

Storytelling Through Art

FOCUS QUESTION

How do people tell stories through the arts?

About the Lesson

OBJECTIVES

Content Objectives

- Identify and describe a chronological structure in a text.
- Identify and describe a compare-contrast text structure.
- Understand different ways people in different cultures tell stories through the arts.

Language Objectives

- Complete a chart with signal words to analyze a text’s chronological structure.
- Discuss with a partner details from a text that reveal text structure.
- Write about an art form that could be used to tell a story.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.
text structure, sequence, chronological text structure, compare-contrast text structure

Spanish Cognates

estructura del texto, secuencia, estructura cronológica del texto, estructura textual de comparación y contraste

Build Knowledge

Lesson texts build knowledge about:

- The tradition of Hawaiian hula dancing and its cultural significance
- The origins of rap music in the West African griot storytelling tradition
- The Hmong tradition of creating story cloths from needlework, and one painter’s variation on that tradition

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use this **Teacher Toolbox** resource as needed to address related skills:
 - Describe text structures
- In Sessions 1 and 3, pair students of varying language-proficiency levels to **Buddy Read** so one student may provide additional support for the other and paraphrase difficult paragraphs. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Stand and Share	1, 3, 5	spontaneity, movement, connectedness
Individual Think Time	2, 4	independence
Somebody Who	2, 4	social interaction
Pass It On	3	spontaneity, connectedness
Jump in Reading	4	spontaneity, collective success
Shout Out	5	spontaneity, multiple ways to show focus
Merry-Go-Round Share	6	multiple ways to show focus, connectedness
Silent Appointment	6	social interaction, nonverbal expression

LEARNING PROGRESSION | Describe Text Structure

Students build on this skill:
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Students learn this skill:
RI.4.5 Describe the overall structure (e.g., chronology, comparison) of events, ideas, concepts, or information in a text or part of a text.

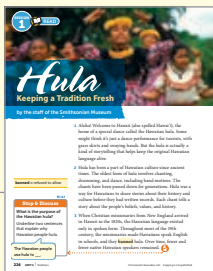
Students prepare for this skill:
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison) of events, ideas, concepts, or information in two or more texts.

Students review and practice:

- **RI.4.1** Make inferences
- **RI.4.4** Determine word meanings

LESSON PLANNING GUIDE


TEXT 1: Hula: Keeping a Tradition Fresh • SOCIAL STUDIES ARTICLE

SESSION 1	SCAFFOLD READING		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
	PRACTICE THE FOCUS STANDARD			
	<ul style="list-style-type: none"> Formative Assessment 		Concepts/Background <ul style="list-style-type: none"> the hula and its importance in Hawaiian culture Christian missionaries and their impact on Hawaiian culture languages existing only in spoken form hula schools in Hawaii Language <ul style="list-style-type: none"> Vocabulary: <i>tourists, original, culture, chanting, generations, 19th century, (culture preservation) movement, roots (of dance)</i> Hawaiian Words: <i>aloha, Hawai'i, hula</i> Figurative Language: <i>keep the ... language alive, chant tells a story, passed down for generations, keep Hawaiian traditions alive, culture will live forever</i> Descriptive Language: <i>keeping a tradition fresh</i> 	Listening/Reading <ul style="list-style-type: none"> Analyze sentences Reading <ul style="list-style-type: none"> Leverage cognate knowledge Listening/Speaking <ul style="list-style-type: none"> Reinforce academic terms Speaking/Reading <ul style="list-style-type: none"> Use sentence frames, Use think time Writing <ul style="list-style-type: none"> Talk before writing

TEXT 2: The Roots of Rap • SOCIAL STUDIES ARTICLE

SESSION 3	SCAFFOLD READING			
	PRACTICE THE FOCUS STANDARD			
	<ul style="list-style-type: none"> Formative Assessment 		Concepts/Background <ul style="list-style-type: none"> the connections between rap and poetry the enslaving of West Africans during European colonization in the 1800s the griot tradition of storytelling in West Africa hip-hop culture and rap today Language <ul style="list-style-type: none"> Vocabulary: <i>rhythm, griots, traced back, related, enslaved, (musical) styles, society, recording studio, repetitive, lyrics, moral, social beliefs, Latinx, struggles, poverty, expressed</i> Informal Language: <i>kept track of</i> 	Reading <ul style="list-style-type: none"> Interpret idioms Speaking/Reading <ul style="list-style-type: none"> Explore content vocabulary Listening <ul style="list-style-type: none"> Model activity Speaking <ul style="list-style-type: none"> Use think time Writing <ul style="list-style-type: none"> Use word bank

TEXT 3: Cy Thao: Story Painter • PROFILE

SESSION 5	INDEPENDENT READING AND PRACTICE			
	PRACTICE THE FOCUS STANDARD			
	<ul style="list-style-type: none"> Formative Assessment 		Concepts/Background <ul style="list-style-type: none"> the Hmong people Laos and Thailand refugee camps immigrating to the United States the ancient tradition of Hmong story cloths Language <ul style="list-style-type: none"> Vocabulary: <i>immigrants, immigrate, opportunities, fabric, needlework, craft</i> Figurative Language: <i>(painting) tells a story, stories are told with a paintbrush, keep the culture alive</i> 	Reading <ul style="list-style-type: none"> Use a dictionary or thesaurus, Use visual support Listening/Reading <ul style="list-style-type: none"> Read aloud questions and answer choices Speaking/Writing <ul style="list-style-type: none"> Talk before writing

KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION		
	PRACTICE THE FOCUS STANDARD		
	<ul style="list-style-type: none"> How do people tell stories through the arts? 	<ul style="list-style-type: none"> Integrate information from the lesson texts Collaborative discussion Short response 	Speaking/Writing <ul style="list-style-type: none"> Explore content vocabulary

Before Teaching the Lesson

Preview the texts in advance of teaching the lesson. Plan scaffolds to use and provide background information as needed before reading each text.

