draw conclusions from presentations and visual media.

Grade 7

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator: #2 Draw logical inferences from presentations and visual media.

Grade 8

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Materials

- Video or DVD
- Television or computer with projector system
- Venn Diagram

Vocabulary

Expression

Procedure

1. In the video, the fiddle player described some themes Folk musicians write about. He mentioned love and relationships between people, people wanting to go home, and describing a situation at home.

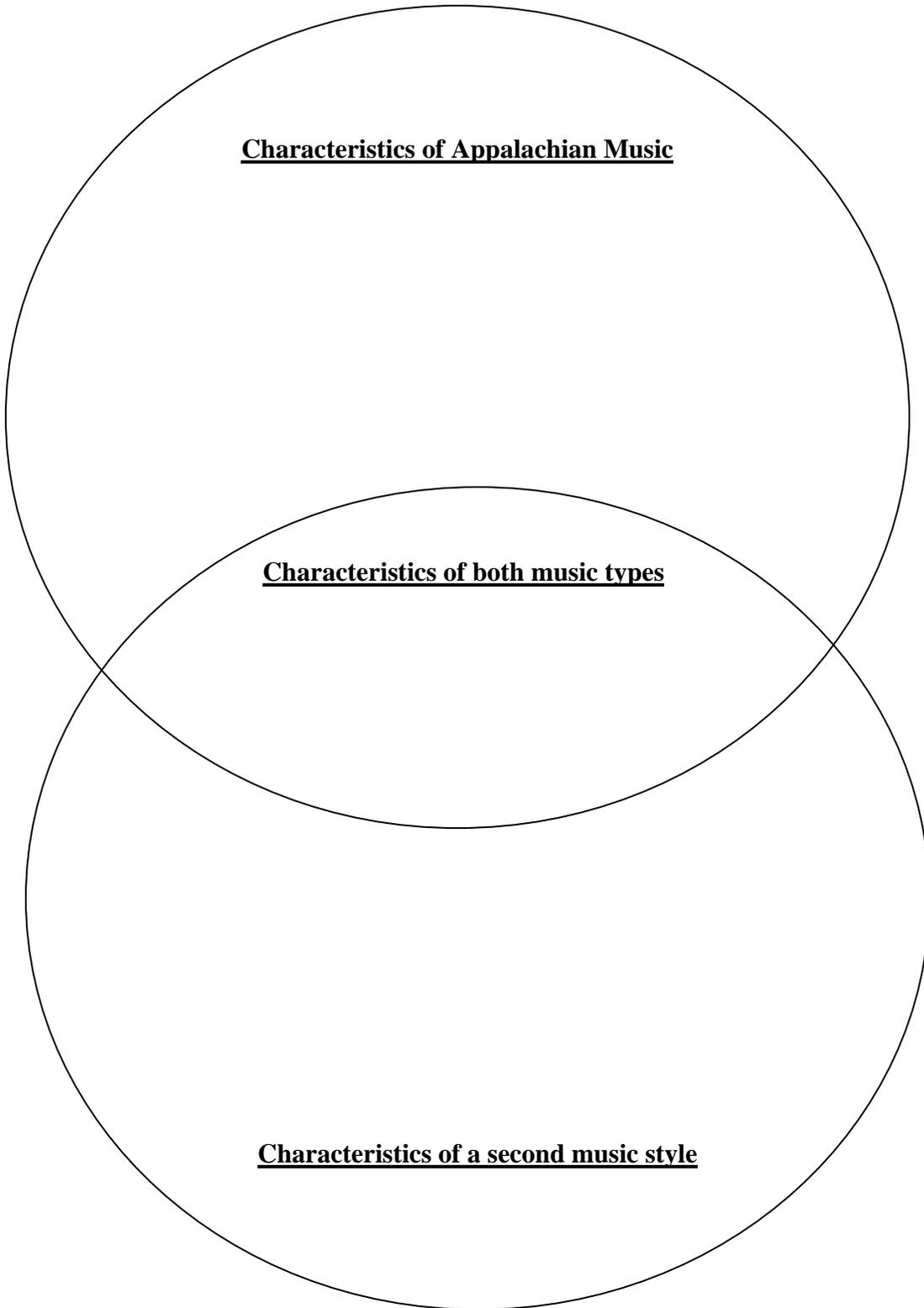
2. Name different music styles. Here is a short list but include others that the students may think of.
 - a. Folk
 - b. Rap
 - c. Blues
 - d. Jazz
 - e. Classical
 - f. Gospel
3. What do artists of other types of music sing about?
4. How are other types of music similar or different to Appalachian music?
5. Students may use resources such as CD's, tapes, music web sites and general search web sites to gather information about different musical styles. One internet source is the Online Encyclopedia Britannica which can be found in the Core collection of www.infohio.org.
 - o Use the Music Venn Diagram to make comparisons. Students should mention the instruments used, word choice, themes of songs, etc.
 - o Discuss as a group the similarities and differences between the music.
6. Using the information gained through the Venn Diagram and the StoryTelling Graphic Organizer included in this lesson, write a song about your community or home.
 - o Extension: Have students put their words to music either using a previously created song or create their own music.

