

## **Pasos Peace Museum Children's Rights Quilt Project**

Pasos Peace Museum invites K-12 educators and students to join an international artistic exploration of children's rights. The Pasos Children's Rights Quilt Project provides a real and virtual space for students from all over the globe to learn about the UN Convention on the Rights of the Child. Students are given the opportunity to learn about and use their human rights through the expressive, collaborative, and educative processes of quilt making.

Pasos has created two curricula as models for educators interested in engaging students in this project. The first is for grades 1 through 4 and the second is for grades 5 through 12. These sample lessons, introduce learners to the concepts and ideas found within the UN Convention on the Rights of the Child. Students are asked to interpret these rights through the creation of a quilt square. Woven together these squares have the potential to create more than a dialogue among classmates.

Pasos Peace Museum looks forward to teachers and students children throughout the globe being part of the Children's Quilt Project. Once completed, the Children's Quilt Project will be available in the museum's virtual gallery which will then serve as a platform for larger community-based and global discussions on children's rights. The museum's visitors and observers of the quilts and the individual quilt panels will be invited to reflect on the responsibilities every community member has to protect and empower children. Visitors and observers will also have the opportunity to reflect on the many ways the Rights of the Child are interpreted across cultures. The similarities and differences across cultures may reflect the diverse ways these rights need to be experienced as children from various cultural and economic backgrounds envision these rights being fulfilled within their families, communities, and world.

### **IMPORTANT DATES:**

(1) To become part of the Pasos Peace Museum gallery exhibit on the UN Convention on the Rights of the Child, submit photos of your children's rights quilt by: October 1, 2015.

SUBMISSION INFORMATION: Please submit your pictures to:

[http://www.pasospeacemuseum.org/contact\\_us/submissions.html](http://www.pasospeacemuseum.org/contact_us/submissions.html)

(2) Please contact us by October 31, 2015, if you have an interest in having your class quilt be part of a November 2015 exhibit to celebrate the International Day of the Child.

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# **Pasos Peace Museum Children's Rights Quilt Project and the Common Core Standards**

The Common Core College and Career Readiness (CCR) anchor standards are broad standards created for student achievement across academic subject areas. Considering the large number of schools world-wide that now use the Common Core to guide classroom instruction, Pasos has included the reading, speaking and listening CCR anchor standards that can be addressed through participation in the Pasos Children's Rights Quilt Project.

These standards are taken directly from the Common Core website:

<http://www.corestandards.org>

## **Speaking & Listening**

Comprehension and Collaboration:

### CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

### CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## **Reading**

Key Ideas and Details:

### CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# **Quilting the U.N. Convention on the Rights of the Child**

## **Recommended Grades**

**1 - 4**

**Pasos Peace Museum**

This quilting activity is an introduction for students to the U.N. Convention on the Rights of the Child. Through this activity, students will become familiar with the Convention and visualize abstract human rights as concrete human actions. It is recommended that teachers use the following activity as a model. This guide should be changed and adapted to the students' background knowledge, development, and the environment of the classroom.

### ***Step One: Learn about the U.N. Convention on the Rights of the Child***

Read the following "Background" section to students in order to begin a discussion on children's rights.

#### **Background on the U.N. Convention of the Rights of the Child**

On **November 20, 1989** leaders from many countries of the world came together and created a written promise to protect children. This written promise, a document called the U.N. Convention on the Rights of the Child, talked about the human rights of Children.

What is a right?

What is a human right?

A human right is something all people should be able to have or do, just because they are human. Some rights are like freedoms, for example, you may have the right to say what you think. Some rights give you things you need to stay healthy or survive like clean drinking water, or the right to see a doctor when you are sick. There are many different rights for children. Children's rights help the members of a community think about how children should be treated and what children need to live and grow. All children should be given these rights because they are human. Can you think of any other freedoms or rights that all people should have?

(TEACHER: As you read these rights, ask students to share any personal examples of each)

The U.N. Convention on the Rights of the Child talks about many different rights that children need.

