

00;00;15;07 – 00;00;44;08

Speaker 1

Greetings and welcome to session three of Voices on Cloth. I'm Dr. Bill Williams, director of Professional Development for Engaging Creative Minds. And we have a wonderful guest with us again, Miss Peggy Hartwell. She's our quilting storyteller. And Today segment, we're going to talk about quilting for the classroom and how you can actually quilt and learn how to quilt and teacher students, how to quilt.

00;00;44;08 – 00;01;04;25

Speaker 1

So, Miss Peggy, today we're going to actually show our audience, like, how to get started with quilting, like what pieces are needed, how to actually quilt, what you're going to do, the preplan and the prep beforehand, and then how to actually implement your own creativity inside of the quilt so that you can make it what you want it to be.

00;01;05;02 – 00;01;09;27

Speaker 1

So would you tell us a little bit about how to get started in the work that you're working on right here?

00;01;10;09 – 00;01;35;03

Speaker 2

A good way to get started is to have a good design or an abstract design. In this case, it's just animals and people blowing horns just to get started, just to be to get into a mood of freedom. And you could use glue or you can stitch it down most of the time in the school system. I prefer to use glue because it is definitely safer.

00;01;35;03 – 00;01;35;16

Speaker 1

Yes.

00;01;35;16 – 00;02;00;15

Speaker 2

For someone in high school. College you could always use a needle and thread, but anything on the K-12 use glue is safer. So you get your shapes and once you make your shapes, you can arrange them to form a picture and glue them where you want them to be. The good thing about glue is that you can just put a dab on here and put it down, and if you don't like it, you can change it.

00;02;00;27 – 00;02;10;26

Speaker 2

If you're going to use glue, you need to make sure that it is permanent and it says washable. Anything else? If it gets wet, it's going to come out.

00;02;11;00 – 00;02;11;14

Speaker 1

Okay.

00;02;11;20 – 00;02;18;06

Speaker 2

And it allows you to work and place your picture down. You don't like it, you take it out.

00;02;18;27 – 00;02;55;01

Speaker 1

That sounds amazing. So that's a great start and it sounds like to me is Peggy, like as you were describing this, I saw myself as like a child in a classroom and literally like cutting out pieces and gluing them down and just being creative because that is something that Ed engage in creative minds that we emphasize. We emphasize allowing children to be creative and we also have artists like this, Peggy, where we teach our teachers and assist them with helping to teach lessons that implement the art and so this quilting piece is a great way to get started.

00;02;55;01 – 00;03;10;13

Speaker 1

So, Miss Peggy, once they get started, they have their pieces, starting with their pieces that they've cut out. They've got them glued down or in some cases maybe sewn down depending on the grade level, because, of course, we want to make sure that we're safe. What happens after this?

00;03;11;09 – 00;03;35;19

Speaker 2

And some cases, students will write a short narrative about their piece, or they could just take it home or they could give themselves an exhibition, a classroom exhibition. If it is a school assignment, then of course, it goes by the guidelines that they would use. But I would suggest that they have a class exhibition and put their work up.

00;03;35;19 – 00;03;52;13

Speaker 2

I've been in classrooms where they did that and it was wonderful to see students come in after the work has been hung and they run over and they look at their pieces and they look at the other pieces. It's just a good way to for self for, you know, for self pride.

00;03;52;14 – 00;04;20;07

Speaker 1

Awesome. I love that. And if you're watching, it's a great way to also involve your parents. It can become a school wide event where children are showing off their artistic talent. They can have an exhibition, maybe even voting on specific pieces, make it very interactive, active

as well as again, like she's talked about that self pride. So these types of activities also helps to boost students self-esteem.

00;04;20;07 - 00;04;50;26

Speaker 1

It helps them to understand that, you know, they may not feel like they're confident in other areas, but because they have so much flexibility, they can use their own ideas as long as they stay. Of course, within the guidelines. And what Ms.. Peggy is referring to that teachers often use is a rubric using a rubric that share what aspects the teachers are looking for, what type of lessons and executions that they're looking for in order, of course, to do an excellent job and to make the grade, as we say, in school.

