Tangled Threads: A Hmong Girl’s Story

By: Pegi Deitz Shea

Integrated Literacy Unit for Grade 7

Nikki Sippel
# Tangled Threads: Grade 7: Week 1 Plans

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<th>Monday</th>
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<tbody>
<tr>
<td><strong>Tangled Threads Focus:</strong> Ch.1</td>
<td><strong>Tangled Threads Focus:</strong> Ch.2 and 3</td>
<td><strong>Tangled Threads Focus:</strong> Ch.4 and 5</td>
<td><strong>Tangled Threads Focus:</strong> Ch.6 and 7</td>
<td><strong>Tangled Threads Focus:</strong> Ch.8 and 9</td>
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<td><strong>Intro:</strong> Do K part of a K-W-L chart of Hmong culture. Display items that are part of the Hmong culture and do L part of the chart.</td>
<td><strong>Prereading:</strong> Quickread</td>
<td><strong>Mediated Read-Aloud:</strong> Ch. 4</td>
<td><strong>Prereading:</strong> Imagery</td>
<td><strong>Opening:</strong> Discuss Ch. 8 and create own pa’ndaus (art).</td>
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<td><strong>Reading:</strong> See Comprehension Lesson Plan (Making Connections) Ch.1 is read as read-aloud. Students do connection activity.</td>
<td><strong>Read on Own:</strong> Ch. 2</td>
<td><strong>Reading:</strong> See Vocabulary Lesson Plan (Identifying Sources) There is a whole class discussion and activity about finding meaning. Ch.5 is read in groups.</td>
<td><strong>Mediated Read-Aloud:</strong> Ch. 6</td>
<td><strong>Science:</strong> Discuss different animals in the pa’ndaus and why they would live in Laos (climate and weather).</td>
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<td><strong>Social Studies:</strong> 10 Important words (During Reading Activity) while reading and discussing Ch. 1 or The Hmong of Southeast Asia. Worksheet about why Hmong live where they do.</td>
<td><strong>Graphic Organizer:</strong> Students fill out the Reminders handout.</td>
<td><strong>Science:</strong> Compare what student ate to what Mai ate in the book. Give reasons for the difference. Rice recipe activity.</td>
<td><strong>Social Studies:</strong> The students will use a map to draw and label Mai’s journey from Laos to America. There will be class discussion.</td>
<td><strong>Reading:</strong> Ch. 9 is read silently by the students and discussed in small groups.</td>
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<td><strong>Lang Arts:</strong> Students create an Alternative Ending (After Reading Activity). Students share ending with the class.</td>
<td><strong>Reading:</strong> Ch. 3 is read in pairs and discussed as a class. Comprehension Quiz.</td>
<td><strong>Science:</strong> Compare foods that grow in Southeast Asia with foods that grow in America. Introduce food log; student record what they eat in next 24 hrs.</td>
<td><strong>Reading:</strong> See Fluency Lesson Plan (Punctuation) Students add punctuation to a handout and practice reading it correctly. Ch. 7 is read in groups or individually, based on student choice.</td>
<td><strong>Lang. Arts:</strong> Students write Dear …column about Mai’s concerns.</td>
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<td><strong>Science:</strong> Discuss weather and climate of Southeast Asia.</td>
<td><strong>Lang Arts:</strong> Students write a creative add-on to the story.</td>
<td><strong>Homework:</strong> Rubber band Activity</td>
<td><strong>Social Studies:</strong> Class discussion about the differences between life in Laos and life in America. Read and Discuss Ch. 4 of Mai Ya’s Long Journey.</td>
<td><strong>Social Studies:</strong> Create Venn Diagram of Mai’s two lives (After Reading Activity).</td>
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<td><strong>Music:</strong> Listen to and discuss Hmong popular music and discuss how Hmong music has changed over the years.</td>
<td><strong>Lang. Arts:</strong> Students write a creative add-on to the story.</td>
<td><strong>Art:</strong> Students practice stitching pictures of themselves.</td>
<td><strong>Art:</strong> Weaving on cardboard loom.</td>
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## Tangled Threads: Grade 7: Week 2 Plans

