**A Journey from the Legend of Kente Cloth**

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| **Introduction**  |
| A journey from the Legend of Kente Clothto the role of clothing as a form of self-expression. This unit was an extension of a genre study centered on Fairy Tales. The Spider Weaver, The Legend of Kente Clothe by Margaret Musgrove was used to introduce the Ghanaian artifact from the Textiles and Woven Materials Collection at Indiana University.  |
| **Indiana Standards Connections:****Reading** Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information**Social Justice Standards:****Identity Anchor Standards**Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple identity groups. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.2. Students will develop language and historical and cultural knowledge that affirm and accurately dese their membership in multiple identity g | Compelling Question(s):   How is clothing used to represent status?(Revision)How is clothing used as a form of self-expression?       |
| **Lesson Objectives:** Objective:1.RL. 3.1 Identify basic characteristics of familiar narrative genres (Legend)1.RL. 4.1 Use illustrations and details in a story to describe its characters, setting, and events.1. RL. 2.1 Ask and answer questions about the main idea and key details in a text. 1. RL. 2.2 Retell stories, fables, fairytales, and folktales in sequence, include key details and demonstrate an understanding of key message. |
| **Materials**  |
| The Spider Weaver, The Legend of the Kente Cloth by Margaret Musgrove Windows to the World Digital Artifacts, [Kente Cloth](https://w2w.indiana.edu/explore-collections/kente-cloth.html) Textiles and Woven Materials CollectionList of [Symbolism](https://kidworldcitizen.org/ghanian-kente-cloth-kids-art-project/) in ColorKente Weaving [Demonstration](https://youtu.be/ycORz_ECb-s) Colored Contruction Paper  |
| **Learning Plan**  |
| **Activities** **Launch** Visual Thinking Strategy ([VTS](https://www.gvsu.edu/artgallery/visual-thinking-strategies-152.htm))(Agreements should be established for being respectful of student responses. During launch, teacher neutrally restates responses)Display still shot of Kente weaving from W2W resource. Use Visual Thinking Strategy to prompt discussion. What is happening in the picture? What do you see that makes you say that? What more can you find? Thanks for your observations on the photo. That was a great warm-up to get your minds activated. Now let’s revisit some things we’ve learned in the past few weeks. Display several titles of fables and fairy tales. Review. Ask students to share what makes them fables and fairytales. Record responses. Or refer to previously made anchor charts. Then, they displayed The Spider Weaver, A Legend Kente Cloth by Margaret Musgrove and Julia Cairns.Define LegendLegend* A genre of folklore
* Stories orally passed down generation to generation
* An unverifiable story
* Believed to be rooted in truth but may have taken on fictional elements over time

Have students turn and talk. How do legends compare to Fables and Fairytales? You may provide a sentence stem if needed for students. “Legends are the same as Fables in Fairy Tales because they have...Legends are different from fables and Fairy Tales because they have...” Then, add definition of Legend to anchor chart with fables and fairytales. Following the story and discussion display photograph of Kente Cloth from the W2W Textiles and Woven Materials Collection.Session IIDisplay the Photograph of the Kente Cloth and replay the demonstration of the Kente Weaving. Remind the students of their observations, particularly the identification of colored threads. Share the history of Kente and the significance of color and design. Have students view the symbolism of specific colors. Encourage students to think about which color represents them. Acknowledge how the selected color may vary from their “favorite” color. Provide color strips of selected colors and a background with slits for students to weave. Students may think about, illustrate or layout their patterns before beginning to weave their Paper Kente. Students may incorporate a review of kindergarten patterns of ABABAB, ABCABC, AABBCC, into their weaving  |
| **Assessment Suggestions**  Students write and/or draw three things from literature and/or historical information to display with paper weaveStudents use [Flipgrid](https://info.flip.com/en-us/blog/product-updates/flipgrid-updates-timeline.html) to create a Class Collection of Woven Paper Kente and share facts about Kente or details from the Legend of Kente by Margaret Musgrove as they display their art. Teacher anecdotal notes of student discussionChecklist for evidence of patterns in weaveChecklist for retelling/recall of literature and nonfiction information shared from text.Are students able to implement their design patterns?Are students able to recall facts from the history of Kente?Are students able to recall details from The Spider Weaver, The Story of Kente?Are students able to make connections from the symbolism of color in Kente to how symbols are used in other ways? |
| **Extensions** Explore the cultures and interests within your classroom.I Use Huipil Embroidered Shirt from Zapotec Community in Oaxaca, Mexico as an example of how clothing was used to reflect status and how current iterations have changed over time. Find other examples of woven fabrics if available from student families. IIHow does your clothing reflect you?Have students write about their favorite clothing item and the reason for its selection. Decide a day for everyone to wear their favorite for an impromptu fashion show. The teacher or a student volunteer could read the wearers description of why they selected their “favorite” ensemble. Are there any similarities among the students? Can they be categorized?Lisa Harton |