- **Hula: Keeping a Tradition Fresh: Culture** When people from New England arrived in the Hawaiian Islands in 1820, the people there were all indigenous Polynesians who had a culture and traditions—including hula—all their own.
- **The Roots of Rap: Rap Music** Rap artists sometimes use their performances to bring attention to serious problems in their community and to help bring positive change. As an alternative means of representation, consider playing part of a rap song. If available, play griot recordings and have students focus on the rhythms and patterns of sound.
- **Cy Thao: Story Painter: The Hmong** This text is about someone who is Hmong. The Hmong originally lived in Laos, Vietnam, Thailand, Burma, Cambodia, and China. In the 1970s and 1980s, to escape war, many Hmong settled in the United States, particularly in Minnesota, California, and Wisconsin. Show these places on a map or globe.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about different ways that people tell stories through dance, music, and painting.
- Ask volunteers to **Raise a Hand** to share how they like to tell stories best.
- Introduce the focus standard. **Say, As you read, you will learn to recognize the structure of texts and how the structure helps you understand the information in each text.**
- 2 • Have partners complete Notice and Wonder. Identify the text they most want to read.
- Share media showing how traditions are expressed through media such as storytelling, music, art, dance, and so on. **EL**
- Circulate to identify gaps in background knowledge.



Storytelling Through Art

1

FOCUS QUESTION

How do people tell stories through the arts?

2

NOTICE AND WONDER

Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3

DISCUSS ART AND TRADITIONS

What types of art, music, and dance are traditions in your family or community? Talk with a partner about what you know about them.

The art form ___ is a tradition in my family/community.

This art is important because ___.

LESSON 12



Hula: Keeping a Tradition Fresh

by the staff of the Smithsonian Museum

The Roots of Rap

by Alicia Williams



Cy Thao: Story Painter

by Missy McDonald



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3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work in pairs to complete Discuss Art and Traditions.
 - Have students use the sentence frames as they **Turn and Talk** about traditions in their lives.
 - Encourage students to use words such as *stories, dance, music, paintings, beliefs, and culture* when describing traditions. **EL**
 - Have volunteers **Stand and Share** their responses.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students correctly use the term *traditions* in their discussion.

HELP & GO: Background

- Explain that traditions people participate in might be different from household to household. These habits and ways of life might extend beyond their household to their bigger family. This is part of their culture. Ask students to think of something their family does that is part of their culture.
 - Explain that traditions are things that are special to their family or culture and have been done for a long time. Consider sharing a tradition from your own family. For example, **say**, *When someone in my family has a birthday, we all get together to celebrate. We take turns sharing our favorite story about the birthday person.*
 - Provide a sentence frame to support active listening: *I think you said _____. Is that correct?* **EL**
- Revoice students' responses to model active listening and paraphrasing. Have students verify that your interpretation is correct.

1 Support Reading

- Set a purpose for reading. **Say**, *In this text, you will read to learn about how dance can tell a story.*
- Have students read paragraphs 1–3. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand *keeping a tradition fresh, chanting, generations, and 19th century.*

HELP & GO: Vocabulary

- Point to *keeping a tradition fresh* in the title. **Ask**, *What does fresh mean?* Have students discuss with partners how they have used the word *fresh* before. Explain that *keeping a tradition fresh* means that when a tradition is passed to a new generation, they learn it and add to it.
- Explain that chanting is a type of speaking or singing where a word or phrase is repeated over and over again, usually without changing pitch. If possible, provide examples of chanting for students to listen to.
- Clarify that *the 19th century* means the 1800s.


2 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- **LOOK FOR** Students understand that storytelling is the purpose of the hula dance.

HELP & GO: Comprehension

- Have students reread paragraph 2. **Ask**, *Why did Hawaiians begin the hula dance? It was a way for them to share stories about their history and culture before they had written records.*
- Divide this sentence from paragraph 2 into smaller parts. Work with students to analyze each part. *Hula was a way for Hawaiians / to share stories / about their history and culture / before they had written records.* **EL**



- 1** Aloha! Welcome to Hawaii (also spelled Hawai'i), the home of a special dance called the Hawaiian hula. Some might think it's just a dance performance for tourists, with grass skirts and swaying hands. But the hula is actually a kind of storytelling that helps keep the original Hawaiian language alive.
- 2** Hula has been a part of Hawaiian culture since ancient times. The oldest form of hula involves chanting, drumming, and dance, including hand motions. The chants have been passed down for generations. Hula was a way for Hawaiians to share stories about their history and culture before they had written records. Each chant tells a story about the people's beliefs, values, and history.
- 3** When Christian missionaries from New England arrived in Hawaii in the 1820s, the Hawaiian language existed only in spoken form. Throughout most of the 19th century, the missionaries made Hawaiians speak English in schools, and they **banned** hula. Over time, fewer and fewer native Hawaiian speakers remained. 

banned = refused to allow

2

RI.4.1

Stop & Discuss

What is the purpose of the Hawaiian hula?

