

Ticonderoga Star

Lesson Plans

Designer: Larisa Key

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Quilt Project General Information

The Quilt Project: *Ticonderoga Star*

We recommend the project be keyed toward the twin-bed quilt, but if your clientele prefer smaller projects, you may want to make the class project a wall quilt. If a student wishes to make a different size quilt than the class is featuring, that should not be a problem, as the techniques and pattern layout information are similar for all quilts. The differences should be easy to handle in class. Students who make a larger quilt will have more homework; students who make a smallest quilt will have the least amount of homework.

Sample Class Description for Your Store's Class Brochure

Please change your class description to fit your store's style, as well as the interest of your customers. Here's a beginning sample for you to change in any way you wish:

Would you like to make a stunning quilt for your home? If so, *Ticonderoga Star* may be the perfect quilt for you. Its clever block arrangement makes the design awesome, yet the construction is easy. If you're a batik fanatic or you love tone-on-tone fabrics, you can't miss with this beautiful quilt. In class, you will increase your skill level and experience working with multiple-block designs and easy multiple borders.

The Class Schedule

This class has been designed to be taught in three 3-hour sessions. If you think it will work better for you to offer a different number of sessions or a different class length, feel free to make this change.

Ticonderoga Star Lesson Plan

Lesson Plan 1

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SESSION ONE – Constructing the Blocks

Students should bring to class the following items:

Ticonderoga Star pattern; fabrics for the quilt top, rotary cutter, mat, ruler; favorite basic sewing supplies (e.g. pins, thread, needles, seam ripper, marking tool) ; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book)

Step 1 Introduction to Pattern and Quilt

Introduce the quilt to the students. Have students open the pattern and become familiar with the different sections: the inside cover, the various guidelines, tips, the instructions. Show students how they can fold the pattern into 8 ½" x 11" pages, if they wish.

Step 2 Fabric Selection

Discuss fabric selection. Larisa Key, the designer of this quilt, used batiks and tone-on-tone fabrics with strong value contrasts (light, medium, and dark). Although other choices may be made, do check each person's fabric selection to make certain the fabrics work well together. Be sure the value differences are pronounced where they should be.

Discuss any fabric hints you think are important, as well as the importance of washing fabrics for bed quilts—and pressing with a dry iron.

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Step 3 Familiarizing Students with the Blocks

Familiarize the students with the three blocks used for this quilt's design. Have them look at the block diagrams and the quilt photo of the size quilt they are making. Show students how the blocks are placed within the quilt to create the design.

The block construction is very simple, but the way Larisa has created the design is really quite ingenious. Explain to the students that it is difficult to tell exactly where each block begins and the next one starts because they visually blend so well together. In addition, the design expands outward with an "invisible" pieced border, which looks as if it's part of a block. After this pieced border, the remaining borders are added, beginning with the rust border.

Step 4 Cutting the Fabric

1. Using rotary cutter, mat, and ruler, demonstrate how to cut the fabric into strips and the strips into the needed shapes.
2. Have students cut enough fabric strips, so that at least one of each block can be made. Then have students cut the strips into the appropriate shapes.

Step 5 First Steps in Constructing

Discuss the importance of pinning. Also, talk about the importance of using a dry iron when constructing blocks, so that shapes will not stretch or become misshaped. Demonstrate how to *set a seam* with the iron and press the seams in one direction. Give any other tips that you think are important.

Step 6 Sewing the Blocks

1. Demonstrate how to construct Block 1 by first showing each unit in the block. Then show how the units fit together with easy construction. Have students cut the shapes for Block 1 and sew at least one of each unit for Block 1.
2. When the first student is ready to begin working on Block 2, show the class that Block 2 is the same as Block 1 except for the fabric use in the outer four square corners. Have students prepare the fabrics for Block 2.
3. When the first student is ready to begin working on Block 3, show students the units used for Block 3. Show how to mark and sew the flying-geese units. Have students make four flying geese units. Show the students how to sew the four flying geese units together and then finish the block by sewing together the squares and rectangles, and sewing them to the flying-geese unit.

Homework

Have students construct the number of Blocks 1, 2, and 3 needed for the size quilt they are making.

Students bring to next class:

Remind students to bring the following items to the next class:

Ticonderoga Star pattern, constructed blocks, fabrics, rotary cutter, mat, ruler; favorite basic sewing supplies, such as pins, thread, needles, seam ripper, etc.; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book).

Optional: design-wall material (flannel sheet, flannel yardage, or batting).

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Lesson Plan 2

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SESSION TWO – Assembling the Blocks

Step 1 Questions & Review

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review concepts from previous week.

Step 2 Assembling the Rows

Using the assembly diagram as a guide for each quilt size, show students how to lay out the blocks to create the design. Remind students to use a dry iron. Demonstrate how to pin and sew the blocks together. Provide your favorite tips for sewing blocks together, including pressing, easing in, etc.

Have students sew the blocks together into rows. Then have students sew the rows together.

Step 3 Introduce the “invisible” Border Units

Show how the border units complete the quilt’s central design. Demonstrate how the border units are made from two sets of flying-geese units and two sets of squares. These are sewn together with rectangles and corner squares to complete the pieced border. If time allows, have students make one border unit.

Homework

Have students complete sewing the blocks together in rows and sewing the rows together. Have students construct the border units and cut out the rectangles and squares for the pieced border. If students have time, they may piece their pieced border to the quilt top, beginning with the sides and finishing with the top and bottom.

Students bring to class

Students should bring the following items to the next class:

Ticonderoga Star pattern, constructed quilt top, pieced border (in pieces, as a border, or on the quilt top), remaining border fabrics, rotary cutter, mat, ruler; favorite basic sewing supplies (e.g. pins, thread, needles, seam ripper, marking tool); sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book).

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Lesson Plan 3

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SESSION THREE – Adding the Borders & Finishing Ideas

Step 1 Questions & Review

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review concepts from the previous class.

Step 2 Cutting the Border Fabrics

1. Review how to cut fabric for the borders. Have students cut the fabrics for the three outer borders.
2. Show how to pin a Border 1 strip to one side of the quilt. Show how to pin when easing-in is needed. Explain when using square- corner borders, it's more efficient to sew the border sides first, and then sew the top and bottom borders last.
3. After students have sewed their pieced border to their quilt, they can begin pinning and sewing the first outer border. Make certain students set the seams and press the seam allowances outward—away from the quilt's center.

Step 3 Work Period—Assembling the Borders

As time permits, have students work on their borders. Discuss how to put the remaining borders on the quilt, one border after the other.

Step 4 Wrapping It Up

1. Discuss possible design ideas for quilting. Present several possibilities.
2. Discuss basting the quilt top to the batting and backing. Also, present your favorite binding method. You may include other methods too. Give any extra tips you may have.
3. Provide any additional tips you may wish to share.

Extra Credit—A Quilt Celebration

If there is interest, set a date for a *Show & Tell* within a few weeks at the store. This should be an informal gathering where the students bring their quilts to share—finished or not. However, a deadline is helpful and a celebration of a finished quilt is fun.