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<tr>
<td><strong>Tangled Threads Focus:</strong> Ch.10 and 11</td>
<td><strong>Tangled Threads Focus:</strong> Ch.12 and 13</td>
<td><strong>Tangled Threads Focus:</strong> Ch.14 and 15</td>
<td><strong>Tangled Threads Focus:</strong> Ch.16 and 17</td>
<td><strong>Tangled Threads Focus:</strong> Ch.18</td>
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| **Reading:** Students choose to read Ch. 10 and 11 in groups or individually. They make a character comparison chart of Mai and Yer. **Activity:** Class debate about Uncle Ger’s decision. **Lang. Arts:** Choice activity-Students can create an alternate ending to Ch. 11 **Science:** Introduce the concept of medicinal plants. Student can choose a medicinal plant to research. **Music:** Introduce Hmong instruments. Students will have a chance to play the instruments. **Art:** Display Hmong art forms and discuss as a class. | **Reading:** Ch. 12 is read in ability groups. Extra assistance is given to the lower performing groups. **Journaling activity:** How should Mai approach Grandma? **Social Studies:** In pairs, students review the maps of Southeast Asia and Mai’s journey. **Science:** Students do research on their plants and create a graph on the computer about their plants. **Read-Aloud:** *Nine-In-One Grr! Grr!* **Math:** Probability activity dealing with the myths. **Lang. Arts:** Students have choice of creating own myth or finding another myth to be presented tomorrow. **Homework:** Read Ch. 13. | **Reading:** Students read Ch. 14 in small groups and choose a section to share as a reader’s theater. **Science:** Students share their research about medicinal plants. **Social Studies:** In the same pairs as yesterday, the students put pins on a U.S. map to show the areas where Hmong live today. **Lang. Arts:** Students present their myth as an oral storytelling. Students write a rough draft of an encouragement letter to Mai. **Math:** Story problems using population of Hmong statistics. **Social Studies:** Students choose whether they want to learn more about Hmong culture or history and go to the appropriate leaning station in the room. **Lang Arts:** Students revise and edit their letters and type them in the computer lab. **Music:** Discuss natural instruments Hmong used and create these instruments. **Art:** Students work on painting favorite events on cloth for group pa’ndau. **Closure:** Students reenact the New Year’s Celebration and have a round table discussion about the book. | **Reading:** Students read Ch. 17 in pairs or individually. Then, they form groups to discuss the chapter and ask each other questions. **Mediated Read-Aloud:** Ch.16 **Reading:** Students chose to read Ch. 17 in pairs or individually. **Social Studies:** Students share their research about medicinal plants. **Social Studies:** Students choose whether they want to learn more about Hmong culture or history and go to the appropriate leaning station in the room. **Lang. Arts:** Venn Diagram of different New Year’s Celebrations. **Art and Lang.:** Put together class Pa’ndau and have students type up an explanation of their picture. | **Reading:** Students will read Ch. 18 in small groups. On their own they will do the Sense Chart graphic organizer and share these in their groups. Students get in pairs to practice for their one-on-one book discussion with the teacher. Students sign up for a time to do their book discussion. **Lang. Arts:** Venn Diagram of different New Year’s Celebrations.
Science

B.8.6 Explain the ways in which scientific knowledge is useful and also limited when applied to social issues

E.8.3 Using the science themes during the process of investigation, describe climate, weather, ocean currents, soil movements and changes in the forces acting on the earth

Diet - Make log and compare to Hmong food log

Rice grows in Laos. What grows here? Why?

F.8.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet

F.8.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species
Math

D.8.4 Determine measurements indirectly* using estimation, conversion of units within a system (e.g., quarts to cups, millimeters to centimeters), ratio and proportion (e.g., similarity*, scale drawings*), geometric formulas to derive lengths, areas, volumes of common figures (e.g., perimeter, circumference, surface area), the Pythagorean* relationship, geometric relationships and properties for angle size (e.g., parallel lines and transversals, sum of angles of a triangle, vertical angles*).

Calculating distance Mai traveled

Probability Nine-in-One Go!

Story Problems

Percentages of populations that are Hmong

Compare Hmong population between states

B.8.4 Express order relationships among rational numbers using appropriate symbols (>, <, >, <, =)

B.8.7 In problem-solving situations, select and use appropriate computational procedures with rational numbers such as calculating mentally, estimating, creating, using, and explaining algorithms* using technology (e.g., scientific calculators, spreadsheets).

Language Arts

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

B.8.2 Plan, revise, edit, and publish clear and effective writing.