Underline two sentences that explain why Hawaiian people hula.

The Hawaiian people use hula to ____.

3 Support Reading

- Have students read paragraphs 4–6 and the chart at the bottom of the page.
- **CHECK IN** Students understand *movement* and *roots*.

HELP & GO: Vocabulary

- Explain that *movement* and *roots* are multiple-meaning words. **Say**, *Movement often refers to how something moves. Here it refers to a group of people who all work together to act on an idea. Roots often refers to a part of a plant. Here it refers to the history and traditions of a group's culture.*
- Invite students to identify cognates that support their understanding of unfamiliar words, such as *movimiento/movement*. **EL**

4 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- **LOOK FOR** Students underline the last sentences in paragraphs 4 and 6.

HELP & GO: Comprehension

- **Ask**, *What does it mean to keep a tradition alive? to help people keep learning about it and adding to it How does the hula school do this? by teaching many forms of hula*
- Help students understand that Na'ope's words in paragraph 6 mean that if young people learn about the culture and keep teaching each generation of children, the culture can be remembered forever.

Discuss the Whole Text

Revisit the Focus Question. **Ask**, *How does the hula tell stories?* Ask students to **Stand and Share** their responses. Display responses so students can see them.

3

4 Thankfully, the Hawaiian language and hula were not lost. In the 1960s, the Hawaiian culture **preservation** movement began with people like Edith Kanaka'ole who work to keep Hawaiian traditions alive. The hula school that Kanaka'ole's family opened is one example of this effort to save the culture. Students at the school spend years learning hula in its many forms.

5 Even though hula has very old roots, the dance is continually **renewed** with fresh ideas. For example, one newer style of hula uses stringed instruments. Some people believe that new music and new chants help keep the tradition alive.

6 George Na'ope, a master hula teacher, believed that learning hula was very important. He said, "I tell the young people to learn the culture and learn it well, preserve it, so their children and their children's children can continue ... and that our culture will live forever."



Learning hula is an important part of Hawaiian tradition.

preservation = to help keep something from being lost

renewed = given new strength

4

RI.4.1

Stop & Discuss

How does Edith Kanaka'ole's school help keep Hawaiian traditions alive?

Underline two sentences in the text that answer this question.

Hula Hand Motions and Meanings

Nana: see, look—one hand by the side of your eyes and the other outstretched	Hale: house—two hands making the peak of a roof	Pua: flower—palm with hand cupped and fingers together	Ua: rain—both arms raised and then brought down with fingers fluttering

Reconnect to the Text

Use **Raise a Hand** to have students recall “Hula: Keeping a Tradition Fresh.” **Ask**, *What specific art does this text describe?* **dance**

1 Introduce the Standard

- Read and discuss the information at the top of the student page to introduce text structure.
Say, *Today you will reread, talk, and write about the structure of “Hula: Keeping a Tradition Fresh.”*
- Assess students’ familiarity with the academic term *text structure*. Have students practice using the term in a sentence. **EL**

2 Reread/Think

MODEL THE STANDARD Display the chart as you model the first column and show how to complete it.

- **Say**, *The first column on the chart shows me an event from paragraph 2. It shares that hula began in ancient times and talks about some of the oldest forms of hula. I see the words “ancient times” and “oldest,” so this helps me know that it may have been one of the first or early events in the history of hula.*
- **Say**, *The next box is for paragraph 3 and shares information about missionaries and how they affected the lives of Hawaiians. Read the details and fill in the chart with any signal words that help you know when this happened in the timeline of events.* Point students to the “First,” “Next,” and “Last” within the chart to use as context clues when finding the signal words.

GUIDE STANDARDS PRACTICE Have students finish filling in the rest of the chart.

- If students have difficulty, ask them to consider how each detail connects to the next one. Have them consider which words give a clue to the structure, or how the text is organized.
- Have students use sentence frames to help them explain their thinking: *What happens in this paragraph is _____. The signal words I see are ____.* **EL**



RI.4.5 Describe the overall structure (e.g., chronology, comparison, . . .) of events, ideas, concepts, or information in a text or part of a text.

1 Describe Text Structure

- **Text structure** is the way an author organizes information in a text.
- A text organized by **chronology**, a type of sequence, lists important events in order of when they happened. Look for signal words such as time-order phrases and dates.
- A **compare-contrast text structure** is a text organization that describes how two or more things are alike and different. Look for signal words such as *however, both, similarly, different, and in contrast*.

2 Reread/Think

Reread “Hula: Keeping a Tradition Fresh.” Review the key events in the chart. Fill in the chart with signal words that help you know how the information is organized. Then write the text structure.

