

2011

## Connecting children's quilt literature with the Iowa Core Curriculum social studies standards

Suzanne D. Burris  
*University of Northern Iowa*

*Let us know how access to this document benefits you*

Copyright ©2011 Suzanne D. Burris

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Elementary Education Commons](#), and the [Library and Information Science Commons](#)

---

### Recommended Citation

Burris, Suzanne D., "Connecting children's quilt literature with the Iowa Core Curriculum social studies standards" (2011). *Graduate Research Papers*. 1907.

<https://scholarworks.uni.edu/grp/1907>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

**Offensive Materials Statement:** Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

---

## Connecting children's quilt literature with the Iowa Core Curriculum social studies standards

### Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

### Abstract

The purpose of this qualitative content analysis was to identify themes found in children's quilt picture books that could connect to the Iowa Core Curriculum Social Studies Standards. Elementary teachers could utilize the quilt picture books to teach the elementary social studies curriculum. This researcher analyzed 15 quilt picture books with a copyright of 1994 and newer that were in the Wilson Children's Core Collection. The themes that emerged from the content analysis of children's quilt picture books were generosity, slavery, multicultural, generational, and westward expansion. This researcher found that the books could be used to teach essential skills in the social studies content areas of history, geography, behavioral science, and civic literacy. Children's literature has the ability to impact student learning in a positive way, yet prior research on quilt picture books did connect the books to the social studies standards.

CONNECTING CHILDREN'S QUILT LITERATURE WITH  
THE IOWA CORE CURRICULUM SOCIAL STUDIES STANDARDS

A Graduate Research Paper

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

Suzanne D. Burris

May, 2011

This Research Paper by: Suzanne D. Burris

Titled:

CONNECTING CHILDREN'S QUILT LITERATURE WITH  
THE IOWA CORE CURRICULUM SOCIAL STUDIES STANDARDS

has been approved as meeting the research requirement for the  
Degree of Master of Arts.

4/28/2011  
Date Approved

Karla Krueger  
\_\_\_\_\_  
Graduate Faculty Reader

4/28/2011  
Date Approved

Jean Donham  
\_\_\_\_\_  
Graduate Faculty Reader

4-29-11  
Date Approved

Jill Uhlenberg  
\_\_\_\_\_  
Head, Department of Curriculum and Instruction

## ABSTRACT

The purpose of this qualitative content analysis was to identify themes found in children's quilt picture books that could connect to the Iowa Core Curriculum Social Studies Standards. Elementary teachers could utilize the quilt picture books to teach the elementary social studies curriculum. This researcher analyzed 15 quilt picture books with a copyright of 1994 and newer that were in the *Wilson Children's Core Collection*. The themes that emerged from the content analysis of children's quilt picture books were generosity, slavery, multicultural, generational, and westward expansion. This researcher found that the books could be used to teach essential skills in the social studies content areas of history, geography, behavioral science, and civic literacy. Children's literature has the ability to impact student learning in a positive way, yet prior research on quilt picture books did connect the books to the social studies standards.

## TABLE OF CONTENTS

LIST OF TABLES.....	vi
CHAPTER 1. INTRODUCTION.....	1
Justification.....	2
Deficiencies.....	4
Significance.....	4
Problem Statement.....	5
Purpose.....	5
Research Questions.....	5
Definitions.....	5
Assumptions.....	6
Limitations.....	6
CHAPTER 2. LITERATURE REVIEW.....	7
Quilt Themes in Children’s Quilt Fiction.....	7
Using Children’s Literature to Teach Cultural Issues.....	14
Using Children’s Literature to Teach Social Issues.....	18
Summary.....	21
CHAPTER 3. METHODOLOGY.....	23
Research Design.....	23
Book Sample.....	24
Data Collection.....	25
Procedures.....	25
Data Analysis.....	27

CHAPTER 4. RESULTS.....	28
Generosity Theme.....	30
Slavery Theme.....	35
Multicultural Theme.....	39
Westward Expansion Theme.....	42
Generational Theme.....	44
CHAPTER 5. CONCLUSIONS.....	49
REFERENCES.....	50
APPENDIX A: QUILT-THEMED PICTURE BOOKS USED IN CONTENT ANALYSIS .....	53
APPENDIX B: QUILT-THEMED PICTURE BOOKS CODING TABLE.....	54
APPENDIX C: NUMBERING OF IOWA CORE CURRICULUM SOCIAL STUDIES STANDARDS FOR EACH CONTENT AREA.....	55

## LIST OF TABLES

TABLE		PAGE
1	Overview of Quilt Picture Books and Iowa Core Curriculum Social Studies Standards.....	29
2	Generosity Theme Connected to Iowa Core Curriculum Social Studies Standards.....	30
3	Slavery Theme Connected to Iowa Core Curriculum Social Studies Standards.....	35
4	Multicultural Theme Connected to Iowa Core Curriculum Social Studies Standards.....	39
5	Westward Expansion Theme Connected to Iowa Core Curriculum Social Studies Standards.....	42
6	Generational Theme Connected to Iowa Core Curriculum Social Studies Standards.....	44



## **CHAPTER 1**

### **INTRODUCTION**

Bright colors, puzzle-like patterns, and a comforting touch all describe quilts that grab children's attention (Holland, 2005). Quilts consist of three layers of material sewn together: a top, a batting (the warm lining in the middle), and a backing. According to Bial (1996), quilts are made by cutting out shapes from pieces of cloth based on the quilt pattern to be made. Once the cloth pieces are cut, they are sewn together into blocks or squares. The blocks or squares are then sewn together to form the quilt top. Next, batting is placed between the quilt top and the backing to form a sandwich. Then, the three layers are stitched together (called quilting) using some kind of quilting design. Once the quilting is finished, the edges of the quilt are sewn closed. Bial stated that quilting has been popular for thousands of years dating back to 3400 B.C. where a picture of an Egyptian pharaoh was wearing a quilted garment. However, he specified that decorative quilting arrived in Europe from Asia during the time of the Crusades (12<sup>th</sup> – 14<sup>th</sup> centuries), and he ascertained that the first bed quilt was from Sicily in the 14<sup>th</sup> century. Bial also discovered that quilt making was very popular in India in the 16<sup>th</sup> century. Along with Bial, Bohning and Williams (1996-97) found that patchwork quilts became popular in America in the 18<sup>th</sup> and 19<sup>th</sup> centuries.

Beyond the cozy feel and popular history, quilts also have a place in education. Because children are intrigued by quilts, Holland (2005) states that quilt-centered picture books are useful resources to explore multicultural, intergenerational, and social awareness themes. Bennett (2008) demonstrates that integration of many curricula in elementary school can be accomplished with quilts. Furthermore, books with quilt

themes can connect literacy with the curricular areas of mathematics, social studies, and art. Using children's literature with a quilt theme is an excellent way to integrate the elementary curriculum (Smith, 1995b). Lea (1997) acknowledges that, historically, quilts were used not only for keeping children warm at night, but also to express social concern, record personal accounts, and make political statements. This qualitative content analysis explores the diverse themes in children's quilt literature with the potential for use in the elementary social studies curriculum.

### **Justification**

Quilt themes in children's literature are diverse and include multicultural, intergenerational, and social awareness or activism topics (Holland, 2005). Holland states that culture is a popular theme in children's quilt literature and can expose children to backgrounds that is both similar and different from their own. Holland states that the intergenerational theme in children's quilt literature helps children learn to accept the contributions of older people. The quilting tradition is passed down from generation to generation. She also professes that social awareness and activism in quilt literature can be used to teach children about injustices and how to work together for the good of the cause. Making quilts to help others and charities teaches children empathy.

Using quilt books to integrate literature with other subjects in the curriculum is a very effective way to teach students mathematics and social studies (Smith, 1995b). Whenever students can make connections across the curriculum, an increase in learning takes place. Quilts in quilt-themed literature lend themselves to learning mathematic concepts quite easily. Specifically, children increase their mathematical ability in the areas of geometry, spatial relationships, fractional numbers, measurement, and patterns

(Bohning & Williams, 1996/97; Jenner, 2002; Smith, 1995b). Jenner asserts that teachers should use children's books to provide students opportunities to develop mathematical understanding. Books with quilt themes are naturally conducive to the teaching of mathematics. Quilt themed children's literature not only works well with the math curriculum but also can be used with the social studies curriculum. The social studies curriculum at the elementary level usually includes the topics of self, family, school, community, state, and country (Bennett, 2008). Bennett confirmed that utilizing quilt-themed literature with an emphasis on these social studies topics assists students in making connections to their own world. Smith states "children's literature is frequently employed in social studies to develop children's understanding of human relationships, historical events, and cultural heritage" (para. 3). In addition, Bennett declares that the visual arts objectives can be closely linked with quilt literature. The historical and cultural context of art instruction can easily be integrated with quilt literature. The aesthetic context of the artistic design of quilts in children's literature is a natural concept to pursue in art instruction.

According to Davis (1998), it is useful to examine how writers incorporate the quilt tradition in children's stories. Davis found that *Sweet Clara and the Freedom Quilt* (1993) used the quilt as an inconspicuous political symbol of resistance and liberation. The map to freedom that Clara sewed into a quilt was recognized by slaves but not by owners. This researcher used *Sweet Clara and the Freedom Quilt* (1993) with 2<sup>nd</sup> grade students studying the Underground Railroad. The students were able to make connections with the history of the Underground Railroad by listening to the story read aloud. This connection resulted in greater understanding on the part of the students.

### **Deficiencies**

Children's quilt literature focuses on certain themes. The research about themes in quilt literature is not related to application in the elementary curriculum. The articles about using quilts in the elementary curriculum do not attain a level of depth to approach how these could be used to teach difficult social and cultural themes found in the elementary social studies curriculum. More research needs to be done on applying the quilt literature to the elementary social studies curriculum, specifically dealing with the difficult social and cultural themes.

