



Kids' Foundation for Uniting Nations

Student Exchange Project

Kids' FUN is an international exchange program that connects kids around the world through electronic media. This is children coming together over shared service learning projects, film and Skype to help each other. The exchange program will start with classrooms in the United States contributing to a quilt to raise funds for student centers in third world countries. Each student will bring in one scrap of recycled cloth to make quilt squares. The quilt will then visit other countries (including the United States, Costa Rica, India and Liberia) and be added to until complete. Throughout the creation of the quilt, classrooms will link together to brainstorm through Skype.

Kids will also share tips about filming and connect with professionals through Skype, as they learn how operate video cameras to make short films documenting their lives. This project will be the Launchpad for the creation of a website for kids to showcase their world from their perspective. The homepage will consist of an interactive map of the world with links to each participating community. These links will lead to a community webpage displaying kids' videos, service projects and ways to connect classrooms through Skype.

“Come Together Peace Quilt & Film” Unit Plan

Course: Integrated Curriculum

Duration of Unit: 1 week+ (opportunity for extension to international cultural exchange program)

Unit Title: “Come Together Quilt”

Grade Level: 5 (See Appendix 4 for standards correlation)

Purpose of the Unit

The primary purpose of this unit is to initiate a tangible connection between classes around the world to help those in need. The quilt will symbolize the coming-together of many nations for a common goal, an intercultural mosaic of warmth.

Rational of the Unit

This unit is the beginning of an international cultural exchange program which connects children around the world through electronic media. The creation of this quilt will give each participant a feeling of ownership in the project, and a Launchpad for discussion between classrooms.

Goals of the unit

Students will:

1. Learn about larger organizations such as the United Nations that work to bring nations together and improve the livelihood of those less fortunate.
2. Understand the necessity for interdependency between nations.
3. Understand common basic necessities and cultural differences in meeting those needs.
4. Compare perceptions of their natural environment and resource use. (e.g. rather than buying brand new clothes each year, recycling and reusing others' clothes can have a strong impact on the environment)
5. Gain leadership and language skills through the sharing of ideas.

Unit overview

Students will learn how to make a quilt, using economics and mathematical concepts, and then study the culture and environment of the community where the quilt will visit next. They will examine their own community in order to compare and contrast. Finally they will produce a short film about their community.

Assessment of student achievement

Students will compare and contrast their local economy and traditions to that of the community who will next add to the quilt. They will create a how-to manual for quilting, a natural resource map of the community where the quilt is going next, and produce a short film about their own community.

Lesson Plans

1. How do we connect the pieces?

Addition, Subtraction, Multiplication, Division, Fractions, Decimals

Art

Story-telling, Literature

Economics

2. Where is our quilt going next?

Multi-cultural study

Geography/Distance

Research/Reading

3. Where do we get our resources? (Evaluation of understanding)

Compare and Contrast

Critical Thinking

1.

How do we connect the pieces?

Topics: Addition, Subtraction, Multiplication, Division, Fractions, Geometry, Patterns, Symmetry, Art, Story-telling, Literature, Economics, Oral Fluency

Time: 2-3 days

Springboard

The teacher will bring in the first piece of cloth, complete with a personal story about it. Read A Quiltmaker's Gift to the class. Have them summarize the book, then ask questions about the meaning of the story, compare and contrast the king and the quiltmaker. (See Appendix 1 for more recommended literature)

Key Terms: cost, supply, demand, interdependence

Materials: needle, thread, osnaburg fabric squares 7"x7" (~ 1 yard per 36 students), fabric chalk, sewing machine (optional), ruler

Topic Outline & Teacher Activities

- Students will be given an assignment to pick out an old piece of cloth (7"x7" woven 100% cotton) to contribute, and write a story about why they chose this specific piece. Preferably the square is pre-cut exactly 7"x7" (double check it is the right size). Kids can also make more than one square if they want.
- In class each student will make a presentation to the class about his or her own piece. ***Be sure to take a picture of *each* student with his or her respective piece of cloth so that we can put stories and pictures together with squares on the completed quilt.***
- In groups students will research (online, at the library or through interviews) the steps to creating a rag quilt. Groups will write a budget, including all necessary materials, time required and potential cost of product. (See Appendix 1 for links to quilting and budget example).
- Teach the kids basic hand sewing techniques. There are many resources available, see Appendix 1 for links to videos.