Key Event	When
Hula has been a part of Hawaiian culture since ancient times. The oldest form of hula involves chanting, drumming, and dance, including hand motions. (paragraph 2)	This event happened FIRST because of the signal words... <ul style="list-style-type: none">• ancient times• oldest
In the 1820s, missionaries came to Hawaii. Throughout most of the 19th century, they made Hawaiians speak English in schools, and banned hula. (paragraph 3)	This event happened NEXT because of the signal words... <ul style="list-style-type: none">• In the 1820s• Most of the 19th century
In the 1960s, a Hawaiian culture preservation movement began with people like Edith Kanaka’ole, whose family opened a hula school to save the culture. (paragraph 4)	This event happened LAST because of the signal words... <ul style="list-style-type: none">• In the 1960s

TEXT STRUCTURE: Chronology

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3 Talk

With a partner, discuss what structure you think was used and how you can tell. Then discuss how that structure helps you understand the history of hula.

The structure used for this text is ____.

The structure helps me understand ____.

The signal words that help me recognize this structure are ____.

4 Write

What is the text structure used in “Hula: Keeping a Tradition Fresh”? How does the structure help you understand the history of hula? Use details from the text in your response.

Sample response: The structure of “Hula: Keeping a Tradition

Fresh” is chronological. Because it was organized in order

from ancient times until today, it helps me understand how

events connect to one another and why carrying on the

tradition of hula is so important to Hawaiians. The fact that

hula was banned in the 1820s is something so serious that it

may have strengthened the determination of the Hawaiian people to make sure


that never happened again. Because of that determination, they made schools

that would ensure that hula continues from generation to generation.

WRITING CHECKLIST

- ☐ I answered the question.
- ☐ I included details from the text.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.


3 Talk

- Introduce the Talk activity. Have students use their charts to **Turn and Talk**, reviewing with a partner the order in which the events in the text unfold.
- Give students **Individual Think Time** to think about the Talk prompt before they begin talking with a partner. **EL**
- **LISTEN FOR** Students discuss information and signal words in the text that tell them the text is organized by chronology. If needed, use **Help & Go** scaffolds. 

HELP & GO: Standards Practice

- **Ask**, *What is this text mostly about? hula Is hula compared to anything else? No. Are there dates used? Yes. Does one event lead to the next in order? Yes. What does that tell you about the structure? The events are listed in sequence, and the text has a chronological structure.*

4 Write

- Have students complete the Write task and use their checklist to check their work.
 - Provide a sentence frame if needed to start their writing: *The text structure of “Hula: Keeping a Tradition Fresh” is ____.*
 - Use written responses to determine whether students need additional support. 
- Encourage students to use **Stronger and Clearer Each Time** to strengthen their written responses. **EL**
- Use **Somebody Who** to invite students to share their writing with the class. Ask others to rephrase responses to check for understanding.

1 Support Reading

- Set a purpose for reading. **Say**, *Today you will read to learn about what rappers and storytellers have in common.*
- Use **Raise a Hand** to ask students who some of their favorite rap singers are.
- Have students find West Africa on a map or globe and name the countries in that region.
- Explain to students that the Americas include North America, Central America, and South America, and that the United States is part of North America.
- Have students read paragraphs 1–3. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- CHECK IN** Students understand *roots* and *can be traced back*.

HELP & GO: Vocabulary

- Have students recall the meaning of *roots* as used in the last text.
- Explain that *traced back* means “to follow clues to learn where something began.” **EL**

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LOOK FOR** Students understand where griots are from, why they were in the Americas, and how they influenced music.


HELP & GO: Comprehension

- Have students reread paragraphs 2 and 3. **Ask**, *Where are griots from? West Africa What do they do? tell stories How is this tradition connected to the U.S.? Europeans enslaved people from West Africa and took them to the Americas. How did griots affect music in the U.S.? Their storytelling tradition influenced Black musical styles.*



THE ROOTS

by Alicia Williams

- 1 You may have *heard* rap, but what *is* rap? It's like poetry, using rhythm and rhyme. But rap is spoken over music.
- 2 Rap developed in the 1970s, but its roots are much older than that. In fact, rap can be traced back to the griots, or storytellers, of West Africa in the 13th century.
- 3 How is rap related to griots of long ago? In the 1700s and 1800s, Europeans **colonized** West Africa. They enslaved millions of West Africans, including griots, and brought them to the Americas, including the United States. Griots took their storytelling tradition with them. This tradition later **influenced** Black musical styles, including rap. 

colonized = took control of a region

influenced = affected

2

RI.4.1

Stop & Discuss

How is rap connected to griots?

Discuss your response with a partner.



Griots often used music to tell their stories.


LESSON 12

OF RAP

3

A Storytelling Tradition

- 4 In West Africa, griots had an important place in their society. Their main job was to memorize stories and share them with the people of their villages. Griots shared stories with more than their words, though. They used songs, drums, stringed instruments, and dance to **enhance** their stories and entertain their audience. Like griots, the rappers of today tell stories through their words and music. However, most rappers don't play their own musical instruments. They need **DJs**, a band, or sound experts in a recording studio to provide the background of sounds for their rhythmic, rhyming, and repetitive lyrics.

- 5 Rhythm and repetition were also important parts of griot storytelling. Griots would repeat important words and sentences in their stories, and the audience would repeat them back. Why? Repetition helped both griots and villagers remember information more easily. 

enhance = improve

DJs = disc jockeys; people who introduce and play music on the radio or at dance clubs

4

RI.4.5

Stop & Discuss

In what ways are griots and rappers alike?