Some of these include:

- The right to voice their opinion and be listened to
- The right to make decisions for themselves
- The right to a safe and loving home/ family life
- The right to an education and health care
- The Convention also says the adults should make decisions based on what will help children

There are many other rights found in the Convention on the Rights of the Child. Let's take a look at some of these rights.

Read one of the following resources to explore the Convention further:

- ❖ CBU Children's Rights Center. *Color It Rights: A Child's Introduction to the United Nations Convention on the Rights of the Child*. 2009. This resource can be downloaded and printed out free online:  
[http://teachunicef.org/sites/default/files/sites/default/files/documents/color\\_it\\_rights\\_coloring\\_book.pdf](http://teachunicef.org/sites/default/files/sites/default/files/documents/color_it_rights_coloring_book.pdf)
- ❖ Castle, Caroline. *For Every Child*. Phyllis Fogelman Books. 2001.  
Can be purchased online at Amazon.com
- ❖ Serres, Alain. *I have the right to be a Child*. Groundwood Books. 2012.  
Can be purchased online at Amazon.com

### ***Step Two: Discuss and Reflect***

Students can explore the Convention further by choosing a right to discuss and illustrate. For preliterate students it may be helpful for the whole class to focus on the same right. For students who can read independently, they can choose one of the children's rights from book(s) they think is important, and discuss the following prompts with a partner.

Think of an example of how you have seen or experienced this right.

*I see this human right when . . .*

*With this right I can . . .*

*An example of this right is . . .*

After discussion, students can independently illustrate their reflections on the worksheet provided on page six. If time is limited, teachers may want their students to draw directly on a quilt square (see Quilting options below – Step Four).

### ***Step Three: Introduction to Quilting***

As students begin to design their children's rights quilt square, the following background information on quilting may be helpful to share with students to stimulate further ideas.

#### **Background:**

*Have you seen a quilt before?*

*What did the quilt look like?*

*Who did the quilt belong to?*

*Who made the quilt? Did they have a special reason for making the quilt?*

Throughout history quilts have been made for many different reasons. What are some reasons you can think of? Some reasons people create quilts are to keep warm, to tell a story, to give as a special gift, to remember someone or an event that was important. Some families pass down quilts from parent to child to remember family members. Some quilts are made by one person, others are made by a group.

Quilting has also been used to bring people together, share their ideas, and make them feel closer to one another. Many quilts serve the special purpose of teaching about a topic the quilt maker cares about. Now we can make a quilt to illustrate something we care about, the human rights of children.

#### **Storytelling quilt**

Look at the images on the quilt below. What story is being told? What setting, people, emotions, and events do you see? This quilt may remind future people of the events shown in this quilt.



### Community peace quilt

This peace quilt brought together many people. A quilt can act as a type of conversation or discussion. Each square can share the ideas of the person who created it. Here, each quilter made a square that illustrates their thoughts on what peace looks like.



### Special gifts



Quilts are full of pictures. Some are symbols. A symbol is a picture that represents something real. Can you think of any symbols?

(TEACHER: You may want to show examples of symbols found in the classroom.)

What shapes and patterns do you see in this quilt? What can you tell about the quilt maker from the patterns or symbols that were chosen? This “morning star” quilt design is very important to the Plains Indians. It represents their tradition of watching the morning star. Many Native American tribes still use this design when giving a special gift.



#### ***Step Four: Create a Collective Quilt***

When students have finished sketching, the pictures can be made into a collective quilt. There are many different ways quilt squares can be made and assembled. Three possible options have been provided below.

##### **Option One: Paper quilt**

Students can use colored construction paper to cut out the images sketched. Students can paste their images to a uniformly sized square of paper (8" x 8" recommended). The student squares can be collectively glued onto a larger piece of butcher paper to create a group quilt.

##### **Option Two: Drawing on fabric squares**

Students can use fabric markers to draw images on uniformly sized pre-cut white fabric squares. These squares can be sewn together by students or an adult volunteer depending on the age and sewing ability of the children.