- (If resources are not available, for example, if you can't find osnaburg, just cut the squares and practice sewing on scrap cloth. Mail out loose 7"x7" squares that are not sewn). If resources are available, have students with similar color cloths pair up. Place the squares (good side out) with the osnaburg in between and have students trace an "X" with fabric chalk and a ruler, then stitch the three pieces together along the X using a beige colored thread. (how-to video coming soon)
- Practice pinning the squares together to show how the quilt will come together. With each added piece, teachers may discuss mathematical concepts. For example, pieces can be folded under to represent subtraction or the square mosaic can be used as a multiplication table, etc.
- After completion of the squares, groups will again look at the initial budget. Add the costs (monetary and labor) of making the quilt and determine potential market price and demand.

Questioning

If we start with 3 squares and add 2, how many squares will our row have?

If we start with 5 squares and fold 2 under, how many squares will our row have?

If we want to make a quilt that is 7 squares by 7 squares, how many total squares will we need?

If we want to make a quilt that has 100 squares, how many squares can be in each row and column? (10x10, 5x20, 4x25) What is the best option for a real quilt? (10x10)

If we start with a 7" square and allow for a $\frac{1}{2}$ " seam on both sides, how big will the square be after it is sewn together?

If we start with a 7"x7" square and sew a line from one corner to the opposite corner, what 2 shapes do we end up with? (Triangle) What type of triangle will result? (Right) Use the Pythagorean Theorem to determine how long the center seam line will be.

Show how you can make your own pattern, compare with your neighbor and describe the symmetry of the patterns. (Rotation, translation, reflection)

What proportion of your pattern is red? What fraction?

Is the market price of the product higher than the cost to make it? Speculate how much profit can potentially be gained from selling this item? Construct a model of a budget using brand new cloth for the quilt squares.

Convert inches to yards to determine how much osnaburg to buy.

Closure

Students will summarize what they have learned by developing a step-by-step presentation for other kids about “How-To Make a Rag Quilt” using PowerPoint, Video or Microsoft Word. Have students recommend techniques to help others learn to sew. Also, create artwork with the theme of kids connecting around the world to help each other. Then enclose all the squares and artwork in a large zip-lock bag, along with copies of their stories and photographs and mail to:

Kids’ FUN

13998 Shallow Cove Ct.

Jacksonville, FL 32224

(Digital copies of stories and photographs can be e-mailed to fletcher.courtney@gmail.com)



2.

Where is our quilt going next?

Topics: Multicultural Studies, Geography, Distance, Research/Reading

Time: 2-3 days

Springboard

Teacher will present information about the community to which the quilt is going next. This can be done through the use of props, a slideshow or literature about the community. Email me for my presentations on India, Costa Rica and the US.

Key Terms: resource map, miles, kilometers, ecosystem, habitat, population, biotic, abiotic, renewable, nonrenewable

Materials: Skype-compatible computers, projector, maps, rulers, music and food (optional)

Topic Outline & Teacher Activities

- Geographic location and metric distance will be determined using maps. Compare our measurement for distance to theirs (e.g. miles versus kilometers).
- Students will use books and safe internet search engines to research the culture of the local community, including government, religion, artistic expression, music, dancing, food, natural resource use and production.
- Students conduct a study of natural resources including ecosystem, habitat and population levels. They research further how the landscape affects precipitation and temperatures.
- Students will prepare interview questions about preceding topics for students in the subsequent community and conduct face-to-face interviews with Skype



- Students will construct a list of natural resources that come out of that community and write about how they are obtained and used.
- The class will conduct a study of the local economy and explore business possibilities and organizations that work to help the community.
- Students will each study international organizations like UNICEF, Peace Corps and Peace One Day to see how they are bringing cultures together. (See Appendix 2)

Questioning

List the natural resources produced in the community.

Classify these natural resources as renewable, nonrenewable, biotic and abiotic.

Compare resources to those found in your area.

Speculate what might happen if one of these resources became limited.

Apply what you learned about natural resources to construct a map of the area. Categorize resources based on renewable, nonrenewable, biotic and abiotic; differentiate with different colors or symbols on the map.