Evaluation

Use the Music Rubric.

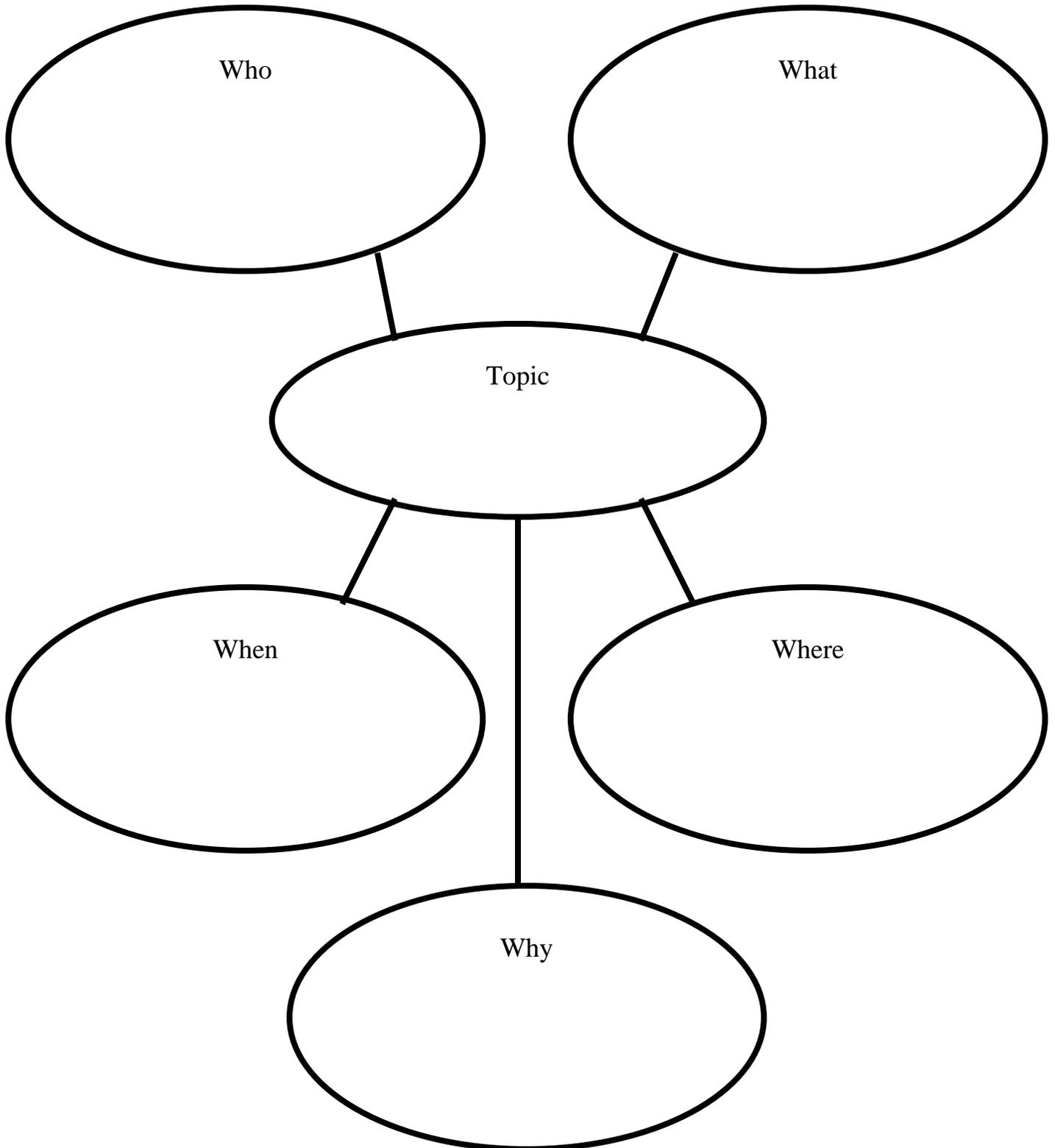
Music Venn Diagram

Name:



Storytelling

Place your subject in the center circle. Fill in each circle to describe your subject



Storyteller Music Rubric

Name: _____

	20	15	10	5
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes some time and effort to the writing process but was not very thorough.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Focus on Assigned Topic	The entire song is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the song is related to the assigned topic. The song wanders off at one point, but the reader can still learn something about the topic.	Some of the song is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the song to the assigned topic.
Organization	The song is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The song is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The song is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Creativity	The song contains many creative details and/or descriptions that contribute to the listener's enjoyment. The author has really used his imagination.	The song contains a few creative details and/or descriptions that contribute to the listener's enjoyment. The author has used his imagination.	The song contains a few creative details and/or descriptions, but they distract from the song. The author has tried to use his imagination.	There is little evidence of creativity in the song. The author does not seem to have used much imagination.
Listens to Others	Always listens attentively to other students. Is polite and does not appear bored or make distracting gestures or sounds.	Usually listens attentively to other students. Rarely appears bored and never makes distracting gestures or sounds.	Usually listens to other students, but sometimes appears bored. Might once or twice accidentally make a gesture or sound that is distracting.	Does not listen attentively. Tries to distract students, makes fun of them, or does other things instead of listening.

