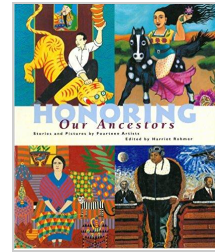


Unit 3: Connecting Places, Connecting People

WEEK 5 Day 3



Text Talk
Honoring Our Ancestors
 Introduction and Hung Liu, “I Honor My Grandmother, Wang Ju-shou”

Big Ideas	Every place has many stories. People and places around the world are linked.
Weekly Question	How are community traditions passed down and shared?
Content Objective	I can identify what is important in a piece of text and in related artwork. (R.9.2.b)
Language Objective	I can describe key ideas from a text read aloud and works of art. (SL.2.2.a)
SEL Objective	I can consider who has influenced my life and how a short piece of text inspires me. (Self Awareness)
Vocabulary	<p>bound feet: an old, painful custom in China where young girl’s feet were wrapped tightly so they would not grow large and stay small</p> <p>comfortable: when describing clothing, something that is easy to wear, feels good on</p> <p>creamy: smooth and soft texture</p> <p>* devote: to commit to something, to keep working hard at it</p> <p>* generation: all of the people born and living at about the same time, or all of the people of about the same age=</p> <p>* layer: to arrange something out flat</p> <p>master: someone that is really good at something</p> <p>paste: a liquid that is very thick</p> <p>snip: tiny cut</p> <p>strong: firm</p>

	<p>sturdy: firm in texture</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Honoring Our Ancestors: Stories and Pictures by Fourteen Artists</i>, edited by Harriet Rohmer ● Weekly Question Chart ● marker ● Hung Liu Artwork slides ● projector and screen ● Weekly Word card: “devote” ● Mid-unit Assessment, one copy to introduce ● Writing Response: <i>Honoring Our Ancestors: “I Honor My Grandmother, Wang Ju-shou,”</i> one copy to introduce <p>On the whiteboard, write the Writing Response question.</p>
<p>Opening 7 minutes</p>	<p>Introduce the book.</p> <p><i>Today we’ll read from a selection from a new book titled Honoring Our Ancestors. It is similar to the book On My Block—it is a collection of writing and artwork from different artists. The editor, Harriet Rohmer, asked artists about people who have influenced, or been important in, their lives and their art.</i></p> <p>Read the Introduction.</p> <p><i>Turn and talk. Take a moment to think about a person who has influenced your life. Why is this person important?</i></p> <p>Set a purpose for reading. Turn to pages 18-19.</p> <p><i>Today we will read just one selection. It is titled, “I Honor My Grandmother, Wang Ju-shou” and is written and illustrated by the artist Hung Liu.</i></p> <p>Refer to the Weekly Question Chart.</p> <p><i>As we read together, let’s consider our weekly question: How are community traditions passed down and shared? Turn and talk to a partner. What is one tradition that has been shared with you? To help us think about our weekly question, we will discuss key details of this text and make connections to artwork.</i></p>
<p>Text and Discussion 20 minutes</p> <p>slide 1, paragraph 1</p>	<p>Show slide 1 (page 18 from the text). Read page 19.</p> <p>Define the word “comfortable.” Have children turn and talk about an article of clothing or something that is comfortable.</p> <p><i>Why is being comfortable in your clothes and shoes important?</i></p>

<p>paragraph 2</p>	<p>In the second paragraph, quickly define the word “sturdy” while reading.</p> <p>Review the steps for the shoemaking process.</p> <p><i>What might this shoemaking process tell us about Hung Liu’s grandmother?</i></p> <p><i>Hung Liu’s grandmother made shoes from old clothes and fabric. Could this help us think about our weekly question: How are community traditions passed down and shared?</i></p> <p>Add an idea to the Weekly Question Chart.</p>
<p>paragraph 3</p>	<p>Define the word “master,” providing examples that are relevant to the children in the classroom community. (For example: <i>We might refer to Ms. Brown as a master painter because she painted the mural in our hallway.</i>)</p> <p><i>How does her grandmother, a “master artist,” influence Hung Liu?</i></p> <p><i>What do the textiles her grandmother makes tell us about Hung Liu’s family?</i></p>
<p>paragraph 4</p>	<p>Define the word “devote,” referring to the Weekly Word card. Take a moment to provide some background information about bound feet: an old, painful custom in China in which young girls’ feet were wrapped tightly so they would stay small. In the past, bound feet were a symbol of wealth and beauty in China.</p> <p><i>Why is this an important detail for Hung Liu to include?</i></p> <p>Turn children’s attention to the artwork.</p> <p><i>Now we will look at some more of Hung Liu’s artwork.</i></p> <p>Show slides 2 and 3. Provide a quiet moment for children to look carefully at each slide. Show slides 1, 2, and 3 once more. Facilitate a conversation.</p> <p><i>These images include ideas about textiles (or fabric) and clothing. What is Hung Liu communicating in her artwork?</i></p>
<p>Mid-unit Assessment and Writing Station 12 minutes</p>	<p>Briefly introduce the Mid-unit Assessment. Show children the prompt and question sheets, referring to the book <i>Mama and Papa Have a Store</i>. Point out that this assessment has two multiple choice questions and a third question that asks them to cite evidence from the text, and that they will complete the assessment during Stations. Read the text excerpt, if time allows. Note that children will be able to access audio of the text via slides.</p> <p>Then briefly introduce the Writing Station prompt, referring to the question on the board.</p> <p><i>How does Hung Liu’s artwork and story inspire you?</i></p> <p>Children will sketch and/or write, inspired by the work of Hung Liu. Some children may be comfortable with demonstrating their understanding in</p>

	<p>this way, while others may not. Emphasize that children may write OR draw, or do both.</p>
<p>Closing 1 minute</p>	<p><i>Today we discussed key details of this text and made connections to artwork.</i></p>
<p>Standards</p>	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SEL. Self Awareness</p>
<p>Ongoing assessment</p>	<p>Consider contributions to the class discussions. What key ideas and connections are children drawing from the text and images?</p> <p>Review children’s drawings and writing in response to Hung Liu’s artwork. What personal connections are children making to ideas about textiles, family, and community?</p>

Notes