00;04;51;04 - 00;05;04;27

Speaker 1

So, Ms.. Peggy, can you show us something that you're working on right now and then kind of tell the audience exactly like where you are and then why this particular piece looks the way that it does and why you left certain parts of it.

00;05;04;27 - 00;05;49;04

Speaker 2

BLANK Yes. This is a piece that I'm just starting, and this is a piece for older students in high school. I wanted to create a piece that, let's say in high school, a high school student could relate to. So this is a piece that I'm starting with Bob Marley. And what I have done here, I have drawn the Bob Marley on here, the outline of him on here, so that all you need to do then is just cut it out to draw it on a piece of paper and cut out each strand or each block and match it up with some fabric and do it that way.

00;05;49;10 - 00;06;10;11

Speaker 2

So it's a matter of it's like painting by numbers, you know, that you have a big piece of paper frees the paper and you cut it out and you go over the fabric and you match it. You say, Oh, well, you know, this will fit here. And then you put that down. This is how it is out to show just so this came out of the freeze of paper.

00;06;10;11 - 00;06;11;03

Speaker 1

Oh, wow.

00;06;11;03 - 00;06;30;21

Speaker 2

And it has that visible web on the back. But for younger students, I would use glue, permanent glue. And then you just put it down on the piece of art, the area that you have drawn for that to be, and you just continue until you get what you want.

00;06;31;03 - 00;06;32;09

Speaker 1

This is amazing.

00;06;32;09 - 00;06;47;09

Speaker 2

And this gives you a choice of fabrics. You can audition your fabric. You know, you can just cut that out and move it over and audition the fabric before you actually do it. Wow. It's good. It's a good project for, like I said, middle school or high school students.

00;06;47;19 - 00;07;05;25

Speaker 1

So when you say audition the fabric, just so I make sure that our audience is clear when they're using that, does that specifically means like if you find something that doesn't necessarily fit or doesn't work for you, you can take it up or take it out and change it to something else. I love that phraseology. Auditioning the fabric.

00;07;05;25 - 00;07;27;27

Speaker 1

I think that's amazing. And it's a great way to also for especially for that high school level, for them to understand that when you're doing an artistic work, that what you start with may not always be what you finish with. So it's good to have that flexibility and to be able to change that. And I love the fact that you kind of have this sketch going on.

00;07;27;27 - 00;07;54;03

Speaker 1

So for the students that may need that, you know, back in kindergarten, in elementary school, we did a lot of tracing. And so this is a great way to kind of pull those skills out. When you are talking about a specific subject you can trace, some people may even use like stencils to get certain lines and this is like a stencil being able and then taking that fabric piece and matching it.

00;07;54;14 - 00;08;24;03

Speaker 1

So this is a great project that a class can do together. They can make a class quilt or students can make individual quilts. Yes. And I love the fact that if you watch sessions one and two with them as Peggy, that you've learned a little bit about her history and how she got started with quilting. And one of the things that I think is so important for our teachers to understand and for our students to know is that you can take your own history.

00;08;24;10 - 00;08;46;04

Speaker 1

You can take your own experiences and your outlook on community and society and come up with an amazing piece just like Miss Peggy did. So this looks really good and it may look challenging, but I promise once you get into practice of it, you can create it. Great quilts as well. So is there anything else you want to tell us about the piece that you're working on as Peggy?

00;08;46;04 – 00;08;55;01

Speaker 2

Yes, for the older students, I always work on black because if I miss a spot, you won't. It will look like part of the design.

00;08;55;01 – 00;08;55;25

Speaker 1

Oh, wow.

00;08;55;25 – 00;08;57;27

Speaker 2

That's that's part of the creative there.

00;08;57;27 – 00;08;59;25

Speaker 1

I like that. That's awesome.

00;08;59;25 – 00;09;11;03

Speaker 2

Say if let's say if I, if I had this like that and I miss that spot right there, but that could be part of the hair. You know.

00;09;11;19 – 00;09;12;20

Speaker 1

That is really good.

00;09;12;20 – 00;09;20;04

Speaker 2

It just it just looks like part of this design. And it won't look too bad because sometimes you don't see that until the piece is almost finished.

00;09;20;04 – 00;09;20;29

Speaker 1

Absolutely.

00;09;21;03 – 00;09;21;12

Speaker 2

Yes.