### **Significance**

Many elementary teachers like to incorporate children's literature into the social studies curriculum because much of the literature covers the social studies curriculum topics of self, family, school, community, state and country (Smith, 1995b). The integration of the social studies curriculum topics and the quilt literature themes of culture, generations, and social awareness make utilizing literature in the social studies classroom logical (Bennett, 2008; Holland, 2005). This qualitative content analysis helps identify books that teachers may integrate into the social studies curriculum specifically targeting the multicultural, intergenerational, and social awareness or activism themes found in quilt-centered literature. Teacher librarians are able to use the information found in the study to become aware of books that can be used in social studies units while collaborating with classroom teachers. The teacher librarians will be able to add to the school library's collection to fill gaps in the specific theme areas and recommend books for themed curricular use.

### **Problem Statement**

Quilt literature contains the themes of culture, generations, and social awareness. Teachers and librarians need a greater understanding of the range of quilt themes in children's literature and how these themes would benefit learning.

### **Purpose**

The purpose of this study is to conduct a qualitative content analysis to seek evidence of the diverse themes in children's quilt literature with the potential for use in the elementary social studies curriculum.

### **Research Questions**

1. What are the themes in children's quilt-themed picture books?
2. How are the themes developed and portrayed in children's quilt-themed picture books?
3. Is there a predominant theme in children's quilt-themed picture books?
4. What is the potential of using children's quilt-themed picture books in the social studies classroom?

### **Definitions**

Multiculturalism-“incorporates nationality, ethnicity, class, gender, religion, disability, age, sexual orientation, family status, geographic difference, linguistic variation, and any other possible differences from the mainstream culture” (Cai, 2002, p. 7).

Intergenerational relations- “refer to the ties between individuals or groups of different ages” (Davey, Savla & Belliston, 2003, p. 918).

Social awareness- raising consciousness to promote awareness of social issues (Holloway, 2000).

Social activism- “refers to action by an individual or group with the intent to bring about social . . . change” (Embrick, 2008, p. 18).

Social justice- “is full and equal participation of all groups in a society that is mutually shaped to meet their needs . . . includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure” (Bell, 2007, p. 1).

### **Assumptions**

It is assumed that diverse themes are available in picture books with a quilt topic.

### **Limitations**

This research is limited to only children’s quilt-themed picture books with a copyright date of 1994 and newer. This research does not include children’s chapter books or non-fiction books.

## CHAPTER 2

### LITERATURE REVIEW

The purpose of this qualitative content analysis was to further explore the themes found in quilt literature. Elementary teachers often use children's literature to convey ideas in the social studies curriculum. Common themes found in children's quilt literature correspond to the topics in the elementary social studies curriculum. Research related to themes in quilt literature fell into the following categories: quilt themes in children's quilt picture books and the use of children's books to teach about cultural and social issues.

#### **Quilt Themes in Children's Quilt Fiction**

In a literature analysis of six children's books with the subject of quilts, Davis (1998) examined how African-American women integrated the quilt tradition into children's stories and revealed the symbolic nature of Black women's ability to rise above adversity. Davis found that the quilt represented both the African tradition of folk art and the political symbol of resistance to the oppression of Black women. Upon analysis of the children's quilt literature, Davis discovered several themes: empowerment, liberation, morality, the intergenerational experience, and connection with nature.

Davis (1998) discussed the theme of empowerment and liberation in the analysis of *Sweet Clara and the Freedom Quilt*. Clara, a slave girl, was empowered when she learned to quilt which, in turn, got her out of the fields and into the Big House. There, she was able to gather enough information to make a quilt "map" that showed the way to freedom. Through the rhetoric of the quilt Clara helped empower and liberate many

slaves including herself. According to Davis' analysis of *Aunt Harriet's Underground Railroad in the Sky*, the theme of care and protection was the message. In this story Harriet Tubman used quilts with codes to guide Cassie, an escaping slave, to shelter and safety, thus providing the care and protection of a mother figure. The next story Davis analyzed was *Journey to Freedom* which had a theme of morality and ethics. White Americans that were against slavery helped escaping slaves. The quilt was hung outside the house to give the message to slaves that it was a safe house for them. This was an innovative way for White and Black Americans to unite for the purpose of seeking ethical and moral principles.

The theme that Davis (1998) found in *The Patchwork Quilt* was that of the Black intergenerational family experience. After her grandmother became ill, Tanya decided to complete the quilt that her grandmother had started. The intergenerational relationship strengthened between the two, and eventually Tanya's mother also helped finish the quilt. The quilt became the symbol that united the family. The theme in the last story that Davis analyzed, *Down Home at Miss Dessa's*, dealt with intergenerational relationships within the African-American community. In the story two neighbor girls took care of elderly Miss Dessa who had fallen. While they cared for their neighbor, the girls were taught how to quilt by Miss Dessa. The quilt represents the connection to the cultural tradition and the bond between generations.

In *Mirandy and Brother Wind*, Davis (1998) discovered the theme to be that of the connection of people with nature. Mirandy tried to capture the wind using a quilt, so she could win the cakewalk dance. Mirandy found that the wind could not be confined. The rhetoric of the quilt is to liberate rather than to restrain. Davis concluded that



children's quilt literature teaches children the history of struggle and the importance of family relationships within the African-American culture.

Similar to Davis' analysis, Torsney (1999) also analyzed picture books with a quilt theme. Whereas Davis (1998) saw empowerment as a theme in *Sweet Clara and the Freedom Quilt*, Torsney interpreted a stronger theme of disruption of authority in this and other books. Torsney explored only three books, two of which were written by African-American authors and one that was written by a woman of Russian decent. Torsney examined quilts as representational accounts in children's literature. The purpose of the analysis was to discover the stories quilts told in the literature. According to Torsney, people usually expect that "quilts connote warmth, security, and comfort and trope ideas of family, community, and national harmony" (p. 154). However, in the three picture books she evaluated, she found quilts were not warm household comforts for the affluent. Rather, they were "fabric narratives that upset the culturally dominant worlds of power and privilege" (p. 160).

Torsney (1999) explained that in *The Keeping Quilt* a Jewish family of Russian decent treasured the quilt that had been made of the clothing of the great-grandmother who had traveled on a boat to America. The quilt, passed down through the generations, was used for many things and became an important object in the lives of the characters, linking the family to the community and customs of the Old Country. Torsney stated that the quilt was "an inalienable possession which . . . empowers its owner" (p. 161). This was demonstrated by the fact that the quilt was given to the next generation and kept within the family. The researcher concluded that the quilt told the story of not only the women's history but also the family history.

With the input of other slaves, a slave girl sewed a map to freedom into a quilt in the story of *Sweet Clara and the Freedom Quilt*. Torsney (1999) stated that mapmaking was a strategy often associated with males. She went on to clarify that Clara's map was actually a tactic, not a strategy, which outmaneuvered the institution of slavery created by white males. The researcher explained that a tactic Clara used was a clever scheme of destroying power by one who is socially and politically powerless. Torsney concluded that the quilt told the story of a collaborative effort to make a quilt map "used to deconstruct the community that constructed it in slavery and to reconstruct it in the context of freedom" (p. 163).

The story of *Tar Beach* by Faith Ringgold was based on the story quilt made by the author. In this children's book, Cassie, an African-American girl of the 1930's, dreamt of being able to fly to escape obstacles created by race, class, and gender. Torsney (1999) discussed the idea of freedom and the fact that Cassie could use her dreams to gain power. The researcher concluded that the quilt told the story of self-empowerment.

In keeping with the theme of empowerment in quilt literature, Keeling's (1999) analysis of Faith Ringgold's work showed the understanding of history as empowerment for the future. Keeling shared the evolution of Ringgold's career from an artist painting and creating story quilts to an author of children's books. Keeling also analyzed three of Ringgold's children's stories. Keeling discussed the resistance Ringgold encountered early in her art career. Her family discouraged her career in art, encouraging her to go into teaching instead. Gallery owners refused to display her work because she was Black. The art world considered her art (story quilts) as a craft rather than fine art. Keeling found that despite the resistance, Ringgold persevered with her art. The researcher

acknowledged that Ringgold began as a painter. Once she started using cloth to frame paintings, they naturally transformed into quilts which were the art forms of women in her family. Keeling explained that the quilts were connected to Ringgold's family stories that had been passed down through the generations. Ringgold combined words with art images sometimes including expressions made by famous African-American women such as Sojourner Truth, Harriet Tubman, and Shirley Chisholm. The researcher stated that these story quilts with the words actually written on the quilt led Ringgold to write children's books "to give voice to the . . . African-American experience in the United States" (p. 15).

*Tar Beach*, Ringgold's first children's book, was based on her story quilt by the same name. Keeling (1999) stated that the story portrayed the typical Black experience in cities during the 1930's including poverty, unemployment, and racism and how a little girl overcame these obstacles by dreaming of flying to freedom. For the book *Dinner at Aunt Connie's House*, Ringgold modified the text of the story quilt to include famous African-American women throughout history. The researcher found that Ringgold did this intentionally to honor the courageous African-American women and to inspire the children who listen to the story. In Ringgold's book called *Bonjour, Lonnie*, she connected the African-American experience with the world. Keeling confirmed that Ringgold believed that "African-Americans must seek, know, and treasure their past, set it in the context of world history, and use it as the platform on which to build the future" (p. 16).

Whereas Keeling (1999) studied the development of Faith Ringgold's career from artist to author, Millman (2005) researched the connections between Faith Ringgold's

fabric art and picture books including the connections between themes, characters, narrative style, and use of visual elements. She examined how Ringgold's quilts and children's books were related. Millman analyzed 13 quilts and nine picture books created by Faith Ringgold.

