



Family Roots Flower Cloth Lesson

Hear, Here Northside | Linda Lee - “Kane Street Garden” Story

This activity explores the history of the Kane Street garden and its connection with Hmong community and culture to create a flower cloth representation of family and heritage.

OBJECTIVES

- Experiment with, and build skill in, the art of embroidery.
- Design a symbol and/or pattern to represent the concept of heritage or family.
- Investigate and interpret meanings of Hmong symbols and patterns.

MATERIALS

**needed to create*

- Pencils, graphite & colored
- Graph paper or Hmong textile color book pages
- Embroidery rings (optional)
- Scissors
- Plastic window screen material or loose weave fabric, cut to fit embroidery rings (optional)
- Large plastic needles (optional)
- Yarn or embroidery floss, various colors (optional)

**needed for instruction*

- *Hear, Here* website, [Linda Lee, Kane St Garden Story](#)
- Slide Presentation, “Where do your roots lead to?”
- [Star Tribune article about Hmong embroidery](#)
- Mapping Worksheet
- Hmong Symbols/Patterns Matching Activity & Brainstorm Worksheet
- Design Worksheet]
- [Pajntaub-Arts by Paj Resource Video](#) (YouTube)
- Hmong Museum, [downloadable textile coloring pages](#)

PROCEDURES

**Instructor Does*

- Introduce the lesson with talking to students about shapes and symbols and what symbols represent. Ask students to share what is most important to them.
- Pass out mapping worksheet for students to fill in the bubbles, identifying things they think of in connection to their heritage and/or family.
- Go to Linda Lee’s, *Hear, Here* story on the Kane Street garden & Hmong. Play audio. Ask students what they know about Hmong culture and community gardens.
- Present slides, “Where do your roots lead to.” Pause for activities and pose questions about content.
- Pass out Hmong symbols/patterns matching activity & brainstorming worksheet for students to complete.
- Pass out Design worksheet and colored pencils and grid paper (for embroidery option) or if not doing embroidery, grid paper for drawn design or color book page for coloring only activity.
- For embroidery option, demonstrate “cross stitching” with an “x” and tying off yarn to change colors. Have students draw their first initial on graph paper using “x’s.” Complete a mini practice embroidery before letting them begin their complex symbol. Provide work time for students to make their embroidery.
- Have students complete exit ticket (sharing, optional)

**Learners Do*

- Listen, look, and participate.
- Complete mapping worksheet.
- Listen, look, and respond.
- Listen, look, and participate.
- Complete Hmong symbols/patterns matching activity & brainstorming worksheet
- Complete Design worksheet
- Watch grid paper or coloring page or embroidery demonstration.
- If doing embroidery option, complete practice embroidery.
- Work time for completing work (grid paper design, coloring sheet, or flower cloth embroidery)
- Complete exit ticket
- Sharing with class (optional)

VOCABULARY

- Flower Cloth “paj ntaub”
- Hmong
- Family
- Symbol(s)

- Embroidery
- Stitches/Stitching
- Knots
- Yarn

- Symmetry
- Shapes (element of art)
- Pattern (principle of design)

WI CORE STANDARDS ADDRESSED

- Art | Create | Make (AACr.3.e/A.A.Cr.6.i) Create works of art & utilize more complex media.
- Art | Connect | Awareness (A.A.Cn.3.e/A.A.Cn.6.i) Understand/explain how art/design communicate ideas, beliefs, and values of groups and individuals.
- Social Studies | Behavioral Sciences (SS.BH2.aK-1/SS.BH2.a4-5) Describe how groups of people are alike and different and compare how people from different cultures solve common problems such as distribution of food, shelter, and social interactions.

DIFFERENTIATION & SUPPORTS

- Adaptive: Hand-over-hand assistance &/or flexibility as drawing or varied methods as needed.
- English Language Learners (ELL): [Google Translate](#), copy + paste website URLs.

ASSESSMENT

Informal: Visual monitoring and checking in with students one-on-one to check for understanding.

Formal Checklist Rubric: (optional)

	Demonstrated “X”	Mostly Demonstrated “X”	Little/Note Demonstrated “X”
Experimentation with embroidery or design.			
Design of a symbol and/or pattern representing the concept of heritage or family.			
Investigate and interpret meanings of Hmong symbols and patterns.			

Lesson Author(s)

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EXIT SLIP

Name _____

1. How does the Kane Street Garden bring people from different cultural backgrounds together?
2. What symbols and patterns did you use in your embroidery represent your heritage or family?