Quilts for Kids
Primary Content Area: Geometry

Introduction
Geometry students explore spatial relations to create quilts for children through Project Linus, a national organization working with children who are seriously ill or traumatized. Prior to beginning the project, teachers should establish contact with Project Linus. Project Linus donates blankets to children’s hospitals and service agencies. As preparation for the creation of a quilt, students learn about patterns and symmetry during a unit on perimeter and area. In groups students will use a list of polygons given to create a unique quilt design that meets project rubric elements.

Project Goals
- Students will accurately measure and assemble the geometric shapes for the quilt square and correctly calculate the area of each shape.
- Students will complete at least one quilt in each class and donate to Project Linus.

Procedure/Project Sequence
1. Teacher checks Project Linus site to find nearest Project Linus chapter – www.projectlinuschicago.webs.com/
3. Teacher collaborates with Geometry course team to implement project.
4. Classes learn about properties of polygons and how to calculate their perimeter and areas.
5. Teacher introduces project and distributes rubric and design template.
6. Teachers distribute actual shape blocks to each group and students create a design on the template.
7. Students will be given a 12” x 12” graph paper (real size of quilt square) to make a scale drawing as the final draft.
8. Students will cut out the various polygons on the graph paper and use as tracing paper to cut the actual fabric.
9. Students will trace and cut out all the polygons represented in their design on the designated fabric for each shape.
10. Students will submit their design template and fabric pieces in a folder.
11. Teacher and students will sew the fabric together and create the final quilt.

Community Partner/Resources
Project Linus
http://www.projectlinus.org/
Check website for local chapter

Michael’s Arts & Crafts
Locations throughout Chicago
Addendum
This project addresses the following Common Core State Standards:
CCSS.MATH.CONTENT.HSG.MG.A.1
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
CCSS.MATH.CONTENT.HSG.MG.A.3
Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

This project addresses the following Social Emotional Standards:
1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.
3C.4b. Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.

The suggested duration of this project:
Preparation: 3-4 weeks to cover the Polygon and Area unit
Action: 1 day to draft quilt and cut fabric
Reflection: 1 class period
Preparation: Classes learn about various polygons and the perimeter and area formulas for each polygon.
Action: Create and donate a quilt to Project Linus
Reflection: Students complete a reflection relating the geometry aspects to the quilt project.

Cross-Curricular Connections
Connections with Art and English