Adapted from <http://rubistar.4teachers.org/index.php>

Quilt: How does quilting tell a story?

Lesson Summary

In this lesson students learn that quilting is more than just cutting and sewing fabric. It is about sharing and expressing stories through the art of quilting.

Objectives

- Students will discuss what a quilt is, its everyday function and its historical purpose.
- Students will be given quilt examples and be asked to interpret their meaning.
- Students will use a variety of creative materials to plan and create their own quilt.

Ohio Academic Content Standards

Grade 6

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Benchmark: Communication: Oral and Visual

Indicator: #2 Summarize the main idea and draw conclusions from presentations and visual media.

Indicator: #10 Use available technology to compose text.

Grade 7

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Benchmark: Communication: Oral and Visual

Indicator: #2 Draw logical inferences from presentations and visual media.

Indicator: #10 Use available technology to compose text.

Grade 7

Standard: Technology and Information Literacy

Benchmark: Use technology to conduct research and follow a research model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluating both process and product.

Indicator: Compile information learned about a topic from a variety of sources.

Grade 8

Standard: English Language Arts

Benchmark: Writing Process

Indicator: #5 Use organizational strategies to plan writing.

Indicator: #10 Use available technology to compose text.

Grade 8

Standard: Technology and Information Literacy

Benchmark: Use technology to conduct research and follow a research model which includes the following: developing essential question; identifying resources; selecting, using and analyzing information; synthesizing and generating a product; and evaluating both process and product.