Prioritize the importance of each resource.

Closure

Students will create natural resource maps for the country of study (see Appendix 2 for examples). Then they will design and execute a culture day, bringing in food and music from the country of study.

3.

Where do we get our resources?

Topic: Evaluation of Understanding, Compare and Contrast, Critical Thinking, Film

Time: 1 day+

Springboard

Teacher will compose a Venn diagram (or other pictorial representation of comparing) to show similarities and differences between the two communities. Ask students for their input on topics such as culture, environment, and government.

Key Terms: Interdependence, producer, consumer, decomposer, film treatment

Materials: long rope or yarn

Topic Outline & Teacher Activities

Part 1: Comparing and Contrasting Communities

- Research where our resources come from and discuss importance of these resources. This can be accomplished through library resources, internet search engines and interviews with elders of the community.
- Play “Web of Life” game: Each student represents one aspect of an ecosystem (sun, producer, primary consumer, secondary consumer, top predator, and decomposer). Students stand in a circle and the “sun” begins with a ball of rope. The sun “gives his or her energy” to a producer who then gives their energy to the next organism until a full circle has been made to a decomposer. The strength of the web is tested by placing either a small child (if soft mats are available to place underneath), or a doll on top of the rope. Limiting factors such as hurricanes, floods, famines, etc. are introduced and parts of the population start to decline. As students drop their piece of the rope, discuss how the web of life is weakened. (See Appendix 3 for food chain example)



- Compare and contrast resource use and production, discuss the idea of limiting resources.
- Compare and contrast the needs of both communities and means for obtaining them.
- Interdependence activity: have each student look at the tag on their clothes (or another item) and determine the country in which it was produced. Construct a list of imports and exports. Write each export and its respective country on separate slips of paper. Pass out strips randomly and have one student start with a ball of yarn. While holding one end of the yarn, the student passes the ball to his or her respective trading partner. Discuss environmental or economic factors which could affect the import and export of products. Use one of these examples and have that student step back. Inquire who is feeling tension from the added factor. Guide a discussion on the interdependence of trading countries.
- Brainstorm ways to connect the two respective communities, and reduce tension on trading and the environment. Look at how other international organizations are helping to connect nations through peace. (See Appendix 3)

Part 2: Film-Making

- Research how to use a video camera and make short films. (See Appendix 3)
- In groups have students write a film treatment about something they would like to share with kids around the world. (See Appendix 2)
- The teacher can decide which project to execute that will best represent their location. (Multiple videos can also be made if time and resources permit).

Questioning

List our natural resources and classify as renewable, nonrenewable, biotic and abiotic. Match shared resources with other community's resources.

Conclude why international communication and trading is important. Speculate what might happen in an economy without free trade.

Model the interconnectedness of countries around the world using rope.

Relate your community to the other, and develop ideas for solving international disputes.

What type of government does your country have? Compare the governments of both countries and discuss the purposes of each. What aspects of the two types of government are controlled by central versus local government?

What does it mean to have civic responsibility in your country? What are the characteristics of a good citizen?

Rate your country's level of involvement in world activities.

Closure

Classes work together to create a video presentation of their project and local community. This will then be extended to create a website for publishing student work and sharing ideas through video conferencing and more. Eventually, a network of communication for students, teachers and schools will be created through online resources.

Appendix 1

“How do we connect the pieces?”

Recommended Literature:

A Quiltmaker’s Gift by Jeff Brumbeau

<http://thegoldenthimble.com/quiltpoemspage2.html> Poems About Quilting

Safe Internet Search Engine Practices

<http://www.google.com/familysafety/>

<http://www.internet4classrooms.com/>

Budget Worksheet Example

Supplies	Cost		Quantity		Total Cost per Item
Thread		x		=	
Needles		x		=	
Fabric Chalk		x		=	
Osnaburg (1 yard per class)		x		=	
				+	
Total Cost =					

Basic Economics Information

<http://www.basiceconomics.info/>

<http://www.bryerpatch.com/faq/marketing.htm> Pricing & Selling Your Quilt

Information on Sewing

Quilting:

http://www.youtube.com/watch?v=l-LQfYXrG_Q How to Make a Rag Quilt

<http://www.thecraftstudio.com/qwc> Quilting with Children

Sewing:

<http://www.youtube.com/watch?v=GmgTjFdOu6s> Secure a Knot & Tie Off Thread

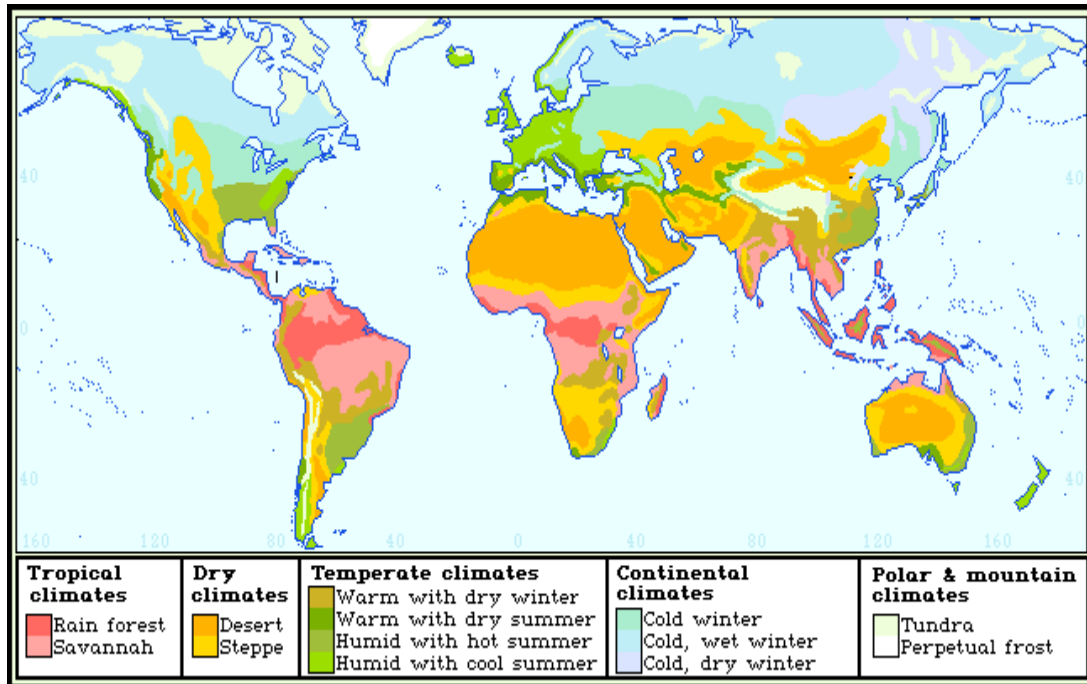
<http://www.youtube.com/watch?v=k6657ZhHWgl> Basic Running Stitch

<http://www.thecraftstudio.com/qwc/resources/handsew.htm> Teaching Kids to Hand Sew