00;09;21;16 – 00;09;45;23

Speaker 1

And so it's just and so there's no such thing on the black cloth is

perfection per say. We are creating a work of art and once it's done, it's perfect. Once it's done and you're able to see exactly what you because you have so many creative ways to fill in those spots. And I love that because I know I've taught in schools before and sometimes our students get into the weeds of trying to make everything so perfect.

00;09;46;01 – 00;10;05;12

Speaker 1

But to have like the understanding that if you start on a black cloth, then it gives you an opportunity to make it a piece of that particular work. And you don't have to worry about feeling like you messed up. So that's a good, good nugget to to leave with our audience so that they know as they're moving forward, anything else you want to share with us about this opportunity?

00;10;05;20 – 00;10;07;29

Speaker 2

Yes, it's about finishing it now.

00;10;08;08 – 00;10;28;14

Speaker 1

Right. It's a matter of getting it done. And that's what you've seen prior you've seen a lot of her finished pieces. So it was great to see a particular piece that she's actually working on. So you're going to see a couple of pieces, you know, go across the screen. That is Peggy has worked on and has done a great detail in sharing her stories through quilting.

00;10;28;20 – 00;10;56;17

Speaker 1

But I do want to also share a couple of images and I want her to talk about those images as we talk about this month is February and it is Black History Month. And so we did want to make sure to include a few pieces that she has done as a reflects black history in some of the figures and trailblazers that have brought amazing things to our society and have served as role models for our students.

00;10;57;03 – 00;11;00;03

Speaker 1

Can you tell us a little bit about some of the pieces that you've worked on?

00;11;00;28 – 00;11;35;12

Speaker 2

Yes, when they. Davis, I bring that over there. Okay. I like to show this one, especially to young, young kids, young student, because of I try to talk about focus, how we need to focus on what we're doing. That when you focus, you just a single mind that you're focusing on that. And this particular piece, this is a little league of baseball

player and she you can see how she's focused on the pitch that she's going to throw.

00;11;35;12 – 00;11;58;12

Speaker 2

And she pitched a shutout and help when she struck someone out and she helped win the Little League series for that year. So I like to talk about this and say that you need to be focus no matter what you do. English, math, art, focus is it?

00;11;58;21 – 00;12;19;22

Speaker 1

I love that. I love the idea of focus because it perfectly segways us into some of the final components that I want to talk about with your quilting work. And for those of you watching a lot of information, a lot of research has gone out about the importance of checking in on our children, especially those that have all of those that are experienced.

00;12;19;22 – 00;12;50;16

Speaker 1

You know, the global pandemic shut down, learning from home, virtual learning. And so there's this term that you'll probably or phrase that you'll hear a lot going around called social emotional learning. And social emotional learning deals with self-awareness, social awareness of good decision making, reflective decision making, relationship skills and self-management. And in order to really get anything done, as Miss Peggy already shared, whether it's in math, class science, whether is in English art, whatever it is, you have to be focused.

00;12;50;23 – 00;13;14;19

Speaker 1

And this is a great piece that shows what it looks like for someone who is about to do something that will change the trajectory of their lives. And self focus is a key component of social emotional learning. And we're going to talk about a few other African-American pioneers who, of course, were expressions of social emotional learning that we can talk about in the classroom.

00;13;14;26 – 00;13;40;12

Speaker 1

This next piece is one of my favorite ones. This next piece is Maya Angelou. She's actually one of my favorite poets. And as informative, a former English teacher, of course, we have study a lot of her work and this is one of my favorite works that we studied in the English classroom. So Miss Piggy, can you really tell us about this particular piece and what it represents?

00;13;40;13 – 00;13;43;02

Speaker 2

I know why the Caged Bird sings.

00;13;43;09 – 00;13;44;04

Speaker 1

Absolutely.

00;13;44;08 – 00;14;14;18

Speaker 2

So I wanted to make this as simple as possible. And so I put this cage over here and a young wire missed by here. And of course, the caged bird, this little bird to represent the cage that was within herself, the case that she was in. And of course, she's in a lighter color than this black and white, which represents the the sadness that she was and because of it.