Millman (2005) found three recurring themes in Ringgold's work. Bridges symbolized strength and power, a connection, or a challenge. Flying represented power or freedom. Dreams denoted fantasy, change, or being and doing anything one wants. Girls played a significant role in Ringgold's work Millman noticed. In Ringgold's story quilts and picture books the main characters and narrators tended to be females. The girls had more power than the boys. Millman observed great African-American women appeared in both Ringgold's quilts and books. Ringgold's characters were autobiographical in nature.

The narrative style that Ringgold used in her work compared to folktales because the main character recognized and solved problems (Millman, 2005). Her picture books had a positive outlook, were hopeful, and had a realistic view. Ringgold's writing style united both realism and fantasy. Millman detected several aspects of Ringgold's visual elements in her work. The illustrations in the picture books were quilt-like designs: a large central image with a patchwork border. The characters were childlike. Millman noticed that Ringgold created uneasiness with dark, haunting illustrations. Although the dark illustrations implied the seriousness of the topic, they were placed within pastel colors to convey a hopeful quality. Ringgold's quilts actually appeared in her books. Millman concluded that Ringgold's quilts and picture books were related in their use of literary and fine art elements.

In a literary analysis of 36 children's quilt fiction books, Elsley (2002) studied the cultural values represented in the books. The researcher found numerous children's books that feature quilts, quilting, or quilters. Authors have two goals when writing for children, Elsley stated, to entertain and to educate the child. In educating the child, Elsley acknowledged that writers of children's literature have "a strong desire to communicate a cultural value or idea that they consider important" (p. 67). She discovered that quilts, depicted in children's literature, are used to deal with a wide range of human issues. The researcher organized her discussion of children's quilt fiction by starting with the cultural values of the individual and family, and then moved out to the neighborhood, the nation, and finally, the world.

The human issues under the individual category that Elsley (2002) discovered in children's quilt fiction were childhood fears or anxieties and dreams or fantasies. Quilts provided comfort and a safe place in the world for a child that was feeling frightened or nervous. They gave the child strength and value as a person. Quilt books often featured the dream world due to the fact that children sleep under quilts. Dreams or fantasies offered children an escape from their daily lives in order to deal with courage, uncertainties, and adventure. Elsley found that quilts in children's literature dealt with familial issues as well. Quilts provided comfort to families dealing with difficult situations. They also became symbols of the bonds that tie the family together. Quilts often connected past to present by being passed down through generations. Many quilt books featured grandparents who shared a respect for the history and legacy of the family.

Quilts in children's literature were also explored at the neighborhood community level (Elsley, 2002). Quilting often encouraged neighborly efforts to work together to solve problems. Quilts also told local stories which built up communities and kept their history alive.

Elsley (2002) found that quilts could tell national stories such as American history. There were numerous quilt stories about how the Civil War affected families. Pioneer stories often showed quilts being used as well. The quilts used in these stories taught children about these difficult times. Elsley stated that the metaphor "patchwork quilt" has replaced the term "melting pot" of the United States. Quilt fiction utilized quilts as a way to understand and respect the different cultures of the country. Children learned that often these cultures had the same hopes and dreams.

Globally, children's quilt fiction covered different people from around the world (Elsley, 2002). International quilt stories helped readers understand and accept differences of many peoples. Elsley concluded that "it is hard to imagine a better symbol of the give and take of both the local and global community than a quilt" (p. 77).

### **Using Children's Literature to Teach Cultural Issues**

As mentioned, one of the themes in children's quilt literature is multiculturalism. Integrating multicultural children's literature into the classroom was the focus of Wilson's (2009) study. She asserted that multicultural literature teaches self acceptance while improving understanding of differences. Wilson stated that the problem was twofold. Students were often being taught one view that didn't address the growing diverse student population. The other aspect of the problem was the fact that not all multicultural literature is worthwhile. The purpose of Wilson's study was to inform

teachers of the importance of using multicultural literature in the classroom, to provide teachers with a checklist for the selection of the best multicultural literature available, and to offer a list of ideal multicultural books to be used in the classroom.

Wilson (2009) first discussed multicultural education. She defined multicultural education as making an equitable education available to all students and providing a curriculum that deals with cultural differences. The researcher went on to discuss the three goals of multicultural education. They included educational equality for all students, development of skills students need to function in a diverse world, and teaching the students about cultures outside the United States. Wilson found that multicultural education was not widely received by educators. This was due in part to the fact that teachers were unprepared and uninformed about cultural differences. Wilson stressed that it is imperative to incorporate multicultural literature into the classroom curriculum.

Wilson (2009) declared the importance of integrating multicultural literature into the K-2 curriculum. The researcher defined multicultural literature as literature that gives a voice to those typically absent from the established literature. According to Wilson, multicultural literature provides students with an understanding of a variety of cultural experiences as well as their own. She claimed that multicultural literature teaches students self-confidence and pride in their culture, increases student achievement, and teaches students to be more empathetic and accepting of others.

Wilson (2009) asserted that the challenging part to using multicultural literature in the classroom is finding exemplary multicultural literature. She reminded the reader that just because the book has culturally diverse characters does not mean that it is exemplary. Wilson shared the factors that are important in exemplary books which included story,

theme, plot, characters, style and language, illustrations, and the book. She used these factors to provide a checklist of guidelines to follow when identifying exemplary multicultural literature. Wilson also supplied an annotated bibliography of exemplary multicultural literature.

Wilson (2009) concluded that using multicultural literature in the K-2 classroom is important because it teaches students of the dominant culture about people of other cultures. Multicultural literature also teaches students of minority cultures that they are important. Finally, multicultural literature teaches children tolerance and empathy for others.

Like Wilson (2009), Lowery and Sabis-Burns (2007) found that using multicultural literature in the classroom is important. They studied the basics of multicultural literature and the logical incorporation of it into the reading curriculum. The researchers discovered that most experts agree that the term multicultural literature refers to books that have a main character that is a person of a non-dominant culture. Lowery and Sabis-Burns found that multicultural literature familiarizes readers with the lives and customs of people of other cultures. With the student population becoming more diverse, the researchers established that it is important that the school curriculum reflects these changes. Incorporating multicultural literature into the reading curriculum is one practical way to expose students to a variety of cultures that exist in our diverse schools. They stated that teachers should use multicultural literature to help students learn about their own culture as well as other cultures with which students would not have experience. Multicultural literature provides students with explicit experiences they would not otherwise have.



Unfortunately, Lowery and Sabis-Burns (2007) found through research of other scholars that many schools do not offer a wide variety of current books that represent diverse cultures. One reason may be that educators lack exposure to high quality multicultural children's literature. This leads to another aspect of the study which was directed toward a teacher education class that stressed the necessity to include multicultural children's literature in reading instruction. There were 36 student teachers in the literature class. The student teachers of that class were asked to reflect on their learning experiences with multicultural literature, specifically discussing their own cultural backgrounds. They also read books that had diverse cultures represented in them. Last, the students were required to lead literature circles at an all minority school for one hour per week for ten weeks. The student teachers chose African American literature to use with the minority students.

The instructor asked the student teachers to reflect on their learning experiences. Based on the student teachers' responses, Lowery and Sabis-Burns (2007) grouped those learning experiences into three areas. The first area was labeled "looking back." The student teachers reflected on their own culture which resulted in many of them identifying what their culture is and what biases they bring with them. The second area was called "learned so much." The student teachers shared that they had learned so much about multicultural literature and how to use it in the classroom throughout the year. The third area was named "seeing the need." The student teachers expressed the need to incorporate multicultural literature into the classroom in order for students to understand others, and they shared their plans to do just that when they became teachers. Lowery

and Sabis-Burns established that exposing student teachers to multicultural literature positively influenced their feelings toward integrating the literature into their classrooms.

Lowery and Sabis-Burns (2007) concluded that teachers should embrace and celebrate cultural diversity by incorporating multicultural children's literature into the reading curriculum. This will help students respect diversity and learn to appreciate all cultures.

### **Using Children's Literature to Teach Social Issues**

Social issues can also be taught using children's literature. The research problem Tyson (1999) investigated was to explore the educational implications of choosing children's literature and how that literature and response to it may be used to increase reading success and stir social action in students. Her interest stemmed from her role

as an African American educator and member of a society that has expanded the repertoire of literacy necessary for full participation, I know that a mind "turned-off" to literature is a mind often ignored in traditional classrooms, and therefore a mind that will have fewer venues for expression. (para. 4)

In a study of seven African American fifth grade boys in Tyson's 5<sup>th</sup> grade classroom who scored very low on standard literacy tests, Tyson used contemporary realistic fiction, specifically picture books, that related to events in the boys' lives to engage them in literary discussions and to move them toward social action. Tyson observed that several male students appeared uninterested in the traditional fairy tales being used in the classroom. Upon further investigation, she learned that the boys had difficulty relating to the stories often used to teach across the curriculum. Tyson stated "literature has the potential to make a difference in the lives of African American males" (para. 7). The picture books the researcher chose to read aloud to the seven boys were fictionalized

accounts based on significant social events. Many of these events were relevant to the boys in that they had experienced similar situations in their lives. The picture books could be used to develop a sense of personal and civic capability to improve the boys' lives as well as the lives of others.

After reading the books aloud to the small group and collecting both oral and written responses, Tyson (1999) discovered that the seven participants began to use higher order thinking skills, such as hypothesizing ideas, inferring character traits, and identifying the author's purpose to analyze and understand the information. Thus, the boys did increase their progress of literary understandings that led to important growth in reading and literary behaviors. This in turn improved their achievement in school literacy.

More importantly, Tyson (1999) found that the boys connected the stories to their own life experiences and began to think about serious problems in their communities and how to tackle them. They began to ask the why and the how questions. The boys moved from discussing the problems to taking action to remedy the problems. In one such instance, the boys wrote letters to governmental leaders asking for help to eradicate the drug problem in their neighborhood. Tyson discovered that the boys felt a sense of empowerment and liberation in their own lives as they initiated or enacted the social action.

