# Grade 2: Unit 5, Lesson 23

**Title:** *The Goat in the Rug*

**Essential Question:** How do Navajo weavers create their rugs?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *The Goat in the Rug*** | |
| Write, Draw, or List | |
| **Questions (optional)** | **New and important learning about the topic or evidence** |
| Where do Glenmae and the goat live? What culture is Glenmae part of? Who is Geraldine? | *Glenmae and the goat, Geraldine, live in Window Rock. Glenmae is Navajo Indian and has a Navajo name, Glee ‘Nasbah. At the end of the story, it says that this is a true story set on the Navajo Nation in Arizona.* |
| Who is telling the story? What clues in the story help you know? | *Geraldine is the goat. She says she lives with her Navajo friend, Glenmae. She is telling the story, it is told from her point of view. “Before I knew it, I was on the ground. “* |
| Why does Glenmae need to comb the wool before she spins it? What would happen if she didn’t comb it first? | *If Glenmae doesn’t comb the wool, it would still have sticks and burrs in it when she goes on to spin it. The wool would be hard to work with. Glenmae uses carding combs to make a smoother yarn for spinning.* |
| What went wrong with Glenmae’s plan to dye the wool? How did Glenmae solve the problem? | *Geraldine ate all the plants Glenmae had collected to use to make the dyes for the wool. The next day, she had to go to the store to get dye. She made Geraldine stay at home.* |
| Why does Glenmae think she’ll turn red, brown, and black? | *Geraldine saw her wool change color when Glenmae added dye to it. She thinks she might change color since she ate all the plants Glenmae was going to use for dying the wool.* |
| What is a loom? What is it used for? | *A loom is a frame weavers use to weave their rugs. In the illustration, Glenmae is wrapping the yarn around two poles. It said she wrapped it over 300 wraps and then hung them on the frame. This is the loom. It is used to hold the yarn as the rug is made (woven).* |
| What is special about the rug that Glenmae has made? | *It takes a long time to make a rug. The wool must be cut from the sheep, washed (with soap made from yucca root), combed, and spun into yarn. On page 285, Geraldine “started to realize it took a long while to make a Navajo rug.” Glenmae had to make the dyes and dye the wool, then wrap it on the loom hundreds of times, It had taken a week just to get to this point. “Our rug grew slowly.” The wool on Geraldine grew back by the time the rug was almost done! The rug is also special because the book says, “it will never be duplicated” and there aren’t many weavers left.* |
| What does Geraldine mean when she says, “There’s a lot of me in that rug”? | *Glenmae used Geraldine’s wool to make the rug, so she is now part of the rug.* |

**Written Response**

**Option 1:**

Why is this story called “The Goat in the Rug?”

**Sample Student Response**

The story is called “The Goat in the Rug” because it tells about how a Navajo woman made a rug from the wool of her goat. In the book, Geraldine (the goat) lives with Glenmae in Window Rock, Arizona. First, Glenmae clipped off the sheep’s wool and made mohair yarn by carding and spinning it. Next, she dyed the wool using dyes she bought from the store because Geraldine ate all of the plants she was going to use to make dye. That was funny! Then Glenmae wove the wool into a rug on a big loom. The rug that she made took a long time to make. In fact, Geraldine’s coat grew back by the time the special rug was done. The story told the true tale of how a goat’s hair was made into a very special Navajo rug.

**Option 2:**

Which step in creating a Navajo rug do you think would be the hardest? Support your answer using facts you learned from reading the story.

**Sample Student Response**

In the story The Goat in the Rug, many steps were involved in weaving a Navajo rug. I think making the wool from the sheep into yarn would be the hardest part because it takes a lot of time. In the book, it took almost a week to shear the wool from the sheep and get it ready to weave. First, Glenmae had to make soap from yucca root and wash the wool so it was white and let it dry. Then she used cradle cards to get the burrs and small twigs out of it before spinning it by hand. As she spun it, she wound the yarn around a spool. Dying it using dyes made from plants she collected would add work to the process. In the story, Geraldine ate the plants so Glenmae had to get dye from the store. Because making the yarn took such a long time and so much work, I think it was the hardest step in weaving the special rug.

