

*Piecing Together the Past: Gee’s Bend Quilts and the Story of the African Diaspora*

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**Compelling Question: How did the women, past and present, of Gee’s Bend demonstrate resilience and impact their community and beyond?**

<b>Standards and Content</b>	<p><b>NCHE Habits of the Mind</b></p> <ul style="list-style-type: none"> <li>• Past Shapes the Present</li> <li>• Historical Empathy</li> <li>• Critical Reading</li> <li>• Interrogating Sources</li> <li>• Evolving Narrative</li> <li>• Complex Narrative</li> <li>• Understanding Impact</li> <li>• Patient Reflection</li> </ul> <p><b>NCSS Standards</b></p> <ul style="list-style-type: none"> <li>• Time, Continuity, and Change</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Civil Ideals and Practices</li> </ul> <p><b>C3 Framework</b></p> <ul style="list-style-type: none"> <li>• <b>D1.5.3-5.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</li> <li>• <b>D2.His.3.3-5.</b> Generate questions about individuals and groups who have shaped significant historical changes and continuities.</li> <li>• <b>D2.His.16.3-5.</b> Use evidence to develop a claim about the past.</li> <li>• <b>D3.3.3-5.</b> Identify evidence that draws information from multiple sources in response to compelling questions.</li> <li>• <b>D4.1.3-5.</b> Construct arguments using claims and evidence from multiple sources.</li> <li>• <b>D4.2.3-5.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul>
<b>Staging the Compelling Question</b>	<p>Explore the importance of quilts. Students will share information about family quilts. Discuss the importance of quilts throughout US history. Discuss the impact of the diaspora on the Gee’s Bend quilters over time.</p>

**Supporting Question 1**

How did the quilts and the quilters of Gee’s Bend serve as tools to fight injustice?

**Supporting Question 2**

How did geography and politics intertwine to impact the residents of Gee’s Bend?

**Supporting Question 3**

Did the women and the quilts of Gee’s Bend provide economic empowerment to the community?

## C3 TEACHERS

Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will explore and discuss the materials in their groups to develop a historical timeline to answer the question.	As a team, the group will review the primary sources and supporting materials to complete the graphic organizer and develop a response.	Students will use the primary sources provided and research to complete the Discussion Web activity.
Featured Sources	Featured Sources	Featured Sources
<p><b>Source A: A quilter at home</b>  <a href="https://loc.getarchive.net/media/sewing-a-quilt-gees-bend-alabama-2">https://loc.getarchive.net/media/sewing-a-quilt-gees-bend-alabama-2</a> (</p> <p><b>Source B: <i>Smithsonian</i> excerpt</b>  <a href="https://www.smithsonianmag.com/arts-culture/fabric-of-their-lives-132757004/">https://www.smithsonianmag.com/arts-culture/fabric-of-their-lives-132757004/</a></p> <p><b>Source C: Oral history-Rubin Bendolph Jr.</b>  <a href="https://www.academia.edu/40790473/Piece_Together_Rubin_Bendolph_Jr_in_conversation_with_Ellen_M_Alvor">https://www.academia.edu/40790473/Piece_Together_Rubin_Bendolph_Jr_in_conversation_with_Ellen_M_Alvor</a></p>	<p><b>Source A: Google Earth Gee’s Bend Map</b></p> <p><b>Source B: Photos of the Old Ferry</b>  <a href="https://loc.getarchive.net/media/cable-ferry-from-camden-to-gees-bend-alabama-47051b">https://loc.getarchive.net/media/cable-ferry-from-camden-to-gees-bend-alabama-47051b</a></p> <p><b>Source C: Background and Photo of Dr. King in Gee’s Bend</b>  <a href="https://aptv.pbslearningmedia.org/resource/dr-martin-luther-king-gees-bend-video/retro-report/">https://aptv.pbslearningmedia.org/resource/dr-martin-luther-king-gees-bend-video/retro-report/</a></p> <p><b>Source D: <i>Los Angeles Times</i> Article</b>  <a href="https://www.latimes.com/archives/la-xpm-2006-sep-19-na-geesbend19-story.html">https://www.latimes.com/archives/la-xpm-2006-sep-19-na-geesbend19-story.html</a></p> <p><b>Source E: “On this Day in Alabama History”</b>  <a href="https://alabamane.wscenter.com/2018/09/18/day-alabama-history-sept-18/">https://alabamane.wscenter.com/2018/09/18/day-alabama-history-sept-18/</a></p>	<p><b>Source A: Quilt Auction Flyer and Timeline</b>  <a href="https://stories.artbma.org/timeline-the-freedom-quilting-bee/">https://stories.artbma.org/timeline-the-freedom-quilting-bee/</a></p> <p><b>Source B: First Lady Obama photo</b>  <a href="https://www.gpb.org/news/2019/02/08/how-the-community-of-gees-bend-influenced-the-famous-michelle-obama-portrait">https://www.gpb.org/news/2019/02/08/how-the-community-of-gees-bend-influenced-the-famous-michelle-obama-portrait</a></p> <p><b>Source C: Sears Catalog Background and Ad</b>  <a href="https://artsandculture.google.com/story/gee-39-s-bend-sears-corduroy-quilts-souls-grown-deep-foundation/gAUhn3fNDIALHw?hl=en">https://artsandculture.google.com/story/gee-39-s-bend-sears-corduroy-quilts-souls-grown-deep-foundation/gAUhn3fNDIALHw?hl=en</a></p> <p><b>Source D: Gee’s Bend Etsy (article) and Target</b>  <a href="https://www.smithsonianmag.com/smart-news/first-time-you-can-purchase-gees-bend-quilt-online-180976911/">https://www.smithsonianmag.com/smart-news/first-time-you-can-purchase-gees-bend-quilt-online-180976911/</a></p> <p><a href="https://www.target.com/b/gee-s-bend-x-target/-/N-q643ler2ays">https://www.target.com/b/gee-s-bend-x-target/-/N-q643ler2ays</a></p>

<b>Summative Performance Task</b>	Argument: Construct an argument evaluating whether the quilts and quilters of Gee’s Bend were a driving force for meaningful change in the community. Use evidence to support whether their impact was significant or limited.
<b>Extension</b>	<p>Reading activity: Students will read excerpts from <i>Leaving Gee’s Bend: A Novel</i> by Irene Latham (2017).</p> <p>Art activity: Students will create their own quilt square that exemplifies their lives. The squares will be assembled as a mural.</p>
<b>Taking Informed Action</b>	After learning about the voter suppression of Gee’s Bend residents in Supporting Question 2, the students will develop ways to ensure their local citizens have the opportunity to be engaged in their community’s governance (e.g., voter registration, candidate forums).