

*Curious About Clothes: Headdresses*

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| **Introduction** | |
| Students will use the W2W artifact, “Headdresses” from Myanmar in a lesson focusing on asking and answering questions. This lesson is a companion lesson to *“Curious About Clothes: Skirts”* written by Mary Wiggins for the W2W artifact [*“Textiles, Skirts and Blouse”*](https://w2w.indiana.edu/explore-collections/textile-in-southeast-asia.html) located in Indonesia. | |
| **Indiana Standards Connections:**     3.RC.1: “Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers.”  3.W.3: “Write persuasive compositions in a variety of forms.”  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.” | **Compelling Question(s):**     Who are the Akha people?     How is the headdress important to Akha women? |
| **Lesson Objectives:**    Students will be able to engage in a collaborative discussion on Akha headdresses.  Students will be able to ask and answer questions about the Akha people.  Students will be able to write a persuasive paragraph response to a question of their choosing about the Akha people(extension). | |
| **Materials** | |
| **Teacher Materials:**   * W2W website-map location: Myanmar * Photograph of Akha woman from resource 1, enlarged on a slide or printed out * Anchor chart   **Student Materials:**   * Class set of See, Think, Wonder printable, such as the one on [National Geographic Education](https://education.nationalgeographic.org/resource/see-think-wonder/) * Class set of Reading passage and question set, “Akha Headdresses” (linked on W2W page) * Class set of Exit tickets * Pencil * Class set of Highlighters, 3 different colors * iPad | |
| **Learning Plan** | |
| **Activities**   * **Provocation (10-15 min):** Show students the photograph of the Akha Woman from W2W resource one. Have students participate in the Visible Thinking routine, [“*See, Think, Wonder*.”](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder.pdf) First, ask the students the questions, “What do you see? What do you think? What do you wonder?” but tell them to keep their thoughts in their head. Pass out the “See, Think, Wonder” printable and go over the directions. Students should complete the See, Think, Wonder page independently. After students are finished with their sheet, hold a discussion based on student answers.   akha-people.webp   * **Discussion (5-10 min):** Invite students to share their thinking with the class. Students should share one by one with other students active listening. Students can comment on a student’s idea, add to what a student is saying, or share something new. Using an anchor chart or a whiteboard, write down student wonderings and questions about the picture. * **Research**: Pull up the W2W resources for Myanmar-Headdresses. Show students where Myanmar is on a globe/map. Explain that the picture is of Akha women, a tribe in Myanmar. Read the material. On the main page for headdresses. Field any questions students may have. * **Reading**: Pass out the reading passage, “Akah headdresses” and read the passage together with the students. Answer the accompanying questions, modeling for students how to answer a question using a complete sentence. * **Reflection**: Go back to students’ wonderings that were written down on the anchor chart. Were any questions answered? Were new questions generated? * **Exit Ticket**: Give students the exit ticket to fill out after the lesson. | |
| **Assessment Suggestions**    **Exit Ticket**: Students will demonstrate their understanding by creating their own question for the text, and answering their question, using evidence from the text to support their answer. | |
| **Extensions**    **Writing Extensions**:   1. Students pick a question from 3 choices and write a response using the writing extension activity sheet. 2. Students pick a wonder question from the class wonder chart and research the question. Students can write a paragraph answering the wonder question. | |