Tyson (1999) concluded that children's literature not only was utilized for instructional purposes but helped children define and locate themselves in the social world. The seven reluctant readers made important gains in the critical reading of

contemporary realistic fiction. However, more importantly through social action these students discovered ways to make a difference in people's lives.

Similar to Tyson (1999), Neumann (2009) found that reading children's picture books aloud to students is a practical method for introducing and exploring social justice issues. He affirmed that many of the social justice topics discussed in children's picture books are part of the school curriculum. Incorporating picture books into the curriculum is an effective way to present and discuss difficult topics such as social justice. Social justice topics can be serious and complicated issues and require extra care when discussing them, thus Neumann stated that picture storybooks are wonderful vehicles for engaging students in discourse of these topics. The researcher found that connecting social justice topics with picture book read-alouds encourages children's ability to think critically. By reading aloud, Neumann established that critical inquiry becomes a communal activity that teachers guide with questions and discussions which help students learn how to take action as insightful, productive citizens of our democracy.

In a literary analysis of ten recently published, high quality picture storybooks that have social justice themes, Neumann (2009) presented and discussed the social justice issues found in the stories and how they can be used in critical discussions of social justice. The topics included in the picture books that the researcher analyzed consisted of slavery, racial segregation, school integration, poverty, diversity, war, and gender equality. *Crossing Bok Chitto* and *Show Way* were two of the stories that dealt with slavery. Both of these books encouraged discussions of injustice, compassion, and cooperation. Racial segregation and school integration were the topics of *We Are the Ship: The Story of Negro League Baseball* and *The School is Not White!: A True Story of*

*the Civil Rights Movement*. These two books prompted conversation of the historical struggles of African Americans. Three picture books that Neumann analyzed covered the topic of poverty which crosses all cultures. *Selavi: A Haitian Story of Hope*, *Dear Mr. Rosenwald*, and *The Moon over Stars* all lent themselves to dialogue about how people and communities can come together to combat poverty. *Grace for President* dealt with the issue of gender equality. Thus the story provided the opportunity to discuss equal rights. *The Librarian of Basra: A True Story from Iraq* covered the topic of war. This story allowed for discussion about the suffering of ordinary people during war. Almost all of the books that Neumann evaluated included diversity, but specifically *Skin Again* discussed the topics of understanding and acceptance. In the book discourse on identity and acceptance of differences were the messages conveyed.

### Summary

Davis (1998) found the themes of empowerment, liberation, morality, the intergenerational experience, and the connection with nature in her analyses of six children's picture books. In Torsney's (1999) literary analysis, she discovered the stories that the quilts told in the children's literature. She found that the quilt stories empowered the characters and disturbed the control and advantages that the principal culture had on other cultures. In the literary analysis of three of Faith Ringgold's children's picture books Keeling (1999) found that the African-American experience in the United States was shared with the reader. Millman (2005) discovered the themes of bridges, flying, and dreams symbolizing a connection, a challenge, or strength and power, freedom, and fantasy in her literary analysis of Ringgold's work. Elsley's (2002) analysis of children's

quilt literature focused on the cultural values of individuals, families, neighborhoods, nations, and the world.

In Wilson's (2009) study of multicultural literature she found that often only one cultural view was being taught in K-2 classrooms and that some multicultural literature is not valuable. Therefore, she provided a list of exemplary multicultural books to use in the classroom and a checklist for teachers to use to select ideal multicultural literature. Lowery and Sabis-Burns (2007) studied the importance of using multicultural literature in the classroom. They found that exposure to multicultural literature helped students understand, not only their own culture, but also the culture of others. In Tyson's (1999) study of literature and African American boys, she found that the use of children's literature with a social activism theme significantly improved their reading ability, but more importantly it encouraged the boys to take action in their own community. In a literary analysis Neumann (2009) found that children's picture books are highly effective tools to present and discuss the difficult social justice topics of slavery, racial segregation, school integration, poverty, diversity, war and gender equity.

In conclusion, children's picture books are excellent tools to use to teach the school curriculum (Neumann, 2009). Many of the children's quilt stories integrate multicultural, intergenerational, and social justice issues (Holland, 2005). The learning that can take place in the classroom discussions of these topics is valuable to students (Neumann, 2009). They can become knowledgeable, sensitive, active citizens who can make a difference in the world.

## **CHAPTER 3**

### **METHODOLOGY**

Building on the review of the related literature, this research explored the themes found in children's quilt literature that have the potential to be used with the elementary social studies curriculum. Specifically, the areas of history, geography, behavioral science, political science and civic literacy were explored. Previous research had explored themes in children's quilt literature and had not connected them to the social studies curriculum. The literary analyses of children's quilt literature that had been completed by other researchers had extracted topics that could be integrated into the elementary social studies curriculum.

#### **Research Design**

According to Creswell (2008), in qualitative studies the researcher explores a problem in which little is known and justifies the importance of studying the research problem. Content analysis is one of the most used methods of research today (Zhang & Wildemuth, 2009). More specifically, qualitative, as opposed to quantitative, content analysis has recently become popular. Hsieh and Shannon (2005) have defined qualitative content analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1278). This research method examines the meanings, themes, and patterns that either obviously or covertly emerge from texts.

This researcher utilized a qualitative content analysis of children's quilt literature specifically related to the elementary social studies curriculum. This research method was appropriate for this study because most literary analyses use the qualitative content

analysis, and the researcher was able to extract themes and patterns from the stories being evaluated.

McConnell (2009) used a qualitative content analysis for her research of fairy tales. Gassman (2006) used a qualitative textual analysis for her research of women in historical fiction.

### **Book Sample**

According to Zhang and Wildemuth (2009), qualitative content analysis uses purposively chosen texts for its samples. Thus, the book sample that was examined in this study was children's picture books that have subjects of quilts, quilting, or quiltmaking. The researcher selected only quilt-themed children's picture books dated 1994 and newer that were in the *Wilson Children's Core Collection* available online. According to Lowe (2008), school libraries should keep picture books with a copyright of 1990 and newer. An initial search of the database yielded 40 titles with a wide range of copyright dates. The researcher narrowed down the samples to be analyzed using the definition of picture books, eliminating chapter books and nonfiction how-to-quilt books. The book sample was also narrowed down to books that have quilt-themed topics that could be incorporated into the elementary social studies curriculum according to the Iowa Core Curriculum standards. The Iowa Core Curriculum Social Studies Standards that were relevant to the book sample came from the core content areas of behavioral science, geography, history, and political science/civic literacy. The researcher read the standards in each content area and recorded notes about the topics of the book samples that applied to those particular standards. Based on the book summaries found in the *Wilson Children's Core Collection*, the researcher eliminated the books that did not correlate to



any of the social studies standards. As a result of narrowing the book samples, the researcher analyzed 15 children's picture books with a quilt theme. See Appendix A for the list of books.

### **Data Collection**

According to Creswell (2008), data collection in qualitative research is based on using general questions so that the information is allowed to emerge on its own. Researchers using a qualitative research approach identify a small number of sources that will best answer the research questions. Once the information is found, it is organized by self-designed protocols. In qualitative content analysis research, the researcher will be able to "move back and forth between concept development and data collection" (Zhang & Wildemuth, 2009, p. 310).

### **Procedures**

This researcher gathered the quilt-themed picture books and read for themes and patterns that emerged from the stories. Zhang and Wildemuth (2009) stated that the process of qualitative content analysis includes the following steps:

#### **Step 1: Prepared the Data**

The data this researcher collected came from existing texts, so the choice of content was based on the research questions. The researcher looked for multicultural, generational, and social awareness themes in children's quilt literature.

#### **Step 2: Defined the Unit of Analysis**

This very important step of assigning a unit of analysis in qualitative content analysis uses individual themes. This researcher read the children's quilt literature and began classification of multicultural, generational, and social awareness themes.

**Step 3: Developed Categories and a Coding Scheme**

Originally the researcher created coding categories for multicultural, generational, and social awareness themes by seeking similarities across the multiple literary examples noted. While progressing through the analysis, the researcher connected the categories to the social studies standards of history, geography, behavioral science, political science and civic literacy as they emerged (See Appendix B).

**Step 4: Tested the Coding Scheme on a Sample of Text**

Initially the researcher coded four sample texts and checked the coding consistency. This researcher used four of the selected children's quilt-themed picture books to test the coding rules. Eventually, this researcher revised the coding to coincide with the Iowa Core Curriculum Social Studies Standards.

**Step 5: Coded All the Text**

The researcher coded all of the children's quilt picture books.

**Step 6: Assessed the Coding Consistency**

Because of the possible addition of coding rules and human error, the researcher rechecked the consistency of the coding.

**Step 7: Drew Conclusions from the Coded Data**

Based on the coded information, the researcher sought themes for the social studies curriculum that extended across books. The researcher formed a logical conclusion from the themes that emerged from the children's quilt literature.

## **Step 8: Reported the Methods and Findings**

The researcher described the procedures including the coding process and shared the results. The results included a brief summary of each children's quilt picture book and the interpretation as it related to the researcher's questions and purpose.

### **Data Analysis**

According to Creswell (2008), "analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions" (p. 243). After collecting the information using steps 1-5 in the procedures listed above, the researcher created several tables to compare the themes gleaned from the children's quilt picture books. The tables listed the book titles, the content areas of the Iowa Core Curriculum Social Studies, and the corresponding Iowa Core Curriculum Social Studies Standards. This researcher recorded observations of specific themes as the children's quilt literature were read and reread. The researcher then reported the findings as they related to the research questions.