00;14;14;27 – 00;14;38;12

Speaker 2

But then when out of the cage, then, of course, she is in this brighter, open color. So when I did this, it was a lot of meditation on my part to do a course, I had to read the book, which was set bittersweet, right? And for me, this was a reckoning or a coming out of the sadness. The only way I could get out of it was to create this piece.

00;14;38;12 – 00;14;39;17

Speaker 2

And so that's what I did.

00;14;39;28 – 00;15;15;26

Speaker 1

That is awesome. And I love what you just said. She said The only way that I could get out of that space that I was in, especially after reading the book, because those of you who have read I Know Why the Caged Bird Sings or you will read It, especially in the high school curriculum for English. She said that I had to create this piece to get out of that emotional space, and I want to share that that is so important, is a great part of social emotional learning, is that our children, their parents, our society has dealt with a lot in the last almost three years.

00;15;16;05 – 00;15;38;09

Speaker 1

And one of the ways to help students emote well, one of the ways to help them learn about their own emotional awareness is to actually put them to practice, put what they're feeling on something, whether it's a quilt, whether it's on paper, whatever they're doing in the classroom. And quilting obviously has served as a great way for Ms..

00;15;38;09 – 00;15;59;10

Speaker 1



Peggy to share what her emotions were. After reading the text and paying tribute to such a phenomenal woman in African-American history. So I wanted this figure to definitely share this piece because I thought it was riveting. I thought it was amazing and it's a great piece that you can use in the classroom. So for our last piece, Ms..

00;15;59;10 – 00;16;13;15

Speaker 1

Peggy, I wanted to bring in another familiar face in African-American history. We'll bring this over her. And let's talk about Miss Bessie Coleman.

00;16;13;26 – 00;16;41;25

Speaker 2

Bessie Coleman was the first African American to get a aviation life. And I wanted to make this simple using just a few colors in order to break out the clouds in back of her, where she took her life to that you can saw in English, you can find anything. So for me, her flying represents the the subjects that we must learn to excel in in school.

00;16;42;05 – 00;17;02;28

Speaker 2

So I did this color like this, and this is actually a leaf leaf showing new growth, new ideas, new hope. And this is also part of a leaf and her eyes to show that, yes, we can grow out of anything and grow to be anything with determined. So this is all to miss Bessie Coleman.

00;17;03;08 – 00;17;29;05

Speaker 1

This is beautiful. This is an amazing work. And Miss Peggy, I love how your works are not just quilts based on figures, based on history, but they're based on the future. And what this piece says as she so eloquently said, is that it doesn't matter what subject area, it doesn't matter what you pursue. You can take it to the next level.

00;17;29;05 – 00;18;13;03

Speaker 1

The sky is not the limit, but you can reach the sky and go beyond. And as Bessie Coleman decided to go beyond the sky, she decided to take things to the next level. I also love that in this piece she included nature the leaves as representation of Newbiggin ings, renewal and all of these pieces, and representation of African-American history and women that have been impactful in African-American history, which I thought was interesting, as they are all women of African-American descent, but it's all about taking the experiences in your life and choosing to become a better version of yourself.

00;18;13;18 – 00;18;43;21

Speaker 1

And I want to thank Ms.. Peggy for these amazing quotes for the information that she has shared today. As I conclude, I do want to again wrap that piece up about social emotional learning and quilting. It is a great way, a great tool, a great artistic tool to use to help children express themselves in the classrooms. And if you are a parent watching the video, it's a great way to have your children express themselves at home.

00;18;43;21 – 00;19;01;02

Speaker 1

And as she alluded to in our previous videos, that it can be a partner project, a family project. So, Ms.. Peggy, are there any last words you want to leave with our audience about quilting and your work and what the legacy you hope to leave through the work that you've done?

00;19;01;27 – 00;19;16;20

Speaker 2

The legacy I hope to leave is that with cloth and your ideas, you can do almost anything to put all of that on cloth like I have done with Mrs. Bessie Coleman. Is that anything is possible. You just need to believe that you can do it.

00;19;17;06 – 00;19;29;10

Speaker 1

Absolutely. Ladies and gentlemen, that has been our segment for Voices on Cloth. I hope that you have enjoyed it and learned as much as I have. Thank you all so much for watching and we'll see you next time.