Indicator: Analyze information, finding connections that lead to a final information product.

Materials

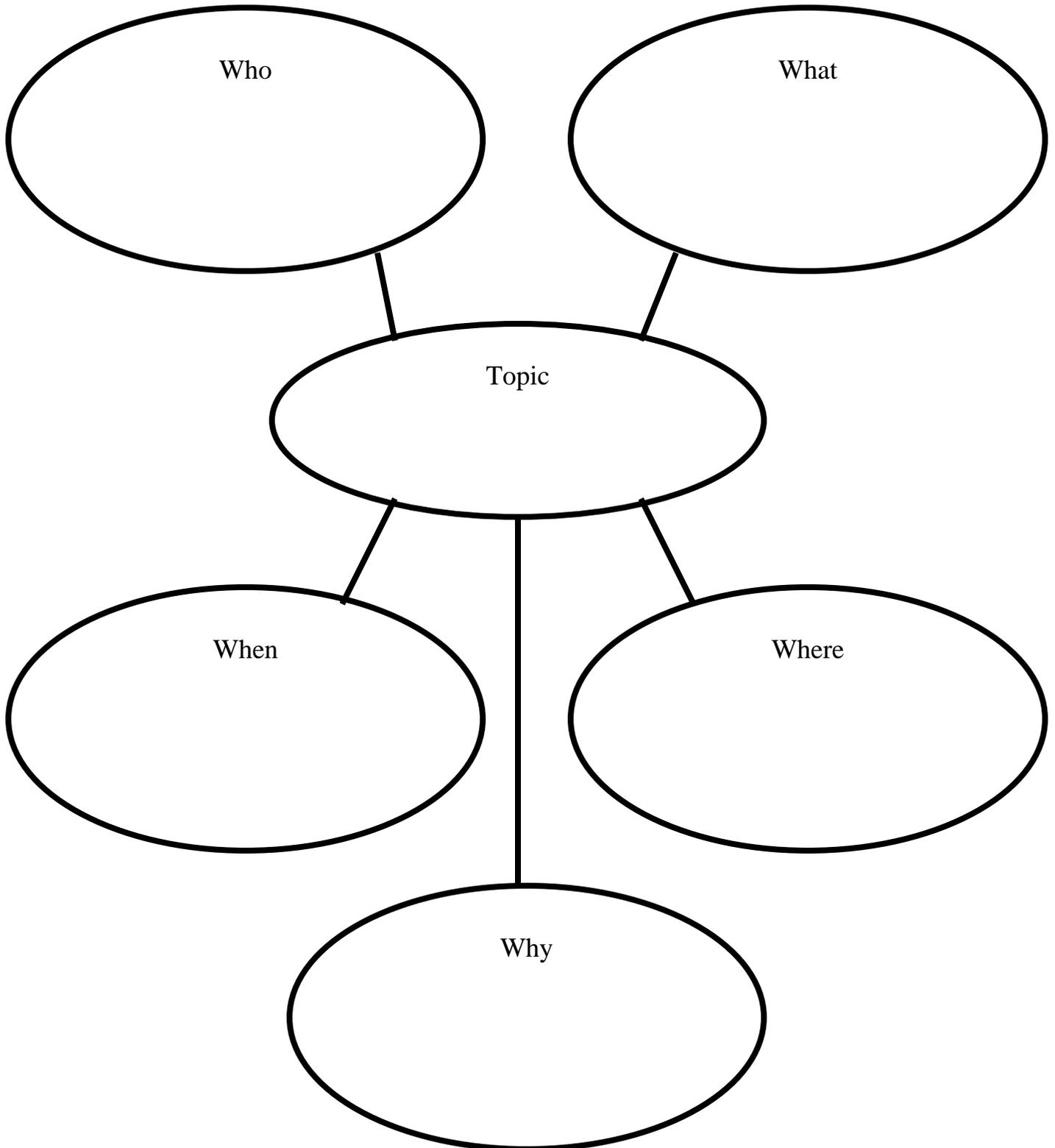
- Examples of quilts and quilt patterns
- White Paper
- Pencil
- Scissors
- Glue
- Construction Paper