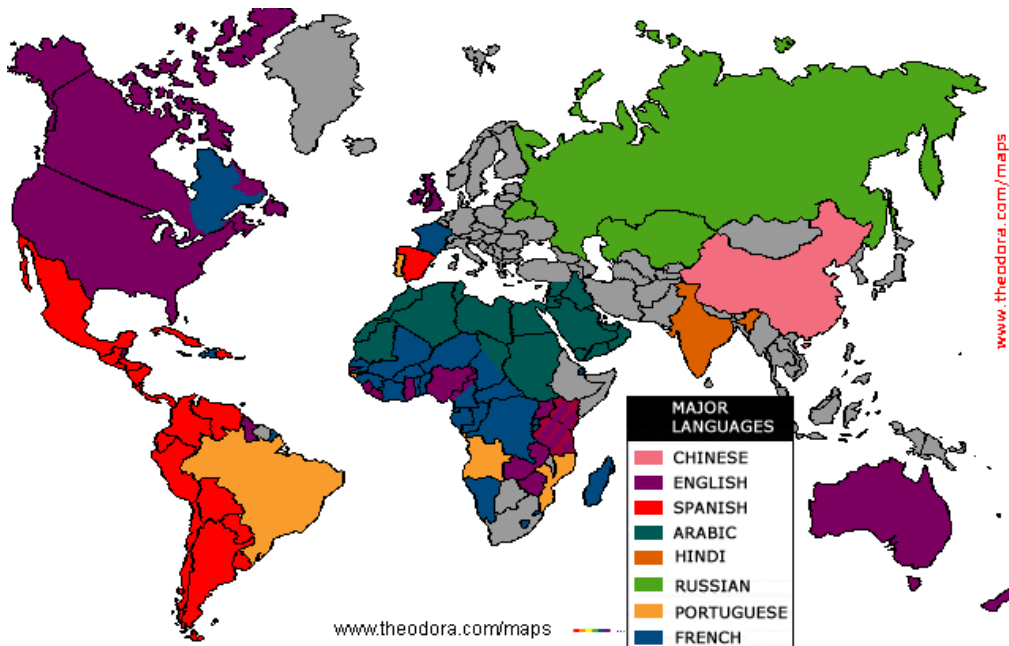
Appendix 2

“Where is our quilt going next?”