Letter to Mai

Oral Storytelling

Riddles

Language Arts

Create Alternative Ending

Journalling and free-writes

Reader's Theater

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
Introduction

_Tangled Threads_ is the focus of this literature unit. We will explore the Hmong culture and life of Mai, the main character in this story. While reading _Tangled Threads_, we will be using other supplemental material to teach various concepts and integrate other subject areas. During this unit there are some major literature focuses. Some of these literature focuses are comprehension, fluency, and vocabulary. The goal of this unit is to give the students an opportunity to read a historical fiction book and arm them with reading strategies that will help them to become better independent readers. The students should be able to apply these strategies to other texts. Another goal is to familiarize the students with background information about the Hmong and clear up any misconceptions. The students should be able to list characteristics of the Hmong culture and be able to give explanations of why certain rituals and procedures are done and what they mean.

The reason I chose this book for my focus unit is that last year, Pegi Deitz Shea gave a presentation at Marian that I attended. She presented all of the research she did to help herself understand the lifestyle of the Hmong. Also, Dr. Michlowski recommended this book to me. When I researched this book to see if it won any awards, I found out that it won multiple awards, which are: the 2003 Junior Library Guild Selection,
International Reading Association: Notable Book for Global Society New York Public Library "Top 100 Books", Connecticut Book Award, Boston Author's Club Award: Finalist, BookSense Great Title for Ages 9-12, and Skipping Stones Honor Book. Because of the recommendation and all of the awards, I figured that this book would be an appropriate book to base a unit after.

**Unit Objectives:**

The students will

- Identify different types of connections made within the text.
- Compare themselves to the characters in the story.
- Locate different locations associated with the Hmong people.
- List animals that live in Southeast Asia and explain why they live there.
- Define new vocabulary words.
- List unique characteristics of the Hmong culture.
- Reenact a Hmong cultural celebration.
- Create various Hmong art forms.
- Perform musically using different Hmong instruments.

**Wisconsin Department of Public Instruction Reading Standards to be met during this unit:**

A.8.1 Use effective reading strategies to achieve their purposes in reading.

- Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text
- Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension
- Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading
- Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes

A.8.2 Read, interpret, and critically analyze literature.
- Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view
- Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world
- Identify common historical, social, and cultural themes and issues in literary works and selected passages
- Evaluate the themes and main ideas of a work considering its audience and purpose

A.8.4 Read to acquire information.

- Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources
- Identify and explain information, main ideas, and organization found in a variety of informational passages
- Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them

**Overarching Concept and Questions Used to Guide Planning:**

The main concept of this unit is to introduce the students to the Hmong culture.
The students will learn about this culture through the realistic fiction focus book and the non-fiction sources used.

**Questions:**

- What do I want the students to remember about the Hmong culture?
- What reading strategies do I feel should be stressed during this unit?
- What skills should students be using while reading a realistic fiction book?
- How can I integrate other subjects into this theme unit?
- What different teaching strategies can I use to meet the needs of all of the learners in my class?
- How can I present this information in a way students will be motivated to learn it?
- What types of assessment are appropriate and will meet with my objectives?
Assessment

During the unit, the students will do different activities that can be collected and used as various forms of assessment. The students will do many journaling activities that will be collected and checked by the teacher. These journals will be assessed based on ability. Some students may have special accommodations for the assignments, and they will not be downgraded for this. A lot of observation would be used for assessment. The teacher would have to take notes about the students’ participation and the responses they give during class discussions. The teacher will also have to jot down notes about the students’ performance during work time. Notes can be taken about fluency and comprehension. There are two comprehension quizzes to be graded. Students who need accommodations for these quizzes will be given them. Each different content area has specific assignments or projects that will be collected and graded. The main summative assessment will be done for this unit is a one-on-one book discussion, where the teacher and student will discuss what the student has learned during this unit and how this will help him/her in the future. This discussion will include a series of questions to check for comprehension of Tangled Threads. All of the assessments can be modified to meet the special needs of any students in the class.

Reflection

After creating all of the components of this unit and putting them together, I have realized how far I have come this semester. At the beginning, I didn’t know how I would create a unit for a seventh grade class, because usually my units are for lower grades. Also, the units I’ve done before have used many different books, not just one focus book. At the beginning, it was really hard to come up with creative ways to teach this book, and I realize that my lessons and unit plans are not the most creative. I have a hard time thinking in the mindset that is needed to create lessons for older students. This is probably because most of my classes focus on early childhood. I am glad that I picked an older grade, because it forced me to get into this mindset and think about units for older grades. The other hard part for this unit that my book had so many chapters. To fit my unit into two weeks, I felt like I couldn’t do as many reading activities because I had to get through the chapters in the book. Overall, I enjoyed creating this unit and am proud of how it turned out.