

**Kente Cloth and the Importance of Working Together**

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| **Introduction** | |
| This two-day activity is an extension of a genre study that focuses on folktales. Through this unit students are given an opportunity to learn about kente cloth and learn about the importance of cooperation. | |
| **Indiana Standards Connections:**   3.RC.2 Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.  3.RC.3 Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.  3.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.  3.CC.2 Explore ideas under discussion by drawing on readings and other information. | **Compelling Question(s):**  -Why is it important to work together?  -What makes you unique? How can you use what you have to help others? |
| **Lesson Objectives:**  Students will be able to:  Identify the character traits and motivations of a character in a text.  Express how a character’s traits or motivation change in different parts of a story.  Identify the theme of a folktale. | |
| **Materials** | |
| -“7 Spools of Thread”: Angela Shelf  YouTube: <https://www.youtube.com/watch?v=PFFG-kWF2os>  Amazon: <https://www.amazon.com/Seven-Spools-Thread-Kwanzaa-Paperback/dp/0807573167>  -Windows to the World (W2W): <https://w2w.indiana.edu/explore-collections/kente-cloth.html>  -Colored paper sheets and strips in multiple colors  -scissors | |
| **Learning Plan** | |
| **Activities**  Day 1:  -Begin by asking the students, “Why is it important to work together?” Allow students to share their thoughts with the class. Continue by asking, “Can you think of a time in your life where teamwork was really important?”  -Thank you for sharing your thoughts and experiences about teamwork. Now let’s review some things that we have been learning over the past few weeks. Complete the Folktale Tree Map thinking map as a class. Have students turn and talk then raise hands to describe what folktales are, have, and list examples read in previous lessons.  Folktales  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Are Have Examples  -stories passed down from -A theme: or a lesson -examples will  generation to generation about life vary    -works of fiction -Characters with unique  character traits and  motivations  -Read “The 7 Spools of Thread” picture book or listen to it on YouTube. While reading the story stop to discuss and record the Ashanti brother’s character traits and motivations half way through. Record these character traits and motivations. After finishing the story discuss the brothers character traits and motivations again. Let the students make observations about how the brothers changed throughout the story.  -Wrap up by discussing the theme of “The 7 Spools of Thread” and relating it back to the original engagement question.  Day 2:  -Begin by showing an image of kente cloth from W2W resource. Allow students to make observations about the cloth. You can prompt them by asking:   * What do you notice about the cloth? * Where have we seen this kind of cloth before? * How do you think it is made? * What do you like about it?   -Use the W2W resource to share about the history of kente cloth and to learn about its importance. Be sure to note the rich colors and vibrant patterns found in the cloth.  - Watch the demonstration video found on W2W. Tell the students that they will be creating their own kente cloths using colored paper. Demonstrate how to make a loom by taking a large sheet of construction paper and cutting longs slits lengthwise down the sheet being sure to not cut ends. Help the students create their own looms.  -Give the students strips of colored paper. Give each student only one color and between 10-15 strips. Have the student write their name and one character trait that describes them on each strip of paper. Inform the students that they will need to create a rich, vibrant pattern like those found in the kente cloth. Ask the students, “How can you make a beautiful pattern if they only have one color to work with?” Have the students trade strips with their classmates so they have many different colored strips to work with. Demonstrate to the students how to weave the strips into the loom to create their weave.  -Wrap up the activity by having the students show and appreciate each other’s weaves Discuss how it was important to work together and share strips with their classmates. Note how every weave has several classmates unique character traits weaved into it. | |
| **Assessment Suggestions**  - “The 7 Spools of Thread” exit ticket: <https://docs.google.com/document/d/1VvWcvry3Z1Wo6sFmF-giu32aKeXxd0jzlovPXA1o6sQ/edit>  -Teacher anecdotal notes of student discussion | |
| **Extensions**  -Research other famous fabrics from around the world. Compare and contrast these fabrics with kente cloth  -Ghanaian legends attribute Anansi the spider as the first one to weave kente cloth. Anansi is a vibrant character found in many different Ghanaian folktales. In some stories Anansi is a helpful protagonist. In other he is a selfish protagonist. Study Anansi the spider stories and discuss the themes, character traits and importance of each story. | |