Climate Map

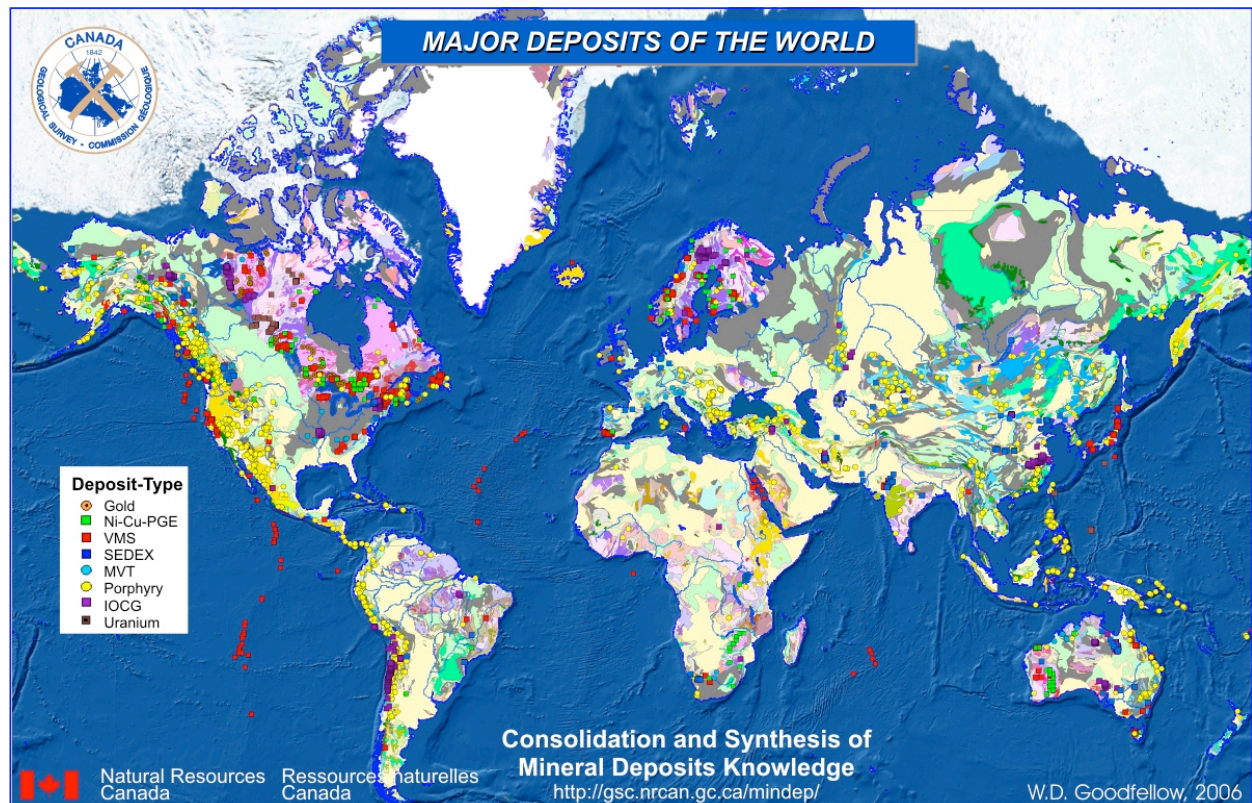
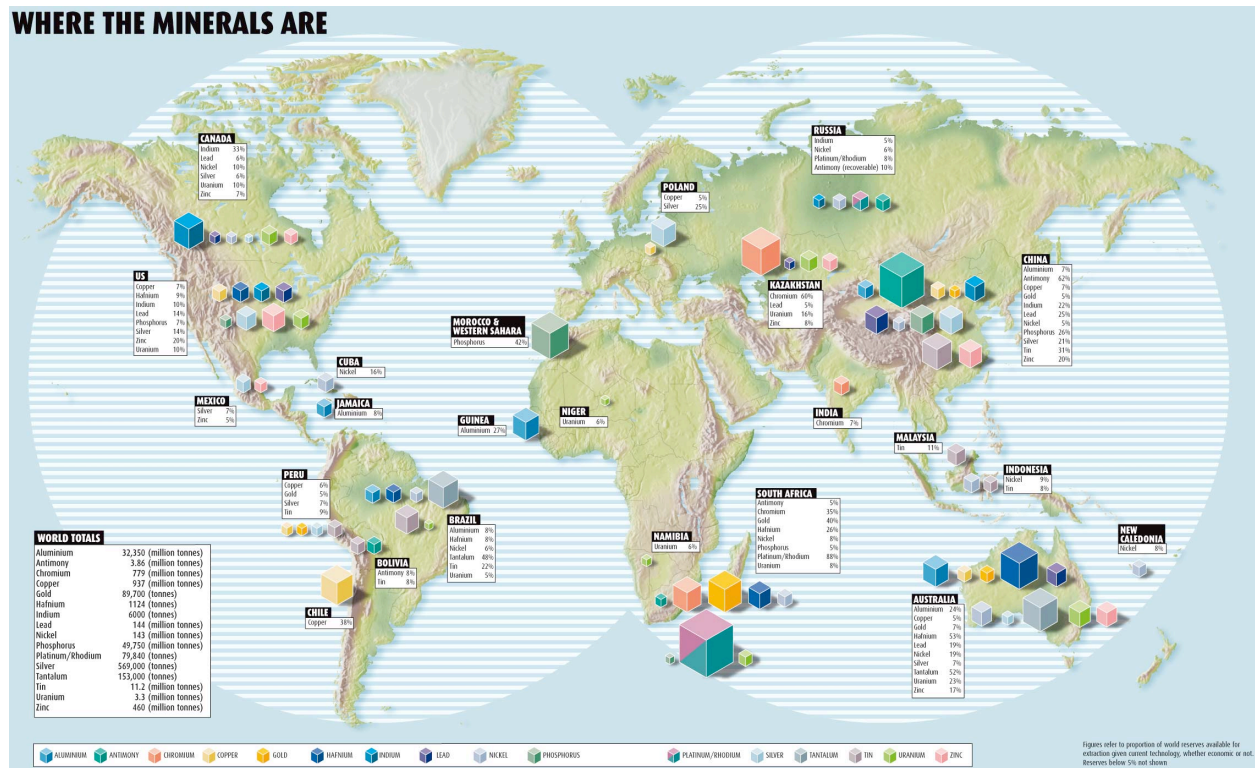