## **CHAPTER 4**

### **RESULTS**

The researcher completed a qualitative content analysis by looking for themes that emerged from 15 children's quilt picture books and how they connected to the Iowa Core Curriculum Social Studies Standards. The list of books chosen is provided in Appendix A. The researcher read the quilt picture books the first time in order to align them with multiple Iowa Core Curriculum Social Studies Standards. The researcher read the books a second time and noted the predominant theme that emerged from each book through further coding the content of the books. The principal themes identified were generosity, slavery, multicultural, generational, and westward expansion. After pinpointing the major themes of the quilt picture books, the researcher read the books a third time and determined which one of the multiple Iowa Core Curriculum Social Studies Standards and which of the essential skills that fall under the standards best aligned with the book. This indicated which essential skill could best be taught using the book. Finally, the researcher recorded the standards that correlated to the content of the book in the tables. A table was created for each theme to report book title, social studies standards, and a description or quotation from the book to show evidence of the connection of the book content with the Iowa Core Curriculum Social Studies Standards.

Table 1 shows an overview of the Iowa Core Curriculum Social Studies Standards that correlate to each quilt picture book. For each content area the researcher assigned numbers to every social studies standard (see Appendix C).

Table 1

## Overview of Quilt Picture Books and Iowa Core Curriculum Social Studies Standards

Iowa Core Curriculum Social Studies Standards								
Title of Book	History		Geography		Behavioral Science		Political Science/Civic Literacy	
	K-2	3-5	K-2	3-5	K-2	3-5	K-2	3-5
The Quiltmaker's Journey					1,2,3,4	1,2,3,5		1
A Far-Fetched Story	5,7				3,4	2		1
The Handkerchief Quilt	4,5	4,5				2,5		1
Grandfather's Story Cloth	1,3	1,3	2,3	2,3	1,3	1,2,4		
Luka's Quilt		3		2	2, 3, 4	2, 4		
Most Loved in All the World	1,3,4	1, 2, 3, 4, 8	2	1,2,3	1,4	1,2,4	1,2	1,2
The Elephant Quilt		1,6		3				
Stichin' and Pullin': a Gee's Bend Quilt	1,3,4,5	1, 2, 3, 4, 5, 8	2	2	1,3,4	1,2,4	1,2	1,2
Night Boat to Freedom	1,3,7	1, 2, 3, 4, 8	2	2,3	1,4	1,2,3	1,2	1,2
The Name Quilt	1				2,4	1		
The Patchwork Path: a Quilt Map to Freedom	1,3,4	1,2,3,4	2	1,2,3	1,4	1,2,4	1,2	1,2
Papa and the Pioneer Quilt	1	1,6	3	3				
The Kindness Quilt					2,3	2,3		1
The Story Blanket					2,3,4	1,2,3		1
Show Way	1,3,4	1,2,3,4	2	2	1,3,4	1,4	1,2	1

Behavioral Science and History standards occurred most frequently in the sample of quilt picture books analyzed. All of the books had more than one content area that correlated to the text. Five of the quilt picture books connected to every content area.

### Generosity Theme

Generosity was a common theme that emerged from five of the quilt picture books. In Table 2 the five books are listed along with the content area standards for the elementary level.

The researcher completed a thorough analysis of connections to standards to show multiple possibilities. However, in order to suggest a more manageable way for teachers and librarians to incorporate these books into the curriculum, the researcher also determined a most prominent or primary theme. The standard that most closely correlates with the primary theme is bolded in Tables 2-6. The prominent theme of generosity was correlated to the Civic Literacy standard that is in bold print.

Table 2

#### Generosity Theme Connected to Iowa Core Curriculum Social Studies Standards

Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
The Quiltmaker's Journey By Jeff Brumbeau Tells how the quiltmaker went from being wealthy to having nothing but cloth to make quilts for the needy.	K-2 Understand economic needs and wants affect individual and group decisions.		K-5 Understand the changing nature of society. K-2 Understand all people have individual traits. K-2 Understand interactions between self and the peer group. K-2 Understand the relationship of the individual to the components of society and culture. 3-5 Understand the influence on individual and group behavior and group decision making. 3-5 Understand how personality and	<b>3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</b>

			socialization impact the individual. 3-5 Understand current social issues to determine how the individual formulates opinions and responds to issues.	
Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
A Far-Fetched Story By Karin Cates Grandma asks each family member to gather firewood for winter. However, each member returns with no firewood and torn clothing. Grandma turns the torn clothing into a warm quilt for winter.	K-5 Understand economic needs and wants affect individual and group decisions. K-2 Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues		K-2 Understand interactions between self and the peer group. K-2 Understand the relationship of the individual to the components of society and culture. 3-5 Understand the influences on individual and group behavior and group decision making.	<b>3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</b>
The Handkerchief Quilt By Carol Crane After the school, including the library and its books, get ruined by water, Miss Anderson gets help making a quilt to raise money for the school.	K-5 Understand economic needs and wants affect individual and group decisions. 3-5 Understand the role of individuals and groups within a society as promoters of change or the status quo.		K-2 Understand the influences on individual and group behavior and group decision making. 3-5 Understand current social issues to determine how the individual formulates opinions and responds to issues.	<b>3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</b>
The Kindness Quilt  By Nancy Elizabeth Wallace  Minna makes a paper quilt showing kind			K-2 Understand all people have individual traits. K-2 Understand interactions between self and the peer group. 3-5 Understand the influences on individual and group behavior and group decision making.	<b>3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</b>

things she has done. The quilt grows with her classmates and other students adding quilt squares to it.			3-5 Understand how personality and socialization impact the individual.	
Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
<p>The Story Blanket</p> <p>By Ferida Wolff and Harriet May Savitz</p> <p>Babba Zarrah makes clothes from the story blanket material for those in need of new clothes. Once the townspeople find out who had made the clothes, they return the favor by giving Babba Zarrah wool to make a new story blanket.</p>			<p>K-2 Understand all people have individual traits.</p> <p>K-2 Understand interactions between self and the peer group.</p> <p>K-2 Understand the relationship of the individual to the components of society and culture.</p> <p>3-5 Understand the changing nature of society.</p> <p>3-5 Understand the influences on individual and group behavior and group decision making.</p> <p>3-5 Understand how personality and socialization impact the individual.</p>	<p><b>3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</b></p>

Generosity was a prominent theme found in five of the quilt picture books that the researcher analyzed. The Iowa Core Curriculum Social Studies' content area of Civic Literacy provided a standard that most closely connected to the five picture books with the theme of generosity (see Table 2). In *The Quiltmaker's Journey* the main character was a sheltered girl who lived a wealthy life but was unhappy. One day she decided to venture outside her village to find happiness. Surprisingly, the quiltmaker discovered less-fortunate people in the world. After many days of trying to figure out what she could do to help the disadvantaged people, she decided she would make quilts and give them to the people in need. By leaving her village, she was forced to live a very different



lifestyle. However, she discovered that her new life of giving to the poor made her happier than she had ever been before. The character demonstrated the value of lifelong civic action by taking care of others who are in need. Elementary teachers could use this book to discuss the ways in which students could exhibit their own generosity through civic action.

The grandmother in *A Far-Fetched Story* asked each family member to gather firewood before the long, hard winter began. To her dismay, all of the family members came back empty-handed and their clothes were in shambles. Each family member gave the grandmother an excuse for not getting the firewood and having tattered clothes. Because the clothes were not able to be worn anymore, the grandmother decided she would have to use them in the fire rather than wood. However, once the grandmother held the ragged clothing in her hands, she felt their comforting softness and knew she couldn't allow them to be burned. Because of the grandmother's generosity, she then decided to make a quilt out of all of the old clothes. The quilt kept the family warm and comfortable that winter. Belonging to any group (family, club, country) comes with the rights and responsibilities of civic action. The family members in this story had a responsibility to each other. None of them, except the grandmother, understood those responsibilities. Elementary teachers could use this book to discuss responsibilities that students could carry out to learn about civic action.

Miss Anderson, the teacher in *The Handkerchief Quilt* discovered her school was damaged by water pipes that burst and flooded the school including the library. She wanted to do something to help, so she decided to use all of the handkerchiefs she had received as gifts from her students to make a quilt. With the help of her students and

their families a quilt was completed. A quilt museum bought the quilt which raised enough money to buy books for the school library and paper for the students. The theme of generosity was displayed by Miss Anderson in that she gave up all of her handkerchiefs to make a quilt. The parents and students also showed their generous spirit by helping to cut and sew the quilt. The group was working together for the good of the cause making the effort a demonstration of civic action. Elementary teachers could use this book to teach students how to work together on a community project.

In *The Kindness Quilt* Minna and her classmates were assigned a kindness project. They had to do something kind and then they wrote and drew about it. Minna chose to include all of the kind things she had done over the weekend and made a paper quilt with all of them. When Minna shared her kindness quilt, her classmates wanted to make one too. The kindness quilt grew and grew until it spread throughout the whole school. The acts of kindness multiplied as students paid them forward. The examples of the kind things the students did demonstrated the value of civic action. *The Kindness Quilt* could be utilized in the elementary classroom to complete the same kind of project as assigned to Minna and her classmates.

Similar to the quiltmaker, Babba Zarrah had a giving spirit. In *The Story Blanket* Babba Zarrah had children sit on a special blanket while she read to them. She noticed when others were in need, so she would use part of the story blanket's material to make socks, mittens, a scarf, or a coat. Soon there was nothing left of the story blanket. When the townspeople figured out what Babba Zarrah had done, they reciprocated the kind gestures with a donation of wool to Babba Zarrah, so that she could make another story blanket. Once again the value of civic action was exhibited in this story with Babba

Zarrah giving to those in need and those in need returning the favor. Elementary teachers could use this picture book to teach students about the act of giving to those in need.

