

### Objectives

- Discuss what it means to be kind.
- Use a ruler to make straight lines equidistant from each edge of a paper.
- Identify and draw different types of lines and shapes.
- Draw a gesture figure.
- Add details to a drawing.
- Add a background.
- Write a statement describing a drawing

### Introduction

Discuss the book, *What Does It Mean To Be Kind?*  
Have students think about and share personal experiences with being kind to someone, or observing someone else's kindness.

Show the students *Self Portrait with Charlie* by from the Museum's collection. Ask the class what is happening in this work. Ask the class what quilts can be used for. Some may use blankets warmth, or comfort, or protection. Next show the class *Rug Pictorial* from the Museum's collection. Explain how this quilt can be used to tell a story.

Next, show images of *Reconciliation Quilt* by Lucinda Ward Honstain, or other similar album quilts with a variety designs on the quilt squares and borders between each square.

Notice how a white background creates contrast and makes the borders and the pictures on each square stand out more clearly. Examine the quilt squares and discuss how the images in each scene might give clues about possible stories depicted by each square.

### Art Making Activity

*\*(I like to have students practice drawing ruler border lines on a 4¼" scrap paper square first, then if they finish earlier than their classmates, they can also color and paint their mini quilt.)*

#### 1. Drawing the border:

Play "mistake detectives" and ask students to raise their hands if they can tell you what would make the border better in each example quilt square:

- Draw a border crookedly, without a ruler.
- Draw a border too narrow, and not equidistant.
- Draw a border too lightly.

*(I wait until most of the students have spotted the mistake before I choose someone to describe it.)*



Barbara Summers Edwards, *Self Portrait with Charlie*, 1984

### Materials

- Images of Self- Portraits (See Images from the Museum)
- Image: *Reconciliation Quilt* by Lucinda Ward Honstain, 1867
- Image: *Poison Pens & Love Potions* by Valetta, 2006-2007
- Book: *What Does It Mean To Be Kind?* By Rana DiOrio, Illustrated by Stephanie Jorisch
- 8½" or 9" square white paper (copy paper, construction paper, or watercolor paper)
- Rulers
- Crayons
- Watercolors, paintbrushes and water

### Images from the Museum

- Irene Warren, *Rug Pictorial*, 1994
- Barbara Summers Edwards, *Self Portrait with Charlie*, 1984

### Utah Core Standards

Social Studies Standard 2 Citizenship:  
Writing Standard 8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standard 5:  
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Mathematics Standard 1.G.2.a:  
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape.

Visual Arts:  
Visual Arts Standard 1.V.R.1 Select and describe works of art that illustrate daily life experiences of one's self and others, and compare images that represent the same subject.  
Standard 2.V.CO.1: Create works of art about events in home, school, or community life.  
(Standard 3.V.CR.2: Create a personally satisfying artwork using a variety of artistic processes and materials.)

Demonstrate the wrong way to hold a ruler, at just one point near the middle. Show how the ruler pivots when you try to draw the line.

Show how to hold a ruler and make a straight line:

1. Pick up a crayon with your "writing hand."
2. Pick up the ruler with your "ruler hand."
3. Set the ruler vertically near the edge of the paper nearest the "ruler hand."
4. Slide the ruler toward the edge of the paper until just a tiny bit of the edge of the paper is showing beyond the edge of the ruler.
5. Hold the ruler with your fingers on the top part of the ruler, farthest from your body, and your thumb stretched down away from the fingers so that it is on the bottom part of the ruler, closest to your body. Make sure your fingertips are not hanging off the edge of the ruler where you will be drawing the line.
6. Check to make sure the edge of the ruler is still lined up near the edge of the paper.
7. Press down firmly (it may help to "lock" the palm of the "ruler hand" down on the table)--- "Test" to make sure the ruler will stay in place when you begin to draw by bumping against the ruler with the writing hand. If the ruler moves, line up the ruler and try again.
8. When the ruler is securely in place, start with the crayon at the top of the paper and draw a line down along the edge of the ruler nearest your "writing hand."
9. After drawing the line, pick up the paper and rotate it  $\frac{1}{4}$  turn; repeat the steps listed above.- Do this until a line is drawn equidistant from each edge of the paper. You can use the same crayon for all four lines, or a different color for each line of the border.

*(As I draw lines with the ruler, I talk through the steps: "Line it up. Ruler hand. Lock it down. Test it tight. Start at the top. Draw the line all the way down. Turn the paper, Line it up, ...")*

### 2. Decorating the border:

Play "mistake detectives" and ask students to raise their hands if they can tell you what would make the border better in each example quilt square:

- color a border very lightly.
- fill a border solidly with scribbles, leaving no white



Class Example

- space, and no line variety.
- make a border with designs that extend beyond the border, into the center square.

In the space between the edge of the paper and the border lines, draw a variety of lines and shapes, leaving white space between the lines and shapes (That's where the paint will go!) Retrace all of your lines and shapes, pressing firmly (to make it resist

### 3. Painting the border:

*(Remind students to write their name and class code on the back bottom corner of their papers before they begin painting.)*

Play "mistake detectives" and ask students to raise their hands if they can tell you what would make the border better in each example quilt square:

- paint one border very lightly.
- paint one border darkly over lightly drawn crayon lines and shapes.
- paint beyond the border lines and into the middle of the quilt square.

Compare these to a successful example.

Demonstrate how to use a palette to mix colors and get the right amount of water.

### Review how to use the watercolors:

Every time you choose to use a new color, rinse the brush between colors.

Just tickle the tip of the brush in the paint pan. Don't scrub it around.



Linda Ward Honstain, *Reconciliation Quilt*, 1867

The metal part should never touch the paint or the paper. (That can break brush hairs!)

If the paint is thick and dark and will not spread smoothly, dip the brush in water.

If the paint is very light colored, there may be too much water. Dip the tip of the brush in the paint pan and add more paint pigment.

#### 4. Drawing a kindness picture within the border:

Review some of the pictures from the book, *What Does It Mean To Be Kind?*

- Notice the mostly white background (no blue sky stripes, no corner suns)
- Notice the details of the people's clothes, hair, and faces. (no stick figures)
- Notice the details that indicate the location where the scene is taking place.

Play "mistake detectives" and ask students to raise their hands if they can tell you what would make the kindness picture better in each example quilt square:

- Draw simple stick figures without hair or solid

clothing.

- Use only one color for the entire scene.
- Draw tiny figures and a tiny scene.
- Draw lightly.

#### 5. Writing about the kindness picture:

Describe what is happening in the picture you drew, and what was the result?

#### Assessment

- Border lines are straight and equidistant from the edges of the paper quilt square.
- Border is decorated with a variety of different kinds of lines and shapes, with painted spaces between.
- People are drawn with thickness and details, such as hair and clothing.
- A brief description is written to tell about the kind act depicted in the drawing.

#### Sources

<http://quiltstudy.blogspot.com/2014/01/quilt-of-month-january-2014.html>

Reconciliation Quilt article in fall 2003 issue of FolkArt magazine of the American Folk Art Museum: [www.quiltstudy.org/file\\_download/5723dbe9-ad76-4cb4-88ccb0b46c2f337c](http://www.quiltstudy.org/file_download/5723dbe9-ad76-4cb4-88ccb0b46c2f337c)

#### Extensions

- Stitch around the paper quilt square with yarn.
- Mount all of the individual quilt squares together as a kindness quilt mural.
- Make this into a poster project.



Irene Warren, *Rug Pictorial*, 1994



Barbara Summers Edwards, *Self Portrait with Charlie*, 1984



Irene Warren, *Rug Pictorial*, 1994