Discuss your response with a partner.

Rappers work with DJs and use technology to tell stories through words and music.



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3 Support Reading

- Have students read paragraphs 4 and 5.
- **CHECK IN** Students understand the way both griots and rappers use rhythm and repetition in their storytelling.

HELP & GO: Comprehension

- Use **Pass It On** to demonstrate *rhythm* by having one student drum a simple rhythm pattern on their desk; then call on a second student to either add on or create a new rhythm.
- Ask volunteers to give examples of *rhyming* and then an example of *repetition*. Consider having students use rap or song to express their responses. **EL**
- **Ask**, *How do rappers use rhythm in their music? They speak their words in a pattern, using a beat.*
- **Ask**, *Why did griots use repetition while telling stories? It helped both the griots and the audience recall information.*

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand that both griots and rappers tell stories using rhythm and repetition.

HELP & GO: Comprehension

- Have students reread paragraphs 4 and 5.
- **Ask**, *How are griots and rappers similar? They both share stories with an audience.*
- **Ask**, *What do both griots and rappers use to enhance their storytelling? rhythm, rhyme, and repetition*

5 Support Reading

- Have students read paragraphs 6–9.
- **CHECK IN** Students understand *Latinx* and *kept track of*.

HELP & GO: Vocabulary

- Explain that *Latinx* (*luh-TEE-neks*) refers broadly to people of Hispanic or Latino/a heritage.
- Clarify the phrase *kept track of* (paragraph 6) by explaining that it means “to watch something over time.” **EL**

6 Stop & Discuss

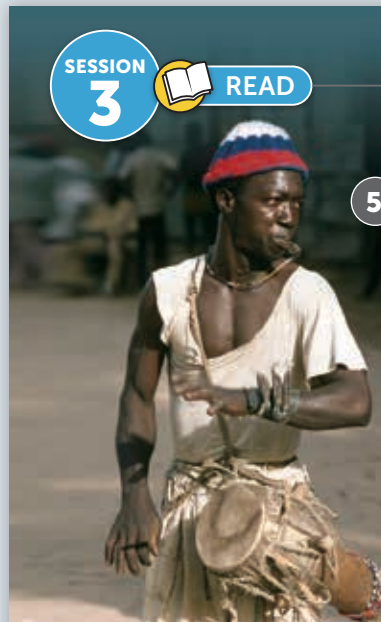
- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LOOK FOR** Students understand that one purpose of rap music is to get across important messages about society.

HELP & GO: Comprehension

- Have students reread paragraph 7. **Ask**, *What do rappers speak about in their songs? crime, poverty, politics, taking care of others, and staying strong through difficulties*

Discuss the Whole Text

- Revisit the Focus Question. Have students **Stand and Share** as they respond to the following: *Discuss similarities and differences between the storytelling of the Hawaiian hula dance and rap music.*
- Provide sentence starters to help students talk with a partner: *Hula is similar to rap because both _____. Rap is different from hula because _____.*
- Display responses next to the Focus Question responses recorded for “Hula: Keeping a Tradition Fresh.”



Modern-day griots continue to share current events as well as historical and political information.

politics = actions or beliefs related to government

6

RI.4.1

Stop & Discuss

What are rappers trying to do with their music?

Discuss with a partner the different purposes and goals behind rap performances.

Rappers use their music as a way to ____.

Entertainment with a Purpose

- 5 6 Griots' stories were entertaining, but they often included a moral, or message, that showed a village's social beliefs. Griots also told the history of important people of the past, such as kings and queens. They memorized and kept track of villagers' birthdays, marriages, and other important family events. They informed people about **politics** and problems in their village.
- 7 Similarly, many rappers educate their listeners about social problems. Black and Latinx youth from New York City created rap as part of the art, music, and dance of hip-hop culture. Rap allowed them to communicate their stories in creative ways. Rap was also a way to share their struggles with others. Rappers have spoken about serious subjects such as crime, poverty, and politics. They have expressed the importance of taking care of people in the community and staying strong in difficult times. But rappers can be playful, too, and create songs that are simply entertaining.

More Alike than Different?

- 8 There are important differences between griots and rappers. While griots shared their stories by traveling from village to village, rap artists perform both in their local communities and at concerts for larger crowds. Rappers also use radio, television, and social media to communicate with audiences.
- 9 Still, griots and rappers have a lot in common. They are storytellers and artists who pass down stories, knowledge, and history from one generation to the next.

SESSION
4 PRACTICE

RI.4.5 Describe the overall structure (e.g., chronology, comparison, ...) of events, ideas, concepts, or information in a text or part of a text.

LESSON 12

1 Describe Text Structure

- Remember, text structure is the way an author organizes information in a text.
- A text organized by chronology describes events in the order they happened.
- A text organized by compare-contrast text structure describes how things are alike and different.

2 Reread/Think

Reread "The Roots of Rap." Add details to each column of the chart. In the last row, write words from the text that signal similarities or differences.