Procedures

1. What is a quilt?
2. What is its functional purpose and historical purpose?
3. Show examples of quilts. Have students explain what they see in the quilt.
 - <http://www.contemporaryquiltart.com/> - Click on “Our Gallery” for examples of contemporary quilting
 - <http://americanhistory.si.edu/collections/quilts/> - Click the different categories for examples of traditional quilts.
 - <http://cva.morehead-st.edu/> Scroll over the many quilt patterns to see a larger image and the name.
4. Create a class quilt from construction paper. Children will need to create a quilt piece about something important to them. They will plan and draw a pattern then transfer the pattern using construction paper to create the quilt piece.
 - The important part will be not allowing the students to draw anything on the final quilt piece. They need to cut every piece out like a real quilter would then attach it to the final piece with glue.
5. The students will place all the quilt pieces on butcher paper as one large quilt.
6. Create a border to tie all the pieces together.
7. After creating their quilt piece, each student will use the Quilt graphic organizer to write a story about their quilt piece.

Storytelling through Quilts

Place your quilt subject in the center circle. Fill in each circle to describe your quilt.



Quilt Rubric

	10	7	3	0
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing).	Student devotes some time and effort to the writing process but was not very thorough.	Student devotes little time and effort to the writing process.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Details	The story contains many details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few details and/or descriptions that contribute to the reader's enjoyment.	The story contains a few details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers	The main characters are named. The reader knows very little about	It is hard to tell who the main characters are.

		would have some idea of what the characters looked like.	the characters.	
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Requirements	All of the written requirements (who,what,when,where,why) were met.	Almost all the written requirements were met.	Most of the written requirements were met, but several were not.	Many requirements were not met.
Due Date	Assignment was turned in on-time.	Assignment was one day late.	Assignment was two days late.	Assignment was more than two days late.

Quilt Making Process	Student participated in the making of the quilt. Student created an attractive and neat quilt piece to add to the overall quilt.	Student participated in the making of the quilt. Student created a quilt piece to add to the overall quilt.	Student participated in the making of the quilt but did not create a quilt piece.	Student did not participate in any aspect of the quilt project.
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Adapted from <http://rubistar.4teachers.org/index.php>

Additional Information:

Appalachian Regional Commission

<http://www.arc.gov/index.jsp>

University of Kentucky Appalachian Center

<http://www.uky.edu/RGS/AppalCenter/Home/Frameset/HomeFrameset.htm>

The Center for Virtual Appalachia

<http://cva.morehead-st.edu/>

The Old-Time Music Homepage

<http://www.olddtimemusic.com/>

National Geographic: Discover Appalachia

<http://www.nationalgeographic.com/appalachia/>

Appalachian College Association

<http://www.aca-dla.org/>

Texas A&M University: Map of Ohio/WV

<http://monarch.tamu.edu/~maps2/>

Carol Hurst's Children's Literature Site

<http://www.carolhurst.com/subjects/appalachia.html>

<http://www.marcoplosearch.org> – use Appalachia as your search term for a large selection of lesson plans

Quilt Barns

Harrison County Quilt Barn Project

<http://www.harrisoncountyohio.org/community/quiltbarn.htm>

Ohio Quilt Barns

<http://ohiobarns.com/otherbarns/quilt/quiltbarns.html>

Appalachian Language/Slang

Addled - confused - He was addled by the loud noise.

Afar - on fire - He set the pile of rubbish afar.

Afixin - to be preparing to do something - They're afixin to go on a trip.

Ain't - are not; am not - I ain't been sick all winter.

Airtight - canned goods - We spent all of August puttin' up airtights.

Arn – iron - She has to arn the clothes. We make cornbread in an arn skillet.