### Slavery Theme

Slavery was another major theme that emerged from the quilt picture books that were analyzed. Four picture books are listed in Table 3 aligned with the Social Studies content area standards that could be used for elementary instruction. The prominent theme of slavery was correlated to the History standards of the Iowa Core Curriculum. The standards most closely related to the theme are indicated in bold print.

Table 3

Slavery Theme Connected to Iowa Core Curriculum Social Studies Standards

Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
Most Loved in All the World By Tonya Cherie Hegamin A slave mother makes a quilt with codes to help her daughter escape to freedom.	K-2 Understand people construct knowledge of the past from multiple and various types of sources. K-5 Understand culture and how cultural diffusion affects the development and maintenance of societies. K-5 Understand individuals and groups within a society may promote change or the status quo. <b>3-5 Understand historical patterns, periods of time, and the relationships among these elements.</b> 3-5 Understand how and why people create, maintain, or change systems of power, authority, and governance. 3-5 Understand cause and effect relationships and other historical thinking skills in order to	K-5 Understand how geographic and human characteristics create culture and define regions. 3-5 Understand the use of geographic tools to locate and analyze information about people, places, and environments. 3-5 Understand how human factors and the distribution of resources affect the development of a society and the movement of populations.	K-5 Understand the changing nature of society. K-2 Understand the relationship of the individual to the components of society and culture. 3-5 Understand the influences on individual and group behavior and group decision making. 3-5 Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.	K-2 Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens. K-2 Understand how government affects citizens and how citizens affect government. 3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. 3-5 Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.

	interpret events and issues.			
Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
<p>Night Boat to Freedom By Margot Theis Raven While Christmas John helps slaves to freedom by taking them by boat at night across the Ohio River, Granny Judith makes a quilt using “colors of freedom” which are the colors that the escaping slaves wear. Eventually, they are escaping too.</p>	<p>K-2 Understand people construct knowledge of the past from multiple and various types of sources. K-5 Understand culture and how cultural diffusion affects the development and maintenance of societies. K-5 Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. 3-5 Understand historical patterns, periods of time, and the relationships among these elements. 3-5 Understand how and why people create, maintain, or change systems of power, authority, and governance. <b>3-5 Understand individuals and groups within a society may promote change or the status quo.</b></p>	<p>K-5 Understand how geographic and human characteristics create culture and define regions. 3-5 Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</p>	<p>K-5 Understand the changing nature of society. K-2 Understand the relationship of the individual to the components of society and culture. 3-5 Understand the influences on individual and group behavior and group decision making. 3-5 Understand how personality and socialization impact the individual.</p>	<p>K-2 Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens. K-2 Understand how government affects citizens and how citizens affect government. 3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. 3-5 Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.</p>
<p>The Patchwork Path: A Quilt Map to Freedom By Bettye Stroud Hannah and her dad who are slaves use her mother’s quilt with codes to escape to freedom</p>	<p>K-2 Understand people construct knowledge of the past from multiple and various types of sources. K-5 Understand culture and how cultural diffusion affects the development and maintenance of societies. <b>K-5 Understand individuals and groups within a society may promote change or the status quo.</b> 3-5 Understand historical patterns, periods of time, and the relationships among these elements. 3-5 Understand how and why people create,</p>	<p>K-5 Understand how geographic and human characteristics create culture and define regions. 3-5 Understand the use of geographic tools to locate and analyze information about people, places, and environments. 3-5 Understand how human factors and the distribution of resources affect the development of a society and</p>	<p>K-5 Understand the changing nature of society. K-2 Understand the relationship of the individual to the components of society and culture. 3-5 Understand the influences on individual and group behavior and group decision making. 3-5 Understand the process of how humans</p>	<p>K-2 Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens. K-2 Understand how government affects citizens and how citizens affect government. 3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. 3-5 Understand</p>

	maintain, or change systems of power, authority, and governance	the movement of populations.	develop, learn, adapt to the environment, and internalize their culture.	how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.
Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
<p>Show Way</p> <p>By Jacqueline Woodson</p> <p>An African American family passes down the quilting tradition chronicling the lives of women from slavery to emancipation to the Civil Rights Movement to the present.</p>	<p>K-2 Understand people construct knowledge of the past from multiple and various types of sources.</p> <p>K-5 Understand culture and how cultural diffusion affects the development and maintenance of societies.</p> <p>K-5 Understand individuals and groups within a society may promote change or the status quo.</p> <p><b>3-5 Understand historical patterns, periods of time, and the relationships among these elements.</b></p> <p>3-5 Understand how and why people create, maintain, or change systems of power, authority, and governance.</p>	<p>K-5 Understand how geographic and human characteristics create culture and define regions.</p>	<p>K-5 Understand the changing nature of society.</p> <p>K-2 Understand interactions between self and the peer group.</p> <p>K-2 Understand the relationship of the individual to the components of society and culture.</p> <p>3-5 Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.</p>	<p>K-2 Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.</p> <p>K-2 Understand how government affects citizens and how citizens affect government.</p> <p>3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</p>

Slavery was a key theme in the children's quilt picture books that the researcher analyzed. The History content area of the Iowa Core Curriculum offered standards that related to the Slavery theme (see Table 3). In *Most Loved in All the World*, Mama made a coded quilt to help her daughter escape slavery. When it was time to escape, the little girl didn't understand why her mother wasn't coming with her. Often some slaves would stay back at the plantation to help other slaves escape. Understanding historical patterns, periods of time, and the relationships among these elements represented the most

prominent standard for teaching this topic of slavery. Students should understand problems of life in the past and their causes. Elementary teachers could use this book to help illustrate the slavery issue in a developmentally appropriate way. Based on the grade level of the students, the teacher would determine how much detail about slavery she would discuss with her students. The older the students, the more detail the teacher could go into.

*Night Boat to Freedom* was a story about a boy who helped slaves to freedom by taking them across the river by boat. For each slave he helped, Granny Judith wanted to know what color of clothing each wore. She then added that color to the quilt she was making. In the end, both the boy and Granny Judith escaped to freedom. The History standard of understanding individuals and groups within a society may promote change or the status quo was the main standard that could be taught with this book. Elementary teachers could use *Night Boat to Freedom* to discuss that ordinary Americans have played a role in changing society and government. Students should learn that ordinary Americans made a difference in fighting against slavery by escaping to freedom.

Hannah and her father in *The Patchwork Path: A quilt map to freedom* used the quilt that Hannah's mother had made to escape slavery. The two runaways used the coded quilt and met people along the way who were willing to help them get to freedom. Understanding individuals and groups within a society may promote change or the status quo was the History standard that connected to this book. The fact that ordinary Americans played a role in changing society and government could be taught at the elementary level using this book. Students could learn that many Americans were against slavery and helped slaves escape.

*Show Way* is a story about the author's family from generation to generation. The author started with her great-grandma's great-grandma who was a slave. She moved through the generations telling the struggles each woman endured from several generations of slavery to emancipation to the Civil Rights Movement to the present. Throughout the book each woman passed down the quilting tradition. The History standard that correlated to this book was understanding historical patterns, periods of time, and the relationships among these elements. Elementary teachers could use this book to teach about slavery and what happened after the Emancipation Proclamation was signed. Students should learn about the differences in life today compared to life in the past.

### **Multicultural Theme**

An expected key theme that surfaced from the quilt picture books was multiculturalism. From the book sample that was analyzed, there were only two picture books that fell into this category. The books are listed in Table 4 along with the Iowa Core Curriculum Social Studies content areas and their standards. The prominent theme of multiculturalism was connected to the Behavioral Science and Geography standards. The standards most closely related to the theme are indicated by bold print in Table 4.

Table 4

#### **Multicultural Theme Connected to Iowa Core Curriculum Social Studies Standards**

Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
<b>Luka's Quilt</b>  By Georgia Guback  Luka's grandma, Tutu, decides to make Luka a quilt.		<b>3-5 Understand how geographic and human characteristics create culture and define regions.</b>	<b>K-2 Understand all people have individual traits.</b> <b>K-2 Understand interactions between self and the peer group.</b> <b>K-2 Understand</b>	

<p>Luka is disappointed when Tutu only uses 2 colors. Her disappointment makes Tutu sad. They don't spend time together until they decide to put their differences aside to attend the Lei Day Celebration. Tutu and Luka come to a compromise by adding a colorful lei to Luka's quilt.</p>			<p>the relationship of the individual to the components of society and culture. 3-5 Understand the influences on individual and group behavior and group decision making. <b>3-5 Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.</b></p>	
Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
<p>Stitchin' and Pullin': A Gee's Bend Quilt</p> <p>By Patricia C. McKissack</p> <p>A girl learns all about the history of her ancestors/family members and the African-American experience from the Civil War to the present as she makes her own quilt.</p>	<p>K-2 Understand people construct knowledge of the past from multiple and various types of sources. K-5 Understand culture and how cultural diffusion affects the development and maintenance of societies. K-5 Understand individuals and groups within a society may promote change or the status quo. K-5 Understand economic needs and wants affect individual and group decisions. 3-5 Understand historical patterns, periods of time, and the relationships among these elements. 3-5 Understand how and why</p>	<p><b>K-5 Understand how geographic and human characteristics create culture and define regions.</b></p>	<p>K-5 Understand the changing nature of society. K-2 Understand interactions between self and the peer group. K-2 Understand the relationship of the individual to the components of society and culture. 3-5 Understand the influences on individual and group behavior and group decision making. 3-5 Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.</p>	<p>K-2 Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens. K-2 Understand how government affects citizens and how citizens affect government. 3-5 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. 3-5 Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.</p>



	people create, maintain, or change systems of power, authority, and governance. 3-5 Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.			
--	--	--	--	--

The multicultural theme emerged from two of the picture books the researcher analyzed. Both the Behavioral Science and Geography standards connected to the two books in this group. *Luka's Quilt* was a story about a grandmother who made a traditional Hawaiian quilt for her granddaughter, Luka. At first Luka was excited about the quilt and all of the colors that would be on it. Once the traditional two-colored quilt was finished, Luka was very disappointed. Luka and her grandmother distanced each other for awhile until the grandmother invited Luka to the Lei Day celebration. There, Luka and her grandmother reconciled their relationship and learned a lot about each other and the Hawaiian culture. Understanding the process of how humans develop, learn, adapt to the environment, and internalize their culture was the Behavioral Science standard that was associated with this book. The quilt that Luka's grandmother made was an artistic creation that expressed the Hawaiian culture. Elementary teachers could use *Luka's Quilt* to help students understand other cultures as well as their own.

