

Unit 2/Week 3

Title: The Talking Cloth¹

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3; W.3.2; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.5

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

Making cultural connections help people learn, grow, and understand.

Synopsis

Amber, her brother, and her parents visit Aunt Phoebe, a traveler, collector and storyteller. Aunt Phoebe shares a cloth with the family. The cloth, once only worn by royalty, came from Ghana, Africa and represents individual personalities. After hearing the story of the cloth, Amber wraps The Talking Cloth around herself stimulating her learning, growth, knowledge, wisdom, and connection with her Ashanti heritage.

¹ *This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different basal, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.*

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

Text-dependent Questions	Evidence-based Answers
Reread the first page. How does the author let us know how Amber's father feels about Aunt Phoebe's home?	The author tells the reader that the father thinks it is junky.
The second paragraph on page ___ states, "Mocha is named after a city in Yemen, and this child just grew an inch or two <i>inside</i> for knowing that." How does knowing information about Mocha help Amber grow?	Growth is more than just growing physically. Learning new information helps Amber grow intellectually. Even more so, she grows a deeper understanding and connection with her culture and heritage.
The author calls Aunt Phoebe, "a collector of life." What do you think the author means by this?	The author is referring to things Aunt Phoebe has collected in her travels and that remind her of the lives of people she met.
Reread the second paragraph on page ___ to find out where Aunt Phoebe bought the cloth.	Africa
We just learned that the cloth originated from Africa. Why does the author include this information?	The author includes the information to show a connection between Amber's heritage and Africa.

<p>A symbol is a word or picture that stands for something else. Reread from the middle of page ___ through page ____. What examples does the author use with colors and symbols that show how the cloth talks?</p>	<p>The cloth talks by way of its color and symbols. The color and symbols of the cloth say something about the person wearing it. White represents joy. Yellow is gold and riches. Green is newness and growth. Blue is for love. Red is sadness or sad times. Symbols represent faith, power, love, offend no one without cause, except God I fear none.</p>
<p>Why does wearing the cloth make Amber picture herself as an Ashanti princess?</p>	<p>Because the adrinka was originally worn by royalty; its length is a sign of wealth</p>
<p>Review page ____, why does Amber suggest "green and grubby handprints" for her brother? Why might Aunt Phoebe suggest the pinstripe cloth and squares for Amber's father?</p>	<p>Amber's brother is a baby. The green cloth shows that he is new and that he is growth. Amber must feel that that her baby brother is a messy little boy.</p> <p>The pinstripe cloth and squares stand for seriousness and Amber's father is very serious.</p>
<p>On page ____, what are some ways the author lets the reader know that Amber and Aunt Phoebe are especially close?</p>	<p>Aunt Phoebe calls Amber names like Baby. Aunt Phoebe also intends for Amber to inherit Aunt Phoebe's collectibles.</p>
<p>At the end of the story, Aunt Phoebe says, "This child has grown a lot, inside, just today." What does Aunt Phoebe mean by this statement?</p>	<p>Amber grows because she's gaining knowledge and understanding of many things, particularly about her African heritages.</p>
<p>Why did Amber picture herself surrounded by her family and everyone who ever wore an adrinka in the last paragraph of the story?</p>	<p>It makes her feel close to the people whose traditions she celebrates.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Page - Collect, Collector Page - Collection Page - Symbol	Page - Flourish Page - Embroidered Page - Mocha
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Page - Royalty Page - Pinstripe	Page - Stunt Page - Silk Page - Offend Page - Grubby Page - Wealth

Culminating Task

- Re-Read, Think, Discuss, Write

It is important to keep history, culture, and traditions alive. What evidence from the text proves that the Amber's family is keeping history, culture, and traditions alive?

Answer: Amber's Aunt Phoebe collects memorabilia associated with their families' culture and passes these traditions down to Amber. The family keeps culture alive by gathering at Aunt Phoebe's house and listening to her stories and information about African culture. Amber has an appreciation for history, which she shows by visiting Aunt Phoebe and involving herself with the cultural items. Someday, Amber will inherit the talking cloth and will probably continue to keep her aunt's storytelling tradition alive.

Additional Tasks

- *Create a Venn Diagram that compares and contrast The Talking Cloth and The Keeping Quilt from the previous story. Write a brief paragraph using evidence from both stories telling how the stories are the same and different.*

Answer: Both stories celebrate traditions and a heritage of storytelling. Both stories involve a piece of cloth. The Keeping Quilt involves a quilt that serves multiple purposes and was passed down in a family. The Talking Cloth represents a family who is reminded of their heritage through a piece of cloth.

- *Many people say, "One person's junk is another person's treasures." How does that saying relate or connect to this story?*

Answer: Aunt Phoebe treasures her collection while Amber's father thinks Aunt Phoebe's collections are junk.

Note to Teacher

- Based on the conversation Father is having with Aunt Phoebe in the text, the silhouette leads the reader to infer that the heap in the laundry basket is a stack of unfinished laundry. However, as the story continues, the inference is inaccurate and the unfinished laundry is actually the adrinka. This could be used as an additional opportunity to develop inferences.