Theme 2/Lesson 9

Title: Weaving a California Tradition

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.10; RF.4.3, RF.4.4; W.4.2, W.4.9, W4.10; SL.4.4; L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6.

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

An American Indian family living in California preserves a tribal tradition of basketmaking.

Synopsis

The entire Tex family is involved in the hard work of basket making, preserving a tribal tradition. They gather materials from various locations, prepare them to weave into baskets, and attend the annual California Indian Basket Weavers Gathering.

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.)

1. 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

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| **Text Dependent Questions** | **Answers** |
| On page 240, we read that Carly Tex and her family “come from a long line of Western Mono basketweavers.” How is basketweaving important to this California Indian tribe? | To the Tex family, basketweaving is more important than “a craft or a beautiful art form;” it is a family tradition that has been passed down the generations. |
| On page 243, we read that each tribal group has its own unique style of basketmaking. What influences this unique style? | The geography and climate of an area determine the kinds of plants that grow. The plants determine the unique style. |
| The California Indians once burned fields of grasses every year so there were “fewer insects in the area to infest plants.” What does “infest” mean? What were other benefits of the fires? How is this method of burning fields a problem today? (page 244) | Infest means to live in and destroy. The California Indians burned the fields to kill the insects and to promote better growth of deergrass and redbud. It is against the law to set fires now, so good basketweaving materials are harder to find. |
| On page 246 the text says “Weavers take care of the plants…” What are some ways that weavers take care of the plants? | Weavers are careful not to take too many from one place; their cutting, trimming, and thinning benefits the plants – the plants can spread out and grow healthy new shoots, and fewer insects are attracted to the plants. |
| As they prepare for the weaving, Carly and her family are passing on a tradition that may otherwise be forgotten. Using the information on page 247 tell how they are keeping their tradition alive. | Carly and her family use the same methods that the family has used for generations: they gather the materials, dry them out, scrape and peel the stalks to remove the bark. This takes “practice, patience, and a delicate touch.” Carly and her family sometimes gather and prepare the materials by themselves, but other times work they share the work with other people who are just learning. |
| On page 249, Carly says, “Making the cradleboard was easier…but the sumaya was more challenging…” Using the information on pages 248 and 249, tell why the sumaya was difficult to weave. | Carly had to gather and prepare enough redbud, including young redbud shoots without any nubs. She needed a chapparal stick long enough to curve around the whole edge for the rim. She needed to use her math skills to figure out when to add new sticks to the frame and she needed to know how to shape it. She had to be patient as she wove this basket. |
| On page 250, the author states, “the weavers all share a common bond.” What does this mean? | The weavers were very different (beginners, experienced, young, old, different tribal groups), but they came together to share their weaving skills and their love of baskets. |
| Reread the last paragraph on page 251. What does the author mean when the “families and friends spend time together away from the public eye”? How does this help them to pass on traditions? What might this tell us about what most motivated the California Indians to weave their baskets? | The Indians were not where the baskets were displayed and where visitors came. They were able to get together to teach one another more about the traditional skills of basketweaving that were passed down from generation to generation. This shows that they were most motivated by preserving the tribal tradition amongst themselves, not by getting public recognition for their work while visitors were there. |
| The last sentence on page 252 states, “Still, people like Mandy try to preserve old ways.” Give an example how Mandy preserved old ways. | Instead of using yarn purchased from a store, Mandy made a string from the silvery fibers from the stem of a milkweed plant. She wove the fibers to make a sash for the cradleboard. |
| What does the variety of baskets tell about how California Indians used baskets? Use examples from the text to support your answer. How are the baskets used today? (page 254) | The baskets were once used in their everyday lives - cradleboards were used to carry infants; sifting baskets to sift flour; baskets to store food, trap fish. Today California Indians make them to keep the tradition alive, but they don’t need them. They are considered art, artifacts, and displays. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 242 - tribe/tribal  Page 249 - cradleboard | Page 250 - annual, bond  Page252 - preserve |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 247 - traditions  Page 249 - coiling, twining | Page 244 - infest, sprout (verb), shoots (noun), intervals  Page 247 - delicate  Page 248 - nubs  Page 249 - flexible  Page 250 - inspires  Page 252 - sash |

Culminating Task

* *The title of this passage is “Weaving a California Tradition.” Use evidence from the text to explain the title. (Hint: What does it mean to weave? Think about what it means to weave a basket. What might it mean to “weave a tradition”?)*

Answer: To weave means to bring separate things together to make something new. These California Indians weave baskets by bringing different plants together, working together through the lengthy process of gathering and preparing materials. They “weave a tradition” by coming together every year at the annual basketweavers gathering, continuing the craft of their ancestors and passing the tradition down to future generations. Carly says, “I want to keep learning and teach my own children so it can keep going through the generations.” In this way these families create and continue a California tradition.

Additional Tasks

* *Read “Wonder Weaver” on pages 258-259. Complete a Venn diagram comparing Carly and Patrick.*

Answer: Both use natural materials; both like to weave; Carly makes traditional baskets; Patrick makes buildings big enough to play in.

* *Research a Native American tribe in your local area. Tell a partner about that tribe and its traditions in a pair-share activity.*

Answer: Will vary with location.

Note to Teacher

* This text is Lexile 960 (lexile range for 4th -5th grade is 740-1010).
* The text doesn’t provide enough information for a student to visualize a cradleboard, but it is mentioned as being more difficult to make than the sumaya. You may want to show students a visual.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.