##### **Option Three: Traditional quilting**

Students can use different fabric swatches to outline and cut out their images. When images have been cut from the fabric(s), students can either glue down or sew on

their graphics to a uniformly sized piece of fabric. The squares can be sewn together by students or an adult volunteer to create a group quilt.

***Step Five: Share and Envision***

Once the quilt squares are complete, give students the opportunity to share their work with each other. As students speak about their quilt square, ask them to describe the right they choose. Ask students to describe the words, symbols, and images they used to illustrate the right.

## Quilting the U.N. Convention on the Rights of the Child

I have the right to:

QUILT SQUARE (8x8 inches)



# **Quilting the U.N. Convention on the Rights of the Child**

## **Grades 5 – 12**

### **Pasos Peace Museum**

#### ***Introduction:***

This quilting activity is an introduction for students to the U.N. Convention on the Rights of the Child. Through this activity, students will become familiar with the Convention and visualize abstract human rights as concrete human actions. It is recommended that teachers use the following instructions as a guide. This guide should be changed and adapted to the needs of students and the environment of the classroom.

#### ***Step One: Learn about the U.N. Convention on the Rights of the Child***

Read the following “Background” section to students in order to begin a discussion on children’s rights.

#### **Background on the U.N. Convention of the Rights of the Child**

The U.N. Convention on the Rights of the Child is an international treaty (an agreement made by many different countries) that recognizes the rights of children. A human right is something all people should be able to have or do. For example, you may have the right to say what you think or the right to access fresh water. There are many different types of rights. Children’s rights make it possible for each child to live and grow in a safe environment so they can reach their potential as adults. All children should be given these rights because they are human.

The U.N. Convention on the Rights of the Child protects many different types of rights. All of these rights try to give children the opportunity to participate in their communities (actively have a voice in making decisions that impact their lives), grow and live in a safe and healthy environment, and have equal opportunities. These rights also state the adults in their lives should always make decisions based on what will best help the child.

This treaty was agreed upon November 20, 1989 at the United Nations. The governments who signed the treaty agreed to make laws in their countries to protect the rights of children. However, in order for children to fully enjoy their rights, they need to be respected by all members of the community.

[Adapted from UNICEF Convention on the Rights of the Child](#)

## **The U.N. Convention on the Rights of the Child**

Once students understand the concept of rights they can examine the Convention on the Rights of the Child by accessing UNICEF's child-friendly version.

**Resource:** [UNICEF's Convention of the Rights of the Child in Children's Words](#)

### ***Step Two: Discuss and Reflect***

#### **Discuss**

After reading the Convention, students may want to discuss rights the document mentions, why these rights are important, and how these rights translate into action. One way of beginning such a discussion could be for each student to pick a right, read it out loud, and give examples of what this right would look like for them or for a child elsewhere in the world. Some questions to help facilitate further discussion include:

- What is a human right?
- Why are human rights important?
- What human rights do children need to survive and be healthy?
- Who protects these human rights?
- How are these human rights protected?

#### **Reflect**

Students can examine the Convention deeper by individually (or in small groups) choosing one article to focus on. Students can reflect on the significance of this article and respond to the following questions:

- What are some ways you have seen this human right in action?
- What happens to a person when this human right is taken away?
- How do children benefit from this human right?
- How does the world benefit from children having this human right?

### ***Step Three: Introduction to Quilting***

Introduce the quilting activity to students by providing examples of quilts for students to view. Some examples are provided on pages three and four. The following information on quilting may be helpful to share with students.

Throughout history quilts have been used for many different purposes: keeping people warm, artistic expression, telling stories, and being given as a special gift. Some families pass down quilts from one generation to the next in order to remember their ancestors and their heritage. Some quilts are made by one person, others by a group. Quilting has also been used to bring people together under a common purpose. Many quilts serve the special purpose of teaching about and remembering important people or moments the quilt maker cares about. Now we can make a quilt to illustrate something we care about, the human rights of children.