Griots	Both Griots and Rappers	Rappers
<p>From West Africa</p> <p>Shared stories by traveling from village to village</p> <p>Their stories sometimes have morals</p> <p>Influenced Black music styles</p>	<p>Tell stories through words and music</p> <p>Use rhythm and rhyme</p> <p>Educate and Inform listeners</p> <p>Their performances include important topics and events</p> <p>Entertain</p>	<p>Grew out of hip-hop culture in New York</p> <p>Use radio, television, and social media to communicate with audiences</p> <p>Some rap songs share struggles faced by the community</p>
<p>Signal Words:</p> <p>differences, while</p>	<p>Signal Words:</p> <p>also, like, similarly, both, in common</p>	<p>Signal Words:</p> <p>but, however, different</p>

TEXT STRUCTURE: compare-contrast

Reconnect to the Text

Have students **Raise a Hand** to recall "The Roots of Rap." **Ask**, *Which of the arts are described in this text? poetry, storytelling, music*

1 Practice the Standard

Have students use **Jump in Reading** to read the top of the student page.

2 Reread/Think

MODEL THE STANDARD Guide students to use the chart to compare griots and rappers.

- Ask**, *Who is this article about? griots and rappers*
How does the author organize information about them? Look for clues in the headings. She describes what is similar and what is different.
- Students might point out that paragraphs 2 and 3 describe the order of historical events. Discuss how this section uses a chronology structure but most of the paragraphs compare rappers and griots.
- Say**, *We're going to use this chart to organize information about griots and rappers. In the middle column, we'll write what's similar about them. In the first and last column, we'll write what's different about them. For example, paragraph 2 says griots are from West Africa, so that goes in the "Griots" column. Paragraph 7 says rap came from hip-hop culture, so that goes in the "Rappers" column.*
- Say**, *Paragraph 4 says, "Like griots, the rappers of today tell stories through their words and music." The signal word like shows that this is a similarity. This goes in the "Both Griots and Rappers" column.*

GUIDE STANDARDS PRACTICE Have partners add details to the chart.

- Provide a bank of words that signal comparison and have students search for them in the text. **EL**

3 Talk

- Have students **Turn and Talk** to complete the Talk activity using the sentence frames on the student page. **Say**, *Look in the “Griots” and “Rappers” sections of the chart as you talk about differences, and look in the “Both Griots and Rappers” section as you talk about similarities.*
- Have teachers show how the chart is similar to a Venn diagram by drawing overlapping circles on top of the columns.
- Give students **Individual Think Time** to think about the Talk prompt before they begin discussing with a partner. **EL**

4 Write

- Have students complete the Write activity independently and remind them to use the writing checklist.
 - Use written responses to determine whether students need additional support. ✓
 - Provide a bank of signal words that students may use in their writing: *like, similarly, also, but, however, in contrast, different.* **EL**
- LOOK FOR** Students include details from the text in their written response.

HELP & GO: Standards Practice

- Have students look back at their chart and recall the similarities and differences in the text.
- Use **Somebody Who** to have volunteers share their written response. Then ask students compare their responses and supporting details.

SESSION 4



PRACTICE

3 Talk

Discuss the details in your chart with your partner.

- What is similar about griots and rappers? What is different?
- What text structure does the author use? What does the structure help you understand about rappers?

One similarity between griots and rappers is ____.

One difference between griots and rappers is ____.

Knowing the text structure helps me because ____.

4 Write

What is the text structure used in “The Roots of Rap”? What does this structure help you understand about rappers? Use details from the text to support your response.

Sample response: “The Roots of Rap” has a comparison text structure. I learned more about rappers because when I knew what the text structure was, I could look for things that were the same and different between griots and rappers. They are both storytellers that use music to tell stories, but rappers work together with DJs and use technology to perform for

more people. That helped me understand where rap came from and how this kind of storytelling developed from a much older way of making music.

WRITING CHECKLIST

- ☐ I answered the question.
- ☐ I included details from my chart and from the text.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION
5 READ

LESSON 12

Cy Thao

Story Painter

by Missy McDonald

- 1 Cy Thao has a powerful story to tell. Like that of many immigrants coming to America, his experience was full of both **hardship** and hope.
- 2 Born in 1972, Thao was only two when his family had to leave their home in Laos, a country in Southeast Asia. A war had made the country unsafe, and many Hmong people were forced to escape. Thao's family traveled to Thailand, where they spent five difficult years in a Hmong refugee camp. Finally, in 1980, they were able to immigrate to the United States. St. Paul, Minnesota, became their new home.
- 3 At the age of eight, Thao had to adjust to a new life. Everything was different: sounds, smells, tall buildings, technology. Hardest of all, though, was having a new language to learn. Not knowing English made it difficult for Thao at school. But he was determined to communicate. So he drew pictures and gave them to his schoolmates. Slowly, he made friends.
- 4 Years later, as an adult, Cy Thao decided to tell the story of his people's experiences as immigrants in the U.S. But the Hmong people didn't have a written language. He asked himself, "How do you tell a story without words?" Then Thao remembered his childhood drawings. He remembered friendships made without words. And so Thao became a painter.

hardship = a difficult situation



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LESSON 12 | Storytelling Through Art 235

Reconnect to the Texts

Revisit the Focus Question. Invite students to **Raise a Hand** to share what they learned in "Hula: Keeping a Tradition Fresh" and "The Roots of Rap" and to make connections between the two texts.