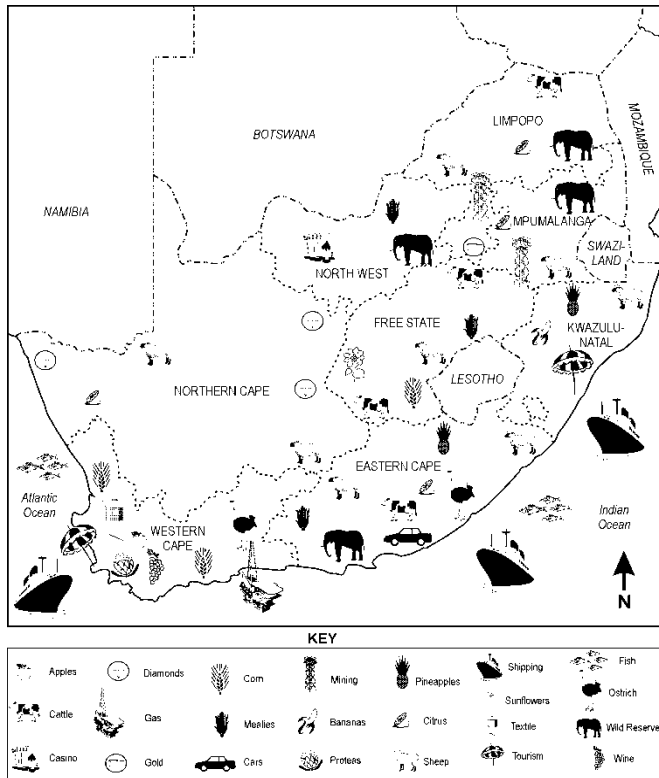
World Language Map



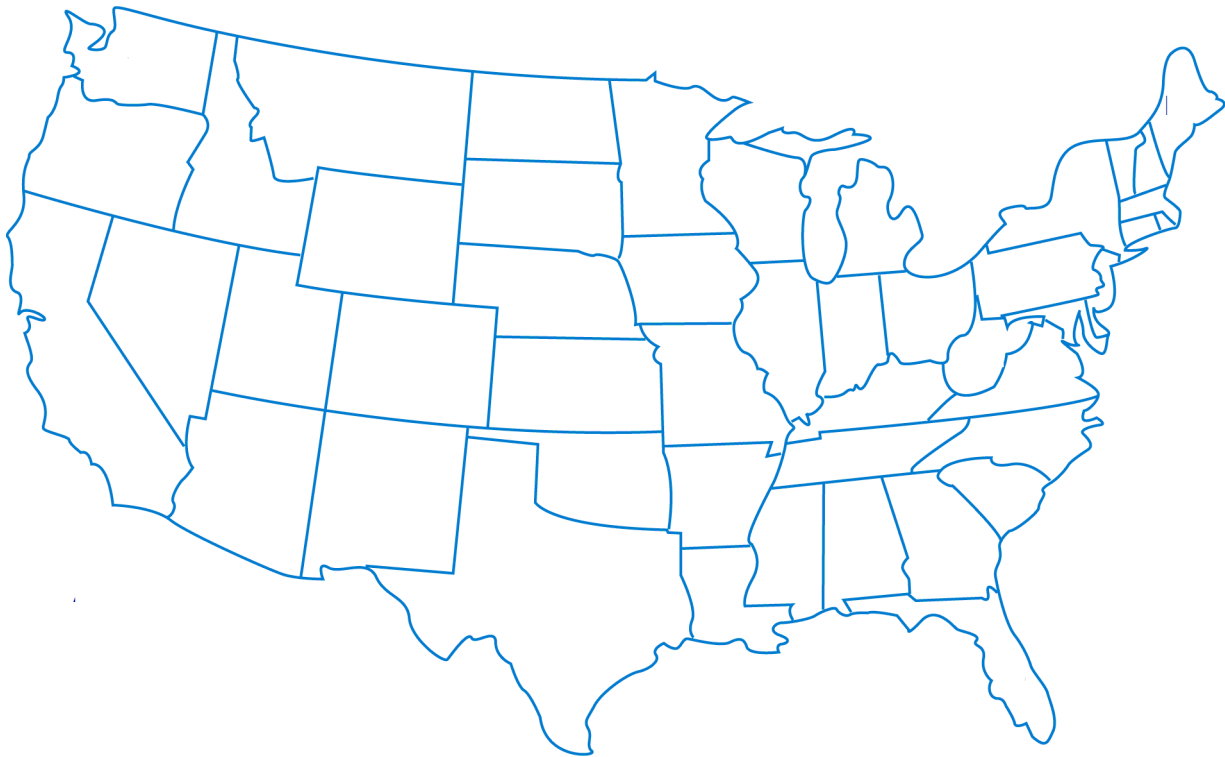
Natural Resource Map Examples

WHERE THE MINERALS ARE





Blank Country Map Examples







United Nations: <http://www.un.org>

Peace Corps: <http://www.peacecorps.gov/>

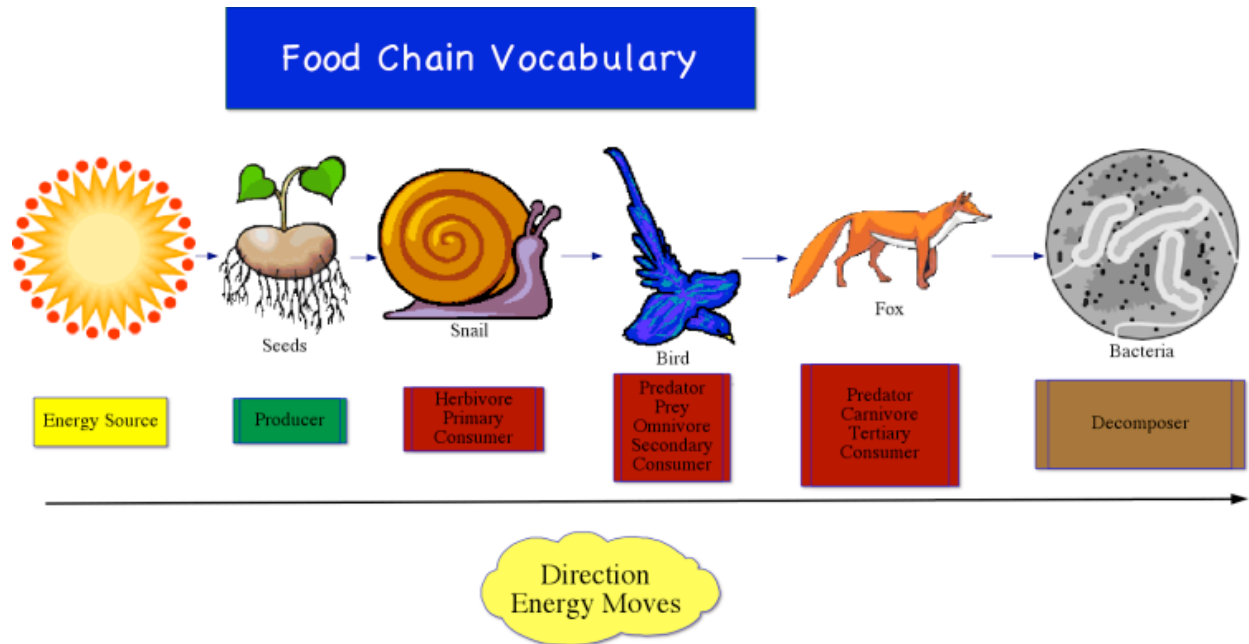
Peace One Day: <http://www.peaceoneday.org>

Kids for Peace: <http://www.kidsforpeaceglobal.org>

Appendix 3

“Where do we get our resources?”

Food Chain Example



World Import/Export Information

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Film-Making: <http://kidsvid.4teachers.org/>

Film Treatment Example:

Creator: Kid Links

Format: Short Film

Title: Our World

Concept: A short film documentary on how we view of our world, through our eyes

The documentary will center around these main characters: students, families

Our goal is to portray the everyday life of a kid.

Below is a short list of topics we will address and answer during the film:

What is our place like, environmentally and culturally?

How do we get our resources?

How do we satisfy our basic needs?

Equipment:

Cameras: GoPro Hero HD1080

Sound: Built-in mic on GoPro

Lens:

Production Equipment:

Film Crew:

Appendix 4

Standards (5th Grade)

2010 Next Generation Sunshine State Standards (Common Core) - Mathematics

5.NBT.5. Fluently multiply multi-digit whole numbers using the standard algorithm.

5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.G.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5.G.4. Classify two-dimensional figures in a hierarchy based on properties.

2010 Next Generation Sunshine State Standards (Common Core) – English Language Arts

Reading (Literature & Informational Texts):

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Writing:

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Speaking & Listening:

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language:

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

2010 Next Generation Sunshine State Standards – Science

SC.5.E.7.5: Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

SC.5.E.7.6: Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

2010 Next Generation Sunshine State Standards – Social Studies

SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.

SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

SS.5.C.1.2: Define a constitution, and discuss its purposes.

SS.5.C.2.4: Evaluate the importance of civic responsibilities in American democracy.

SS.5.C.2.5: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

SS.5.C.3.3: Give examples of powers granted to the federal government and those reserved for the states.