Ast – asked - He ast the teacher if he could stay in at recess.

Blowed – blew - The wind blowed all night.

Bunk – nonsense - He didn't believe all that bunk.

Cattymount - strange or unknown fearful creature - I heard that cattymont again last night.

Chuck - throw, throw away - He chucked the piece of paper.

Dilly-dally - to waste time - There will be no dilly-dallying after school.

Furriner - foreigner; stranger - There were some furriners in town.

Googley eyed - to look amorously at someone - He was all googley-eyed over the girl in the front row.

Hisn, Hern - his, hers - She got hern at the store, he stole hisn.

Holler - to yell, scream; hollow - She hollered at the kids. We went up the holler to the neighbor's house.

Humdinger - something remarkable, extraordinary - That storm was a humdinger.

Jiffy - short amount of time, moment - I'll be there in a jiffy.

Joshing - joking, teasing - Surely, you're joshin'!

Learn – teach - You have to learn a child how to read.

Mater – tomato - We got a lot of maters in the garden.

Mess - portion of food - In the spring, we always had a mess of greens.

Middlin - so-so, fair, about midway - When asked how he was feeling, he replied, "Fair to middlin."

Nary - not any - There was nary a soul in the room.

Peart - to be feeling well - Grandpa was pretty peart today.

Persnickety - prissy, petulant - That family was somewhat persnickety.

Pertineer - almost - The old woman was pertineer blind.

Plumb – very - He was plumb silly.

Poke - paper bag - She took her lunch in a little poke.

Reckon – believe - I reckon it's the truth.

Slue - a lot; many - They caught a slue of fish.

Smidgen - small amount - Give me a smidgen of gravy.

Spell - period of time - Sit and talk a spell.

Tad - tiny bit - Uncle Joe had a tad of money.

Tar – tire - We will need new tars on the car.

Tolable - fairly well - When asked how he felt, the man replied, "Tolable."

Tuckered out - tired, exhausted - The kids were all tuckered out.

Uhiyah – Ohio - They went to Uhiyah.

Woish; Warsh - wash - Mama hung the woish on the line.