*Stitchin' and Pullin': A Gee's Bend quilt* was about an African-American girl who learned how to quilt while also learning about her family history, her community history, and the struggles for freedom and justice. The author discussed the issues of slavery, the right to vote, civil rights, and desegregation. Gee's Bend, Alabama became famous

because of the quilts the African-American women sewed. Some women sewed quilts to make a living. The Geography standard that connected to this story was understanding how geographic and human characteristics create culture and define regions. The quilts that were made by the Gee's Bend women were artistic creations that expressed the African-American culture and influenced the behavior of the people there. Utilizing this book in the elementary classroom would benefit students because they could learn about the African-American culture in that particular region.

### Westward Expansion Theme

Another main theme that emerged from the analysis of quilt picture books was that of westward expansion. Pioneers moved out west for many reasons. In Table 5 the two quilt literature books are listed along with the Iowa Core Curriculum Social Studies content areas and their standards. The Geography standards correlated to the westward expansion theme. The standards most closely related to the theme are indicated in bold print in Table 5.

Table 5

#### Westward Expansion Theme Connected to Iowa Core Curriculum Social Studies

##### Standards

Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
The Elephant Quilt By Susan Lowell Lily Rose and Grandma stitch a quilt that represents the family's journey to the West	3-5 Understand historical patterns, periods of time, and the relationships among these elements. 3-5 Understand the effects of geographic factors on historical events.	<b>K-5 Understand how human factors and the distribution of resources affect the development of communities/society and the movement of populations.</b>		

Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
Papa and the Pioneer Quilt By Jean Van Leeuwen Rebecca gathers scraps of cloth from clothing on the family's journey West. The quilt was made with her mother once the family reached Oregon.	K-2 Understand people construct knowledge of the past from multiple and various types of sources. 3-5 Understand historical patterns, periods of time, and the relationships among these elements. 3-5 Understand the effects of geographic factors on historical events.	<b>K-5 Understand how human factors and the distribution of resources affect the development of communities/society and the movement of populations.</b>		

The westward expansion theme emerged from the two quilt picture books that the researcher investigated. One of the geography standards connected to both books in this group. In *The Elephant Quilt* Lily Rose traveled west by wagon with her family. While traveling, she and her grandma started sewing a quilt to represent their journey west. The quilt showed many of the things they had seen and places they had been along the way. At the end of the story, the two finished their quilt. The Geography standard that was associated with this book was understanding how human factors and the distribution of resources affect the development of society and the movement of populations. Elementary teachers could use this book to teach students about the causes and effects of human migration. Students should learn why pioneers moved west.

Rebecca in *Papa and the Pioneer Quilt* gathered scraps of material on her journey west with her family. As she met others along the way she collected snippets of cloth from them. Rebecca also accumulated pieces of cloth from the clothing she and her family wore on their journey from Missouri to Oregon. Once Rebecca and her family

arrived in Oregon, she and her mom made a quilt using the cloth scraps to tell the story of their long journey. Again the Geography standard of understanding how human factors and the distribution of resources affect the development of society and the movement of populations connected to this book. Elementary teachers could utilize this book to teach students about the causes and effects of human migration. Students should learn what happened as pioneers moved west.

### Generational Theme

The last prominent theme that emerged from the quilt picture books analyzed was generational. Often family stories and traditions are passed down from generation to generation. In Table 6 the two quilt picture books are listed along with the Iowa Core Curriculum Social Studies content areas and their standards. The Behavioral Science standards correlated to the generational theme. The standards most closely related to the theme are indicated in bold print in Table 6.

Table 6

#### Generational Theme Connected to Iowa Core Curriculum Social Studies Standards

Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
Grandfather's Story Cloth By Linda Gerdner After leaving Laos, Grandfather sews a story cloth about his life during the war. When Grandfather begins forgetting things, Chersheng, his grandson, has Grandfather tell him about the story cloth.	K-2 Understand people construct knowledge of the past from multiple and various types of sources. K-5 Understand culture and how cultural diffusion affects the development and maintenance of societies. 3-5 Understand historical patterns, periods of time and the relationships among these	K-5 Understand how geographic and human characteristics create culture and define regions. K-5 Understand how human factors and the distribution of resources affect the development of communities/ society and the movement of populations	<b>K-5 Understand the changing nature of society.</b> K-2 Understand interactions between self and the peer group. K-2 Understand the relationship of the individual to the components of society and culture. 3-5 Understand the influences on individual and group behavior and group	

	elements.		decision making. 3-5 Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.	
Title	History	Geography	Behavioral Science	Political Science/ Civic Literacy
The Name Quilt By Phyllis Root Sadie's grandma tells stories about family members that are on the Name Quilt. The quilt blows away during a storm, so Sadie and her grandma make a new name quilt.	K-2 Understand people construct knowledge of the past from multiple and various types of sources.		K-2 Understand all people have individual traits. <b>K-2 Understand the relationship of the individual to the components of society and culture.</b> 3-5 Understand the changing nature of society.	

The generational theme emerged from two quilt picture books that the researcher analyzed. In *Grandfather's Story Cloth* the grandfather decided to leave Laos during the war. While living in a refugee camp he made a story cloth about his life in Laos. Then he moved to America. After Chersheng noticed his grandfather was forgetting things, he asked him to tell him about the story cloth. Grandfather remembered everything about that, but then started to forget things again. Chersheng decided to make a small story cloth for Grandfather's arrival to America. The Behavioral Science standard that connected to this book was to understand the changing nature of society. Elementary teachers could use this book to teach students to understand that the decisions of one generation provide a range of opportunities for the next generation. The decisions of the grandfather to move to America opened a wealth of opportunities for Chersheng.

Students should find out what opportunities await them because of the decisions their parents or grandparents made.

Sadie in *The Name Quilt* looked forward to spending the summer at her grandma's house. Her grandma would tuck her in at night under the name quilt. Sadie's grandma would tell her stories about the family members on the quilt. One day a storm blew the quilt away. Sadie was very upset, so they decided to make a new name quilt that included Sadie's name. Understanding the relationship of the individual to the components of society and culture was the Behavioral Science standard that connected to this book. Elementary teachers could use this book to teach students the features of nuclear and extended families. Students should learn the value of nuclear and extended families and what generations can learn from each other.

The 15 quilt picture books that the researcher analyzed offered five main themes of generosity, slavery, multiculturalism, generations, and westward expansion. These five themes connected to the Iowa Core Curriculum Social Studies Standards in numerous content areas.

## **CHAPTER 5**

### **CONCLUSIONS**

Quilt picture books have been analyzed for themes in other research studies, but the books have not been connected to an elementary social studies curriculum. Therefore, the purpose of this qualitative content analysis was to find the prominent themes of 15 children's quilt picture books and discover the potential use of these books in the elementary social studies classroom. The researcher found that the books could be connected to the Iowa Core Curriculum Social Studies Standards and used in the elementary classroom for social studies instruction.

The researcher's first question was "What are the themes in children's quilt-themed picture books?" The themes that emerged from the qualitative content analysis of quilt picture books were generosity, slavery, multicultural, generational, and westward expansion.

The researcher's second question was "How are the themes developed and portrayed in children's quilt-themed picture books?" The generosity theme was portrayed by characters that performed some act of kindness toward others. The slavery theme was depicted by characters that were slaves. In the multicultural books the characters represented different nationalities and ethnic groups. The characters in the generational books were portrayed as grandparents and grandchildren. The westward expansion theme was revealed by characters that were migrating to the western part of the United States.

The researcher's third question was "Is there a predominant theme in children's quilt-themed picture books?" Based on the literature review, the researcher expected the

theme of multiculturalism to be most prevalent in children's quilt picture books (Elsley, 2002). However, from the sample of books the researcher analyzed, the theme that appeared the most was the generosity theme. Initially, the researcher knew the themes of slavery, multiculturalism, and generations would emerge from the quilt picture books as suggested in the literature review. Yet, it was not anticipated that the theme of westward expansion would surface. Originally, the researcher expected the theme of social awareness to emerge from the text. However, she found generosity to be the theme that came out of the books instead of social awareness. Many of the books analyzed had multicultural characters making it seem like those books should have been classified in the multicultural theme. However, those particular quilt stories were more about slavery and generations than the culture of the characters. Therefore, the themes of slavery and generational that emerged from those books were more developed than the theme of multiculturalism.

The fourth question that the researcher posed was "What is the potential of using children's quilt-themed picture books in the social studies classroom?" After the thorough analysis of the quilt picture books, this researcher sees a great deal of potential for using the books in the social studies classroom. Elementary teachers have a variety of topics to cover in the social studies curriculum. Tying literacy to the curricular areas, especially social studies, is an effective teaching method. Whenever a children's picture book goes along with a curricular area, more specifically a curriculum standard, teachers will use it to highlight the particular standard being taught, and students will make important connections to learning.



