

Tissue Paper Quilts

By Tina Hollingshead

Overview: Using the quilts in *Primal Forces: Earth* as inspiration, students will create a work of art that represents their learning and awareness of changes in the earth's surface due to water, wind, and geologic events.

Note: This is a culmination activity after learning about the changes in the earth as found in the SEEd standards listed in this lesson.

Duration: 45 - 60 minutes

Materials:

- White construction paper
- Tissue paper
- Scissors
- Glue sticks

Goals and Objectives:

- Students will be able to describe a natural phenomenon in terms of color.
- Students will create an artwork that demonstrates understanding of how the earth's surface is altered due to fast or slow processes (*i.e.* weather, climate patterns, natural geologic forces, etc.).
- Students will create an artist statement which explains what their art represents.

Standards:

- Visual Arts:
 - Strand Connect (3.V.CO.) Students will relate artistic skills, ideas and work with personal meaning and external context
 - Strand: Present (3.V.P.) Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.
 - Standard 3.V.P.2:
Identify exhibit space and prepare works of art, including artists' statements, for presentation.
- English Language Arts:
 - Standard 3.W.4 Conduct short research projects to build knowledge about a topic.
 - Standard 3.W.5 Legibly write all upper- and lowercase cursive and manuscript letters.
- Grade level SEEd standards:
 - **Kindergarten: Standard K.1.1** - Obtain, evaluate, and communicate information about local, observable weather conditions to describe patterns over time.

Emphasize the students' collection and sharing of data. Examples of data include sunny, cloudy, windy, rainy, cold, or warm.

- **First Grade: Strand 1.1** - Seasonal Patterns of motion of the sun, moon, and stars can be observed, described, and predicted. These patterns may vary depending on the region, location, or time of year.
- **Second Grade: Strand 2.1** - Earth has an ancient history of slow and gradual surface changes, punctuated with quick but powerful geologic events like volcanic eruptions, flooding, and earthquakes. Water and wind play a significant role in changing Earth's surface. The effects of wind and water can cause both slow and quick changes to the surface of the Earth. Scientists and engineers design solutions to slow or prevent wind or water from changing the land.
- **Third Grade: Standard 3.1.2** - Obtain and communicate information to describe climate patterns in different regions of the world. Emphasize how climate patterns can be used to predict typical weather conditions. Examples of climate patterns could be average seasonal temperature and average seasonal precipitation.
- **Fourth Grade: Standard 4.1.4** - Engage in argument from evidence based on patterns in rock layers and fossils found in those layers to support an explanation that environments have changed over time. Emphasize the relationship between fossils and past environments. Examples could include tropical plant fossils found in Arctic areas and rock layers with marine shell fossils found above rock layers with land plant fossils.
- **Fifth Grade: Strand 5.1** - Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). Within these systems, the location of Earth's land and water can be described. Also, these systems interact in multiple ways. Weathering and erosion are examples of interactions between Earth's systems. Some interactions cause landslides, earthquakes, and volcanic eruptions that impact humans and other organisms. Humans cannot eliminate natural hazards, but solutions can be designed to reduce their impact.
- **Sixth Grade: Strand 6.3** - All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Heat energy from the Sun, transmitted by radiation, is the primary source of energy that affects Earth's weather and drives the water cycle. Uneven heating across Earth's surface causes changes in density, which result in convection currents in water and air, creating patterns of atmospheric and oceanic circulation that determine regional and global climates.

Introduction:

Review scientific study of changes in the earth with students: the earth's surface is always in flux. Some of these modifications happen quickly, like earthquakes, volcanic eruptions, mudslides, and floods. Others occur slowly over time, like glaciers, rivers, and wind creating canyons and carving out rock formations. Depending on your grade and subject matter, review the following concepts:

- What are some examples of forces that shape the earth's surface?
- Which changes are slow? Which are fast?

Quilt Discussion (see PowerPoint):

- What comes to mind when you think of quilts?
 - Students may think of quilts as something to keep them warm at night, or as something their grandma makes.
- What do you know about making quilts?
 - Quilts require both the outer fabric, and the inner batting. They are often a collaborative effort among a group of people, or created by piecing together smaller sections of fabric.
 - Quilts often depict patterns. The quilter must cut the fabric, and stitch with needle and thread, either by hand or with a sewing machine.
- Some quilts are not made to be put on a bed, but hung on the wall as a piece of art. These quilts are original designs and showcase the skills of the quilter. The quilts we will look at today are these—they are called art quilts.
- Show students quilts from *Primal Forces: Earth*, point out that they each address the forces that shape the earth.
 - Looking at these quilts, what do you see, think, and wonder?
 - What forces are depicted in each of these quilts? Which are slow? Which are fast?
 - How do the artists use color to represent natural forces?
 - How would the quilts change if the artist used warm colors instead of cool, or cool colors instead of warm? What forces would they imply in a different color?
 - What patterns do you notice in the quilts?
- Can you think of any similarities between quilting and the earth's forces?

Art Project:

Like artists in *Primal Forces: Earth*, students will create an artwork that represents a force that alters the earth's surface. Instead of using fabric and thread, however, students will use tissue paper and glue.

- Consider each of the forces that shape the earth's surface. How would you depict these changes for someone else?
- How would you describe each through color? Which colors will represent which force?
- Which shapes and patterns will you use in your artwork?
- How will you convey movement and quick versus slow change?

Each student will receive a piece of white paper, glue sticks and scissors. After each student decides which natural force they will depict and which colors they will use to convey that change, they can select the appropriate tissue paper. Use glue sticks to attach tissue paper to white paper. While students create their art quilts, play music.

When students have completed their tissue paper quilt, invite them to write an artist statement explaining the artistic choice they made. This can go on the back of their tissue paper quilt, or on a separate sheet of paper. When finished, share artwork and artist statement with a neighbor.

Optional Read Alouds:

[Earth's Changes Read Aloud](#)

[What will the Weather Be?](#)

[All About Weather: A first Weather Book for Kids](#)

[How Do Wind and Water Change the Earth?](#)

[Earthquakes, Eruptions and other Events that Change the Earth](#)