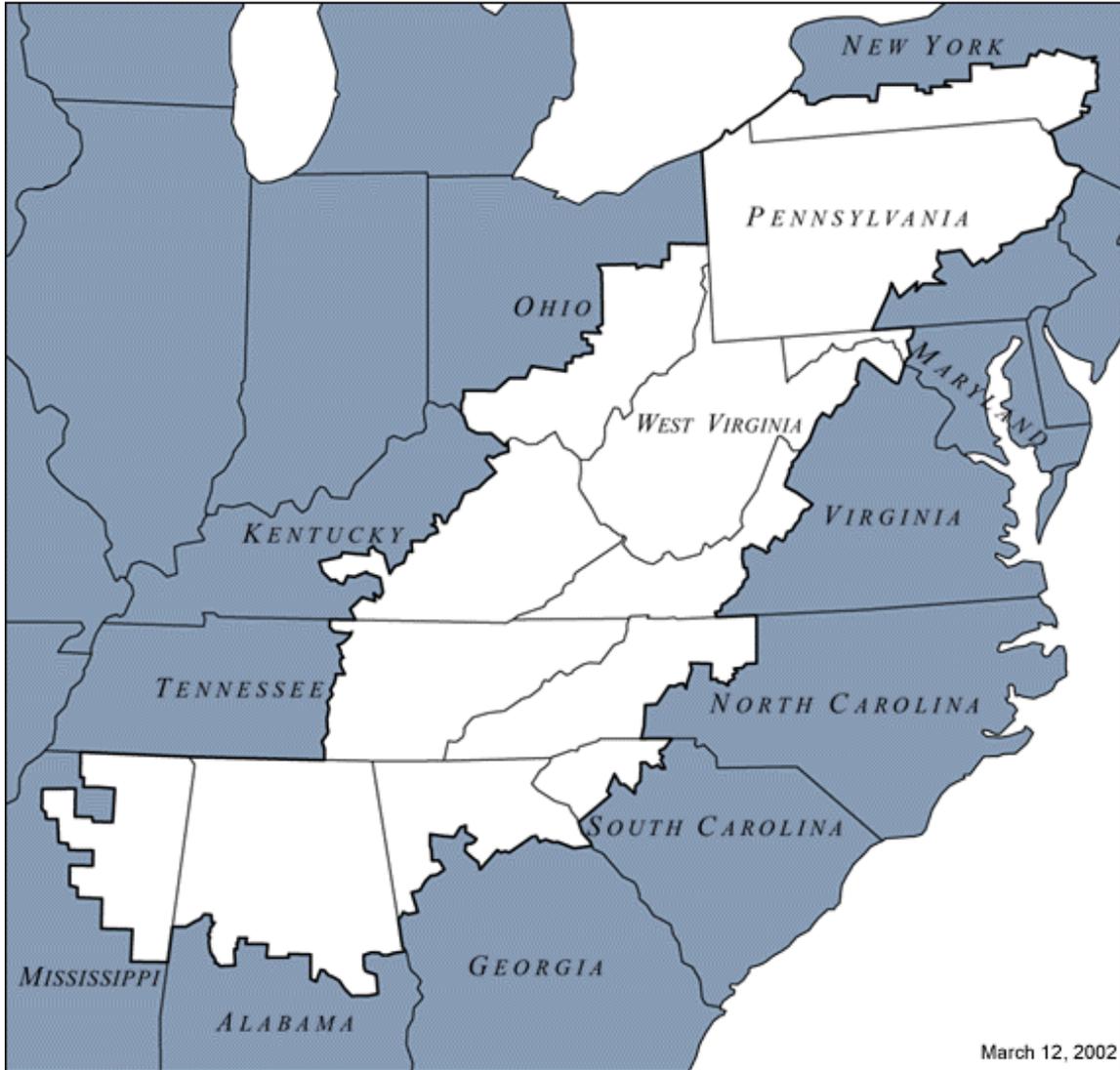
Yeller – yellow - Corn is yellor.

Examples of Appalachian Language found at
<http://trishgood1.tripod.com/terms.html>
<http://www.denvilmullins.com/slang.html>

An interesting article about Sandra Mitchell-Quinn's experiences with language and culture as she moved away from Southern Ohio.

<http://www.rootsweb.com/~ohathens/Appalachianlanguage.htm>

Appalachian Maps
The Appalachian Region



Source: Appalachian Regional Commission

The Appalachian Region



Appalachia – Counties (by State)

Alabama: Bibb, Blount, Calhoun, Chambers, Cherokee, Chilton, Clay, Cleburne, Colbert, Coosa, Cullman, De Kalb, Elmore, Etowah, Fayette, Franklin, Hale, Jackson, Jefferson, Lamar, Lauderdale, Lawrence, Limestone, Macon, Madison, Marion, Marshall, Morgan, Pickens, Randolph, St. Clair, Shelby, Talladega, Tallapoosa, Tuscaloosa, Walker, and Winston

Georgia: Banks, Barrow, Bartow, Carroll, Catoosa, Chattooga, Cherokee, Dade, Dawson, Douglas, Elbert, Fannin, Floyd, Forsyth, Franklin, Gilmer, Gordon, Gwinnett, Habersham, Hall, Haralson, Hart, Heard, Jackson, Lumpkin, Madison, Murray, Paulding, Pickens, Polk, Rabun, Stephens, Towns, Union, Walker, White, and Whitfield

Kentucky: Adair, Bath, Bell, Boyd, Breathitt, Carter, Casey, Clark, Clay, Clinton, Cumberland, Edmonson, Elliott, Estill, Fleming, Floyd, Garrard, Green, Greenup, Harlan, Hart, Jackson, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Menifee, Monroe, Montgomery, Morgan, Owsley, Perry, Pike, Powell, Pulaski, Rockcastle, Rowan, Russell, Wayne, Whitley, and Wolfe