### **Storytelling quilt**

Look at the images on the quilt below. What story is being told? What setting, people, emotions, and events do you see? This quilt may serve as a reminder to future generations of the events portrayed here.



### **Community peace quilt**

This peace quilt brought together many people. Each person created a square that symbolized peace. A quilt can act as a discussion and express the ideas of many people collectively.



### Special gifts

Quilts are full of symbolic images. What shapes and patterns do you see in this quilt? What can you tell about the quilt maker from the patterns that were chosen? This “morning star” quilt design is very important to the Plains Indians. It represents their cultural heritage and tradition of observing Venus, the morning star. Many Native American tribes still use this design when giving a special gift.



### Step Four: Sketch

Once students have reflected on an article in the Convention and the purposes of quilting, they can begin to sketch their quilt squares. Students can illustrate their squares by drawing actions that demonstrate the human right expressed in the article they have chosen. Page six includes a printable student worksheet for this purpose. Students may want to include elements from their reflection and

discussion in their drawings. Younger children may be aided by drawing a picture in response to the following prompt: *With this right I can . . .*

If students are struggling to think of how to symbolize the article they chose, UNICEF's "Cartoons for Children's Rights" may be a good resource to help students get ideas for their quilt squares. This series of animations explores each articles of the U.N. Convention on the Rights of the Child.

**Resource:** [Cartoons for Children's Rights](#)

### ***Step Five: Create a Collective Quilt***

When students have finished sketching, the pictures can be made into a collective quilt. There are many different ways quilt squares can be made and assembled. Three possible options have been provided below.

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#### **Option Three: Traditional quilting**

Students can use different fabric swatches to outline and cut out their images. When images have been cut from the fabric(s), students can either glue down or sew on their graphics to a uniformly sized piece of fabric. The squares can be sewn together by students or an adult volunteer to create a group quilt.

### ***Step Six: Share and Envision***

Once the quilt squares are complete, give students the opportunity to share their work with each other. As students speak about their quilt square, ask them to state the article of the Convention they chose to illustrate and what actions, words, and images they used to symbolize the human right.

When students have finished sharing, take some time to create a list of actions they can take to uphold and protect children's rights with one another, within the school, and the larger community. Refer students to their quilt squares for inspiration.



***Follow-up activities:***

Visit the Pasos Peace Museum website to see quilts made by other children around the world who participated in this program.

[Pasos Peace Virtual Museum](#)

Introduce students to the history and work of the United Nations by visiting the U.N. Cyber School Bus. <http://cyberschoolbus.un.org/unintro/unintro.asp>

Compare the Convention on the Rights of the Child with the Declaration of Human Rights and the Earth Charter. Resources to help with this activity include:

[The Little Earth Charter Video – The Earth Charter for Kids Universal Declaration of Human Rights \(child-friendly version\)](#)

Nurture a classroom culture dedicated to human rights by using activities found in the Equitas “Play-it-Fair-Toolkit” or the United Nations “ABC Teaching Human Rights: Practical Activities for Primary and Secondary Schools”. [Play-it-Fair-Toolkit ABC Teaching Human Rights: Practical Activities for Primary and Secondary Schools.](#)

Learn more about the history of quilting through viewing and discussing the slideshow, “*The History of Quilting*,” with students. Ask students to think about how their quilt squares might be different if created during a different time period or in another culture. Give students the opportunity to create a second quilt square with their new design.

The link to *The History of Quilting* is

[http://www.pasospeacemuseum.org/resources/History\\_of\\_Quilting.pdf](http://www.pasospeacemuseum.org/resources/History_of_Quilting.pdf).

# Quilting the U.N. Convention on the Rights of the Child

**Directions:** Copy the article of the Convention you have chosen to illustrate on the lines below.  
In the quilt square draw a picture of this article in action. Your drawing may include symbols, words,  
or numbers. The UN Convention of the Rights of the Child:  
Article # \_\_\_\_\_ states: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

QUILT SQUARE (8x8 inches)