(Book 2) Unit 2/Week 3

Title: Cocoa Ice

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; W.3.2, W.3.4; SL.3.1; L3.1, L3.2, L.3.4

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

Trading can link the lives and experiences of people in faraway places and can help them to learn about one another.

Synopsis

Cocoa Ice is set in the early 1800s. The story describes the exchange that occurs when a trading ship from Maine travels to the Caribbean village of Santo Domingo. The story is told in two parts, each part narrated by a girl who lives in one of these locations. The two communities are connected by a schooner that carries blocks of ice from the frozen Kennebec River in Maine to Santo Domingo. There the ice is traded for cocoa beans, used for making chocolate. Each girl is delighted when chocolate and ice is mixed together, to create an extraordinary treat.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. 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 (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Use details from the text to describe what the young girl thinks Santo Domingo is like. How does she know about Santo Domingo?” | The young girl in the story knows about Santo Domingo from her Uncle Jacob who has told her many stories of his travels. |
| The text says that the young girl’s Uncle Jacob travels to Santo Domingo on a trading schooner. What word helps you to figure out what a schooner is?  | The text says ‘sails’ so a schooner must be a ship. Santa Domingo is also an island so you’d need a ship to get there. |
| Reread page 163. Who is the narrator now? How do you know? | The young girl in Santo Domingo is the narrator. You can tell from the picture that it is the young girl from the island.  |
| The author states that early morning is the best time to climb a tree. Why is this true?  | Because the sun has not yet had time to bake the earth until it is hot and steamy. If you wait until the afternoon rain will make the tree too slippery to climb. If a schooner comes into the bay, you will be the first to see it. |
| What is the setting of the story?  | The setting is of the island of Santo Domingo. The text gave the name of the island earlier and uses the words “hot and steamy” Earth, and mentions the schooner comes into the “bay”. The illustrations show the island and the water and the plants and trees. The girl is wearing clothing that is bright and colorful. |
| Use details from the text to describe the Cacao tree. | Trees that grow chocolate grow only in the shade, grow little pink flowers and green pods side by side on the trunk. Ripe yellow and red pods are ready to be picked. It is always blooming, ripening and ready to harvest. |
| Papa says, “Wait for the sun to make the chocolate.” What does he mean?  | After a few days in the sun the bitter cocoa beans begin to change color. They dry in the sun and become a dark brown. |
| What details help you figure out what “conchs” are? | Conchs must be a type of shellfish. The passage says they look like “mossy rocks.” It also says the narrator gets to keep the shell, which is smooth and shiny, after her mother picks out the meat for chowder. There is also an illustration of the girl holding a shell.  |
| Describe the process of changing cocoa beans into chocolate.  | Turn the beans every day until they are dry. Roast them over a hot fire until they smell like chocolate. Put them in the mortar and crush them. |
| How does the text help you to understand what is happening between the islanders and the sailors? | The text says they are waiting to trade with the captain. The pictures show the islanders offering fruits and cocoa to the sailors, and the sailors showing the islanders items such as cloth. |
| Use the text to explain what is happening between Jacob and the narrator. Why does Jacob show the narrator the picture of a girl about the same age?  | The narrator and Jacob are trading too. They are trading the conch shell for the small stitched bag. The narrator says “And now it’s mine.” Jacob shows the picture of the young girl because he might be trying to explain she made the bag. Students also may be able to infer that they show each other things because they are trying to communicate and probably don’t speak the same language. |
| What trade does Papa make that is exciting to the narrator? Why? | ICE. She wants to make cocoa ice. |
| What does the young girl think Maine is like? How does she know about Maine? | She learns about Maine from sailor Jacob who has shown her pictures. It is a land where people walk on a river, where water turns into ice, where cooking fires are built inside their houses, and where trees don’t have any leaves. It also has a wonderful smell like the balsam bag she was given.  |
| How does the author show that the speaker changes? | The girl in Santo Domingo is speaking and the girl in Maine is speaking. The author is mostly using the illustrations to show this, but the sentence “I sniff my balsam bag and try to imagine a land where children walk on rivers of ice” is a clue in the text of the upcoming change. |
| In your own words, describe a Maine winter. What does the author mean when she writes that not even the river moves? | In Maine, there are short days. It is bright, cold, and nothing moves. There are no leaves on the trees. The river must be frozen if it doesn’t move. |
| What does the narrator mean when she says, “Uncle Jacob’s schooner and other ships can carry pieces of Maine winter to sell in hot countries”?  | It means they are trading the ice. |
| Why do the people “worry about snow”? What might prevent it from freezing and what do they do to help it freeze?  | They worry the snow will prevent the ice from forming and then they can’t trade it. They have to help the river freeze because there are air pockets in the snowflakes that keep the river from freezing deep enough. They tap the surface of the ice with needle bars and mallets to break through the water; the water oozes out and makes the snow on top freeze into a strong layer of ice. |
| Explain how the people of Maine cut and get the ice to the icehouse.  | When the ice is thick enough, horses first harnessed up and help to scrape the snow off the ice. They “rule” or draw lines on the ice then use an ice cutter to slice through the ice to make grooves. They are cut into giant blocks, which are then sawed and floated downriver to the icehouse. |
| How can the ice house keep the ice from melting even in the summer? Note to Teacher: Be sure that students understand what the word “insulate” means as it relates to this question. | It is built with double layers that are filled with sawdust to insulate it. The ice is also layered with hay for additional insulation.  |
| What does the author mean when she writes, “…the boss closes the doors and waits for the river to break up.” What happens when it does “break up?” What parts of the text and the illustrations help you to figure it out? | The people are waiting until summer comes so they can sail the ships on the river. They will be trading. The illustrations show the change in seasons. |
| Why does the narrator give Uncle Jacob the balsam pillow? What important item will Uncle Jacob be bringing home?  | Uncle Jacob will be sailing to Santo Domingo and will be bringing home chocolate. The little girl gives him the balsam pillow to trade with the young island girl. |

Vocabulary

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| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | boltinsulateboundholds, wharf | plantains mossmortarjasmineharnessbaring, rafters, loft, baleschips, dasher  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | schoonerbaycocoa, podsconchbargain grooves | mantle, ruffle harvest machete, pulp, bitter, palewade, covesurfacing, fierce, glisteninghollow, heap clutchingplank, riverbankbundlespastures, bundles |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Uncle Jacob plays an important role in linking the lives of two little girls - one from Santa Domingo and one from Maine. Using details from the text, explain how and what Jacob helps each of the girls learn about life in a faraway place.*

Answer: Jacob has helped the little girl from the island learn about the hard winters of Maine. She knows people walk on the rivers because they freeze, they build fires in their house, and the trees have no leaves. She learned all this from pictures Jacob showed her. She learned that Maine smells of pine from the balsam bag he brought her. The little girl from Maine learned that it is always summer in Santa Domingo. She learned that the birds have pink feathers and that chocolate grows on trees. She learned all this because her Uncle Jacob is a sailor on the trading ship and he told her about it. He brought her a shell.

Additional Task

* Compare and contrast life in Santo Domingo and life in Maine. How is life alike in both places and how are they different? Use details from the story to support your answer.

Answer: Differences: The climate in Main changes (seasons), but in Santo Domingo, it is summer year round. People wear different kinds of clothing, and people in Maine cook on fires made inside their houses. Similarities: Families live and work together, children have hobbies, families cook their favorite foods. In both places, they trade for goods.