Maryland: Allegany, Garrett, and Washington

Mississippi: Alcorn, Benton, Calhoun, Chickasaw, Choctaw, Clay, Itawamba, Kemper, Lee, Lowndes, Marshall, Monroe, Montgomery, Noxubee, Oktibbeha, Panola, Pontotoc, Prentiss, Tippah, Tishomingo, Union, Webster, Winston, and Yalobusha

New York: Allegany, Broome, Cattaraugus, Chautauqua, Chemung, Chenango, Cortland, Delaware, Otsego, Schoharie, Schuyler, Steuben, Tioga, and Tompkins

North Carolina: Alexander, Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Davie, Forsyth, Graham, Haywood, Henderson, Jackson, McDowell, Macon, Madison, Mitchell, Polk, Rutherford, Stokes, Surry, Swain, Transylvania, Watauga, Wilkes, Yadkin, and Yancey

Ohio: Adams, Athens, Belmont, Brown, Carroll, Clermont, Columbiana, Coshocton, Gallia, Guernsey, Harrison, Highland, Hocking, Holmes, Jackson, Jefferson, Lawrence, Meigs, Monroe, Morgan, Muskingum, Noble, Perry, Pike, Ross, Scioto, Tuscarawas, Vinton, and Washington

Pennsylvania: Allegheny, Armstrong, Beaver, Bedford, Blair, Bradford, Butler, Cambria, Cameron, Carbon, Centre, Clarion, Clearfield, Clinton, Columbia, Crawford, Elk, Erie, Fayette, Forest, Fulton, Greene, Huntingdon, Indiana, Jefferson, Juniata, Lackawanna, Lawrence, Luzerne, Lycoming, McKean, Mercer, Mifflin, Monroe, Montour, Northumberland, Perry, Pike, Potter, Schuylkill, Snyder, Somerset, Sullivan, Susquehanna, Tioga, Union, Venango, Warren, Washington, Wayne, Westmoreland, and Wyoming

South Carolina: Anderson, Cherokee, Greenville, Oconee, Pickens, and Spartanburg

Tennessee: Anderson, Bledsoe, Blount, Bradley, Campbell, Cannon, Carter, Claiborne, Clay, Cocke, Coffee, Cumberland, De Kalb, Fentress, Franklin, Grainger, Greene, Grundy, Hamblen, Hamilton, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, McMinn, Macon, Marion, Meigs, Monroe, Morgan, Overton, Pickett, Polk, Putnam, Rhea, Roane, Scott, Sequatchie, Sevier, Smith, Sullivan, Unicoi, Union, Van Buren, Warren, Washington, and White

Virginia: Alleghany, Bath, Bland, Botetourt, Buchanan, Carroll, Craig, Dickenson, Floyd, Giles, Grayson, Highland, Lee, Montgomery, Pulaski, Rockbridge, Russell, Scott, Smyth, Tazewell, Washington, Wise/Norton, and Wythe

The following independent cities in Virginia are also within the Appalachian Region:
Bristol, Buena Vista, Covington, Galax, Lexington, Norton, and Radford.

West Virginia: *All counties:* Barbour, Berkeley, Boone, Braxton, Brooke, Cabell, Calhoun, Clay, Doddridge, Fayette, Gilmer, Grant, Greenbrier, Hampshire, Hancock, Hardy, Harrison, Jackson, Jefferson, Kanawha, Lewis, Lincoln, Logan, Marion, Marshall, Mason, McDowell, Mercer, Mineral, Mingo, Monongalia, Monroe, Morgan, Nicholas, Ohio, Pendleton, Pleasants, Pocahontas, Preston, Putnam, Raleigh, Randolph, Ritchie, Roane, Summers, Taylor, Tucker, Tyler, Upshur, Wayne, Webster, Wetzel, Wirt, Wood, and Wyoming