

## Unit 1/Week 3

Title: The Keeping Quilt

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4, SL.3.1, SL. 3.6; L.3.1, L.3.2, L.3.4, L.3.6

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

##### Big Ideas and Key Understandings

It is important to keep family history and traditions alive through the generations.

##### Synopsis

Patricia's Great-Grandmother, Anna, comes to America as a child from Russia. The only things she brings with her are a dress and a babushka. Anna outgrows the dress and her mother decides to cut it up and use it to create a quilt that is passed on from generation to generation. The quilt becomes an important symbol and is used in many of the family's traditional Jewish celebrations.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

### **During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

### Text Dependent Questions

<b>Text Dependent Questions</b>	<b>Answers</b>
Look at the picture on page 134. Why does the illustrator choose to make Anna's clothes in color? (Pg. 134)	The illustrator wants to show that Anna is the main character and she has an important part in the story. Her clothes, including her babushka, become part of the Keeping Quilt.
How is life in New York City different than life in Russia? How is it similar? (Pg.135)	Life is different in the city because people are in a hurry and it is crowded. Life is similar since their neighbors are like them.
The author writes, "English sounded to her like pebbles dropping into shallow water." What does this phrase mean? (Pg. 136)	Anna doesn't understand English. English sounds different.
Why did Anna's mother decide to make the quilt from scraps of old clothing? (Pg. 139)	She wants the quilt to remind everyone about home and family in Russia.
How does the quilt become a part of the family's weekly prayers? (Pg. 140)	They used the quilt as a tablecloth on Friday nights.

What does Great-Grandpa Sasha give Anna to show that he wants to be her husband? What does each item symbolize? (Pg 140-141)	He gave her a gold coin, a dried flower, and a piece of rock salt all tied in linen handkerchief. The gold is for wealth. The flower is for love. The salt is to add flavor in their lives.
How is the quilt used in the wedding celebration? (Pg. 141)	They used the quilt as a huppa.
How is the quilt used when Carle is born? How is it used when she gets married? (Pgs. 142-143)	The quilt is used to wrap Carle when she was a baby. It used as a huppa in her wedding.
What traditional items were given to Carle when she was born? (Pg. 142)	She was given a gold coin, flower, salt, and bread.
Why is the quilt shown in color? (Pg. 144)	To show that the quilt is an important part of their family.
How is Mary Ellen's wedding similar to her mother's and grandmother's? How is her wedding different from her mother's and grandmothers? (Pgs. 143-146)	They still used the quilt as a huppa and included traditional symbols in the bouquet. She invited non-Jewish friends to the wedding.
The sentence, "The quilt welcomed me, Patricia, into the world." What clue does this sentence give you about the relationship between the narrator and each character in the story? (Pg. 146)	This sentence tells us that Patricia is the narrator and she is the great-granddaughter of Anna.
Which details did Patricia's mother tell her about how the quilt was made? Why did Patricia's mother tell her the story of how the quilt was made? (Pg. 147)	The quilt is made from scraps of sleeves, aprons, and dresses from family members. Her mother wants her to know that the quilt is special and is important because of its connection to her Russian ancestors.
What is the relationship between Traci Denise and the narrator? (Pg. 148)	Traci Denise is the narrator's child.
How is the quilt used when a family member is dying? Why does the author include the phrase, "prayers were said to lift her soul to heaven?" (Pg. 150)	When a family member is dying the quilt is used to cover them. Prayers are said to guide the person to heaven.
Why does the author call the quilt <i>the Keeping Quilt</i> ? (Pg. 151)	It keeps the family history alive; traditionally the family shares its story with new members.
What stays the same in the family, generation after generation, and what is different? (Pg. 151)	The quilt is always there, as blanket, cape, and huppa as each child is born and grows to be an adult, marry, and have

	children. Customs change, such as who gets invited to and dances at the weddings.
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Vocabulary

	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b> General teaching suggestions are provided in the Introduction
<b>TEACHER PROVIDES DEFINITION</b> not enough contextual clues provided in the text	Pg. 135, 137 - Back-home Russia Pg. 140 - prayers, Sabbath Pg. 143 - bouquet Pg. 149 - gathering Tradition Narrator Generation	Pg. 134 - artificial Pg. 139 - scraps of clothing Pg. 141 - handkerchief Pg. 142 - poverty, hunger Pg. 147 - steaming Pg. 149 - took pleasure
<b>STUDENTS FIGURE OUT THE MEANING</b> sufficient context clues are provided in the text	Pg. 137 - babushka Pg. 138 - quilt Pg. 139 - border Pg. 141 - huppa Pg. 142 - wrapped	Pg. 134 - hauling Page 147 - trace, pretend

## Culminating Task

- Re-Read, Think, Discuss, Write

*Why does Patricia Polacco use color for the quilt throughout the story? Use details and evidence gathered from the text to discuss your opinion with a partner, and then write your opinion in a well-developed paragraph.*

Answer: Patricia Polacco uses color to emphasize the significance of the quilt and how it is used by the family. The quilt is an important part of the family's celebrations and traditions. It is first used as a tablecloth during prayers. It is also used as a huppa during weddings, a wrap for newborn babies and a cover for the sick. The quilt is passed on from generation to generation and is a symbol of Patricia's family traditions.

## Additional Tasks

- *Students will create an annotated graphic organizer, using key words and concepts from the text, to explain the traditions Anna, Carle, Mary Ellen, and Patricia passed on from one to another. Possible graphic organizers for this activity: flow chart, T-chart, classification chart, etc.*

Answer: Students should be able to reference the text to create an annotated graphic organizer, in chronological order, each tradition that was passed on from Anna to Carle, then to Mary Ellen, and finally to Patricia.

## Note to Teacher

- The Teacher Edition suggestions take the questioning in several directions: summarizing, sequence of events, predictions, vocabulary, and drawing conclusions. Many of the questions in the Teacher Edition require students to make text-to-self connections; however, it is important to identify the purpose for the reading to help guide students to answer text dependent

questions. We chose to focus on the big idea of family traditions so that actual events, dialogue, and illustrations could be referenced when students respond to questions.