The theme of generosity relating to civic action was not apparent to the researcher at first. Yet, after reading the essential skills about voluntarism, civic responsibility, and public service, the researcher made the correlation. Elementary educators could use the quilt picture books to teach students about these important responsibilities. The theme of slavery is taught across numerous grade levels and is a sensitive topic. At the elementary level using children's quilt picture books would help students understand the magnitude of slavery. Teaching students about different cultures is so important when it comes to teaching acceptance, understanding and tolerance of others. Using quilt picture books is just one way to educate students about other cultures of the world. The quilt picture books that cover the westward expansion theme are helpful in illustrating the life of the pioneers who moved out west. Elementary students could learn a lot about the people and their life of that time. Quilting is a tradition that families pass down from generation to generation. Using the quilt picture books with the generational theme in the elementary classroom will help students learn to appreciate the contributions of an older generation.

The researcher plans to share the results with the elementary teachers and librarians in her school district and recommend the purchase of the quilt picture books for each elementary building. A future study should connect the quilt literature to other curricular areas, such as math, reading, or art.

## REFERENCES

- Bell, L. A. (2007). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2<sup>nd</sup> ed., pp. 1-14). New York: Routledge.
- Bennett, L. (2008, Spring). Elementary students quilting through social studies. *The Journal of Aesthetic Education*, 42(1), 90-99.
- Bial, R. (1996). *With needle and thread: A book about quilts*. Boston: Houghton Mifflin Company.
- Bohning, G., & Williams, R. (1996-1997, Winter). Quilts and tangrams: Linking literature and geometry. *Childhood Education*, 73, 83-87.
- Cai, M. (2002). Defining multicultural literature. In *Multicultural literature for children and young adults: Reflections on critical issues* (pp. 3-18). Westport, CT: Greenwood Press.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education.
- Davey, A., Savla, J. B., Lisa, M. (2003). Intergenerational relations. In J. J. Ponzetti (Ed.), *International encyclopedia of marriage and family* (2<sup>nd</sup> ed., Vol. 2, pp. 918-922).
- Davis, O. I. (1998, Spring). The rhetoric of quilts: Creating identity in African-American children's literature. *African American Review*, 32(1), 67-76.
- Elsley, J. (2002). Read me a story: Cultural values in children's quilt fiction. *Uncoverings*, 23, 65-79.
- Embrick, D. G. (2008). Activism. In W. A. Darity Jr. (Ed.), *International encyclopedia of the social sciences* (2<sup>nd</sup> ed., Vol. 1, p. 18).
- Gassman, J. Y. (2006, August). *A textual analysis of the role of women in historical fiction for young people*.
- Holland, M. M. (2005, February). Using quilts and quilt picture books to celebrate diversity with young children. *Early Childhood Education Journal*, 32(4), 243-247.
- Holloway, D. (2000). Consciousness raising groups. In S. Pendergast & T. Pendergast (Eds.), *St. James encyclopedia of popular culture* (Vol. 1, pp. 585-586).
- Hsieh, H.F. & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

- Iowa Department of Education. (n.d.). *Iowa core curriculum: Social studies* [Content standards]. Retrieved January 2, 2011, from <http://www.corecurriculum.iowa.gov/ContentArea.aspx?C=Social+Studies>
- Jenner, D. (2002, November). Experiencing and understanding mathematics in the midst of a story. *Teaching Children Mathematics*, 9(3), 167-171.
- Keeling, K. K. (1999, Spring). In search of our mother's art: Faith Ringgold's story quilts and children's books. *Proteus: A Journal of Ideas*, 16(1), 13-17.
- Lea, T. (1997). *Women's history through quilting* (ED No. 429927). Amherst, MA: Eastern Regional Information Center. School of Education. University of Massachusetts Amherst.
- Lowery, R. M., & Sabis-Burns, D. (2007, Summer). From borders to bridges: Making cross-cultural connections through multicultural literature. *Multicultural Education*, 14(4), 50-54.
- McConnell, E. B. (2009, December). *Princesses persevere: Seeking representations of gender equity in modern fairy tales*.
- Millman, J. (2005, December). Faith Ringgold's quilts and picture books: Comparisons and contributions. *Children's Literature in Education*, 36(4), 381-393.
- Neumann, J. W. (2009, Spring/Summer). Critical inquiry through read aloud: Contexts for critical discussions. *Social Studies Review*, 48(2), 65-67.
- Smith, J. (1995a). A different angle for integrating mathematics. *Teaching Children Mathematics*, 1(5), 288-293.
- Smith, J. (1995b). Threading mathematics into social studies. *Teaching Children Mathematics*, 1(7), 438-444.
- Torsney, C. B. (1999). Comforts no more: The underside of quilts in children's literature. In B. Lyon-Clark & M. R. Higonnet (Eds.), *Girls, boys, books, toys* (pp. 154-166). Baltimore: The Johns Hopkins University Press.
- Tyson, C. A. (1999, Summer). "Shut my mouth wide open": Realistic fiction and social action. *Theory Into Practice*, 38(3), 155-159.
- Wilson, L. S. (2009, Summer). *Integrating multicultural literature in K-2 classrooms: A guidebook for the evaluation and selection of exemplary multicultural children's books*. Retrieved from <http://hdl.handle.net/10211.4/109>

Zhang, Y., & Wildemuth, B. M. (2009). Qualitative analysis of content. In B. M. Wildemuth. *Applications of social research methods to questions in information and library science* (pp. 308-319). Westport, CT: Libraries Unlimited.

## APPENDIX A

### QUILT-THEMED PICTURE BOOKS USED IN CONTENT ANALYSIS

- Brumbeau, J. (2004). *The Quiltmaker's Journey*. London, England: Orchard Books.
- Cates, K. (2002). *A Far-Fetched Story*. New York, NY: Greenwillow Books.
- Crane, C. (2010). *The Handkerchief Quilt*. Ann Arbor, MI: Sleeping Bear Press.
- Gerdner, L. (2008). *Grandfather's story cloth*. Walnut Creek, CA: Shen's Books.
- Guback, G. (1994). *Luka's quilt*. New York, NY: Greenwillow Books.
- Hegamin, T. (2009). *Most loved in all the world*. Boston, MA: Houghton Mifflin.
- Lowell, S. (2008). *The elephant quilt: stitch by stitch to California!*. New York, NY: Farrar, Straus and Giroux.
- McKissack, P. C. (2008). *Stitchin' and pullin': a Gee's Bend quilt*. New York, NY: Random House.
- Raven, M. (2006). *Night boat to freedom*. New York, NY: Farrar, Straus and Giroux.
- Root, P. (2003). *The name quilt*. New York, NY: Farrar, Straus & Giroux.
- Stroud, B. (2005). *The patchwork path: a quilt map to freedom*. Cambridge, MA: Candlewick Press.
- Van Leeuwen, J. (2007). *Papa and the pioneer quilt*. New York, NY: Dial Books for Young Readers.
- Wallace, N. E. (2006). *The kindness quilt*. Tarrytown, NY: Marshall Cavendish Children.
- Wolff, F. and Savitz, H.M. (2008). *The Story Blanket*. Atlanta, GA: Peachtree Publishers.
- Woodson, J. (2005). *Show way*. New York, NY: G. P. Putnam's Sons.

**APPENDIX B****QUILT-THEMED PICTURE BOOKS CODING TABLE**

IOWA CORE CURRICULUM SOCIAL STUDIES CONTENT AREAS & STANDARDS				
TITLE OF BOOK	HISTORY	GEOGRAPHY	BEHAVIORAL SCIENCE	POLITICAL SCIENCE / CIVIC LITERACY

## **APPENDIX C**

### **Numbering of Iowa Core Curriculum Social Studies Standards for Each Content Area**

#### **History-Grades K-2**

1 Understand people construct knowledge of the past from multiple and various types of sources.

2 Understand how and why people create and participate in governance.

3 Understand culture and how cultural diffusion affects the development and maintenance of societies.

4 Understand individuals and groups within a society may promote change or the status quo.

5 Understand economic needs and wants affect individual and group decisions.

6 Understand relationship between geography and historical events.

7 Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

#### **History-Grades 3-5**

1 Understand historical patterns, periods of time, and the relationships among these elements.

2 Understand how and why people create, maintain, or change systems of power, authority, and governance.

3 Understand the role of culture and cultural diffusion on the development and maintenance of societies.

4 Understand the role of individuals and groups within a society as promoters of change or the status quo.

5 Understand the effect of economic needs and wants on individual and group decisions.

6 Understand the effects of geographic factors on historical events.

7 Understand the role of innovation on the development and interaction of societies.

8 Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

#### Geography-Grades K-2

1 Understand the use of geographic tools to locate and analyze information about people, places, and environments.

2 Understand how geographic and human characteristics create culture and define regions.

3 Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.

4 Understand how geographic processes and human actions modify the environment and how the environment affects humans.

#### Geography-Grades 3-5

1 Understand the use of geographic tools to locate and analyze information about people, places, and environments.

2 Understand how geographic and human characteristics create culture and define regions.

3 Understand how human factors and the distribution of resources affect the development of society and the movement of populations.

4 Understand how physical processes and human actions modify the environment and how the environment affects humans.



### Behavioral Science-Grades K-2

- 1 Understand the changing nature of society.
- 2 Understand all people have individual traits.
- 3 Understand interactions between self and the peer group.
- 4 Understand the relationship of the individual to the components of society and culture.

### Behavioral Science-Grades 3-5

- 1 Understand the changing nature of society.
- 2 Understand the influences on individual and group behavior and group decision making.
- 3 Understand how personality and socialization impact the individual.
- 4 Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.
- 5 Understand current social issues to determine how the individual formulates opinions and responds to issues.
- 6 Understand how to evaluate social research and information.

### Political Science/Civic Literacy-Grades K-2

- 1 Understand the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.
- 2 Understand how government affects citizens and how citizens affect government.
- 3 Understand the United States has a role in current world affairs.

### Political Science/Civic Literacy-Grades 3-5

- 1 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.

2 Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.

3 Understand the purpose and function of each of the three branches of government established by the Constitution.

4 Understand the differences among local, state, and national government.

5 Understand the role of the United States in current world affairs.