1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will read to learn how storytelling and tradition inspire an artist to paint. As you read, look for signal words that help you identify which text structure the author is using to organize the text.*
- Remind students to think about the text as they get to the bottom of each page. To set a purpose for the practice session, have students look for signal words that help them identify what text structure the author is using to organize the text.
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** to monitor comprehension. If needed, use **Help & Go** scaffolds.
- **CHECK IN** Students understand that war can cause people to leave their homes.

HELP & GO: Background

- **Say**, *War sometimes causes people to leave their homes and everything they know if they feel unsafe. Refugee camps are temporary places where people stay until they can find a new long-term home. Life in a refugee camp can be very difficult.*

- **CHECK IN** Students understand *immigrate*.

HELP & GO: Vocabulary

- Tell students that when people leave their country to settle in a new country, they *immigrate* and become *immigrants* to that country. **Say**, *Thao's family immigrated to the U.S. from Laos and Thailand.*
- Allow students to use a bilingual dictionary or thesaurus to understand *immigrate*. **EL**

2 Independent Reading

- **CHECK IN** Students understand what needlework is and what a quilt looks like.

HELP & GO: Background

- Have students look inside the word *needlework* to find the two parts, *needle* and *work*. Explain that needlework is working with a needle, like when sewing or embroidering designs onto cloth. **Say**, *A quilt is another type of needlework. It involves sewing together individual squares of cloth.* If possible, show students an example of a traditional quilt or a picture of one.
- Piece together pieces of paper or scraps of material to explain how a quilt comes together. Explain that the result is a pattern or a picture. **EL**
- **CHECK IN** Students understand the description of story cloths in paragraphs 6 and 7.

HELP & GO: Comprehension

- If possible, show photos of traditional embroidered Hmong story cloths. Explain that they are created using a type of needlework.
- Ensure students understand that paragraph 6 describes how the Hmong initially changed the art of stitching cloth by beginning to tell stories in their stitching. Cy Thao later changed this tradition again by painting stories rather than stitching them.
- Help students make the inference that *story cloths* in paragraph 7 refers to the stitched cloths described in paragraph 6. **Ask**, *What does the text talk about in paragraphs 6 and 7? In paragraph 6, the text talks about hand-stitched cloths that the Hmong women made. In paragraph 7, the text says, “the story cloths of the past.” This paragraph is talking about what Thao does now. Ask, What can you infer from this? The “story cloths of the past” are the stitched cloths in paragraph 6.*
- Clarify the meaning of *keep the culture alive* (paragraph 8) by explaining that “alive” in this context means to “continue over time” with activities or events associated with one’s culture, or way of life.

SESSION
5

READ

resembles = looks like



Thao's paintings tell stories about the Hmong community in the U.S.

adapt = get used to a new situation

236 UNIT 4 | Traditions

- Each of Thao's paintings **resembles** a quilt square, and each one tells a story about the Hmong experience. Many of the paintings describe a part of his own journey. Others show bigger ideas about change and hope: business opportunities, fun sports tournaments, and education.
- Thao's paintings honor an ancient Hmong tradition called *paj ntaub*, or “flowering cloth.” Long ago, Hmong women hand-stitched beautiful, colorful designs onto clothing. In the 1970s, Hmong women in refugee camps began to sew other kinds of images onto fabric. The women used needlework to tell stories of their experiences through their craft.
- Thao uses his paintings in a similar way. Like the story cloths of the past, his artwork includes bright, detailed images that show important experiences. But his paintings focus on more recent Hmong experiences, and his stories are told with a paintbrush instead of a needle and thread.
- Thao is helping his people by using an old tradition in a new way. As he points out, “To keep the culture alive, we have to **adapt**.”

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SESSION
5 PRACTICE

RI.4.5 Describe the overall structure (e.g., chronology, comparison, ...) of events, ideas, concepts, or information in a text or part of a text.

LESSON 12

Respond to Text

3 Reread/Think

Reread "Cy Thao: Story Painter." Choose the best response to each question.

1. PART A

Which **best** describes how paragraph 2 is organized?

- ☒ A. It describes events in chronological order.
- ☐ B. It describes the most important details first.
- ☐ C. It compares two events.
- ☐ D. It compares two places.

PART B

Which detail in paragraph 2 **best** supports your answer to Part A?

- ☐ A. "his family had to leave their home in Laos"
- ☐ B. "A war had made the country unsafe"
- ☒ C. "Finally, in 1980, they were able to immigrate"
- ☐ D. "St. Paul, Minnesota, became their new home."

2. What is the meaning of the word *determined* as used in paragraph 3?

- ☐ A. speaking loudly with others
- ☐ B. thinking something is impossible
- ☐ C. getting better at an activity
- ☒ D. being set on reaching a goal

3. Which sentence from paragraph 3 shows a comparison?

- ☒ A. "Everything was different: sounds, smells, tall buildings, technology."
- ☐ B. "Not knowing English made it difficult for Thao at school."
- ☐ C. "So he drew pictures and gave them to his schoolmates."
- ☐ D. "Slowly, he made friends."

3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices. **EL**
- Point out that item 1 has two parts. Students should answer Part A first. Then they should answer Part B.

Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Raise a Hand** to share responses and to agree and build on or disagree and explain their reasoning. ✓

1. PART A The correct choice is **A**. This is the best choice because paragraph 2 explains the events that lead to Thao becoming an artist in time order. Choice **B** is incorrect because the paragraph does not prioritize details. Choice **C** is incorrect because there are multiple events and the paragraph does not compare them. Choice **D** is incorrect because the paragraph mentions multiple places and it does not compare them.

PART B The correct answer is **C**. This is the best answer because "Finally, in 1980," signals that the paragraph is in chronological order. Students may have chosen other options to support incorrect answers in Part A. **DOK 2 | RI.4.5**

2. The correct choice is **D**. Thao was so set on communicating with his classmates that he drew pictures for them. Choice **A** incorrectly interprets a way to communicate. Choice **B** relates to how Thao may have been feeling, and **C** relates to Thao's art. **DOK 2 | RI.4.4**

3. The correct answer is **A**. The sentence shows the differences that Thao faced in his new life. Students may have chosen another option because they thought it showed a difference between Thao and other students, but the text makes no such direct comparison. **DOK 2 | RI.4.5**

4 Answer Analysis

4. The correct answer is **D**. Paragraph 7 explains and then compares Thao's artwork to Hmong story cloths. Choice **A** is incorrect because the section does not describe events in chronological order. Choice **B** is incorrect because the section does not prioritize details. Choice **C** is incorrect because the section does not mention or compare different places. **DOK 2 | RI.4.5**

5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RI.4.5**
- If students need more support, work with them in small groups to guide them through writing.
- Use **Help & Go** scaffolds as needed.
- LOOK FOR** Students recognize both the chronological and comparison text structures in the text.

HELP & GO: Standards Practice

- Spend time discussing with students the chronological and comparison text structures used in "Cy Thao: Story Painter." Consider having students look at specific paragraphs where chronology and comparison are used, and ask them to identify words that show chronology and comparison.
- Encourage students to **Shout Out** important words they may need as they write. Display a list of these words so that students can refer to them as they work.
- Encourage students to use **Stronger and Clearer Each Time** to strengthen their written responses. **EL**

Lesson Wrap-Up

Have students revisit the Focus Question using examples from the text. Record responses. Invite students to **Stand and Share** to make connections between the three texts they have read.

SESSION
5

PRACTICE

4 Reread/Think

4. How does the author organize the information in paragraph 7?
- A. by explaining why Thao's artwork is better than story cloths
 - B. by describing recent Hmong experiences
 - C. by explaining when the Hmong began sewing to tell stories
 - D.** by comparing Thao's artwork to story cloths

5 Write

The author uses both chronology and comparison to organize information in the text. Explain how these text structures help the author describe Cy Thao's experiences and his artwork. Use details from the text to support your response.

Sample response: The chronology and comparison structures

helped the author organize the text and tell about Cy Thao.

The chronology structure helped the author describe

what happened from the time Thao was born until he grew

up to be an artist. He was born in Laos but had to move to

Thailand because of war. Later, he moved to Minnesota when

he was 8 years old. He used drawings to communicate and

make friends. Then he became an artist when he grew up.

The comparison structure helps the author describe

Thao's art. She says Thao's art is like Hmong story cloths. Both use bright colors

and tell stories. They're different because of the materials and because Thao tells stories that are more recent.

WRITING CHECKLIST

- ☐ I explained how chronology and comparison helped the author tell Thao's story and describe his artwork.
- ☐ I used details from the text to support my response.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION

6



PUT IT TOGETHER

LESSON 12

Respond to the Focus Question

How do people tell stories through the arts? **Sample responses shown.**

1 Reread/Think

In this lesson, you have read three texts. Reread your favorite one. Then tell what you learned from that text about the different ways people tell stories through the arts.

TEXT: **"The Roots of Rap"**

In this text, people tell stories through art by: **using poetry and music with rhythm, rhyme, and repetition to entertain and tell important stories about a community**

2 Talk

As a small group, discuss the following questions.

What did you like about one of the ways to tell stories though art? Why?

What does this art form help people express?

I like the idea of sharing stories through ___ because ___.

The art form ___ helps people express ___.

3 Write

Which art would you use to tell a story? Why? Tell a story using that art form.

Respond to the Focus Question

Read the Focus Question. **Say,** *Today you will respond to the Focus Question using information from all three texts. After reflecting on the different ways people tell stories through art, you will decide which text is your favorite, and why.*

1 Reread/Think

- Have students review their favorite text as they complete Reread/Think independently.
- **LOOK FOR** Students recognize the primary arts described in the lesson.

HELP & GO: Comprehension

- Have students flip back to their favorite text to recall the details. Help them recognize the primary art that is discussed in the text.
- **Ask,** *What type of art was discussed in your text?*
Sample responses: dance, storytelling, singing, playing music, needlework, painting

2 Talk

Have students use **Merry-Go-Round Share** as they complete the Talk activity.

3 Write

- Have students respond independently to the Write prompt.
- Clarify for students that *art form* means *a type of art*. Art forms are used to express feelings or tell stories in a creative way. **EL**
- Use **Silent Appointment** to have students pair up and share their art.