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How is weaving important to the Navajo people and others?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences** |
| *The Goat in the Rug* |  |
| *Basket Weaving* | **Words: tradition, sharpened, strands, duplicated**   1. Baskets are woven as a **tradition**, like the Navajo rugs. 2. The tools used to cut the willow must be **sharpened**. 3. The **strands** must be soaked so they get soft for weaving. 4. The basket patterns are never **duplicated**. They are all different. |
| *Weaving* | **Words: wool, batten, warp, design**   1. **Wool** is the hair of a sheep. 2. Weavers use a **batten** to separate the yarns. 3. The **warp** lines hold the yarn when it gets woven. 4. Weavers **design** patterns for their rugs. |
| *From Sheep to Sweater* | **Words: fleece, herd, shear, spun**   1. A sheep’s coat is called **fleece**. 2. The farmer had a **herd** of sheep. 3. The farmer **shears** the wool off the sheep. 4. The wool gets **spun** into yarn. |
| *Wool* | **Words: springtime, factories, fabric, mohair**   1. Farmers cut the sheep’s wool in the **springtime**. 2. A lot of clothes are made in **factories**. 3. We make shirts and pants from **fabric**. 4. A special goat’s coat is called **mohair**. |
| *Textiles from Around the World* | **Words: landscape, patterns, textiles, unique**   1. The beautiful **landscape** was woven into the design. 2. The rug had two different **patterns** in it. 3. **Textiles** look different based on where they are made. 4. Navajo designs are **unique** and will not be duplicated. |
| *Navajo Rug Weaving (video)* | **Words: traditional, design, sheared, balance**   1. Navajo rugs are made in the **traditional** way. 2. The **design** of the rug is kept in the head of the weaver. 3. The sheep are **sheared** in the spring. 4. Some of the wool is used to make rugs, the **balance** of the extra wool is sold. |
| *150 Years of Navajo Weaving - Museum curator interview (video)* | **Words: appealing, garments, innovation, process**   1. The colors of the rugs are **appealing** to many people. 2. **Garments** are pieces of clothing that were woven. 3. In the rugs they always looked for new ideas or **innovation**. 4. The **process** of making the rug is very important to the Navajo people. |
| **Fabulous Four**: **process, design, patterns, tradition** | |
| **Summary:** For the Navajo people, the **process** of making the rugs is very important. It is a **tradition** that has been around for many, many years. Weavers keep the tradition going by creating beautiful **designs** and **patterns**. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Basket Weaving* | Weaving is used to make rugs. | Baskets can also be woven. For a basket willows or grass are woven together. It is a tradition like rug weaving. |
| 1. *Weaving* | You use yarn or wool to weave. You need a loom to weave. | You can make a small loom from cardboard and yarn. |
| 1. *From Sheep to Sweater* | Farmers cut the wool off the sheep every spring. | Cutting off their wool helps the sheep stay cool. |
| 1. *Wool* | Wool comes from sheep. You use wool to make scarves and mittens. | Angora wool is really soft and comes from rabbits. |
| 1. *Textiles from Around the World* | Navajo people weave rugs. They keep their designs in their heads. | People in Ghana weave kente cloth. It is very colorful. Many cultures have different kinds of weaving. |
| 1. *Navajo Rug Weaving (video)* | The Navajo people shear the sheep to make wool. Wool is cleaned with soap from the yucca. Carding gets the wool ready to be made into yarn. Weaving takes a long time, sometimes more than 2,000 hours. | Navajo rugs are sold. Extra wool is sold. The house is called a hogan. Designs are kept in their heads. |
| 1. *150 Years of Navajo Weaving - Museum curator interview (video)* | Navajo weaving takes a long time. The process is important from the sheep to the land. It takes time to learn, too. | Collectors want the Navajo weavings. Saddleblankets were woven. The symbols don’t have a lot of meaning. |

**Written Response Week 2**

How does what you’ve learned about weaving this week add to what you learned in The Goat in the Rug?

**Sample Student Response**

(Picture student drawing here)

This week we learned more about how weaving is done by the Navajo people. I learned more about how the sheep’s wool is made into yarn. First, the sheep is sheared in the spring. This keeps the sheep cool for the summer. In the video, the yarn is twisted and pulled and collected on a spool. This takes a long time and sometimes it is easier to buy yarn. Like in The Goat in the Rug, I learned that weavers keep the designs and patterns in their heads. Rugs are not duplicated because each weaver makes her own. The sheep are very important to the process just like in The Goat in the Rug. Navajo rugs are beautiful.

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| Note to Teacher:  *This story could be paired with any Social Studies materials on the Navajo people or extended for further study. There is an interesting video of interviews with modern Navajo weavers that was made for the museum exhibit (*[*https://www.youtube.com/watch?v=HkAggO4D8Og*](https://www.youtube.com/watch?v=HkAggO4D8Og) *) . The video includes an introduction followed by 3 short interviews including one with a man who weaves.* |

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**Title:** *The Goat in the Rug*

**Essential Question:** How do Navajo weavers create their rugs?

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| **Title:** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

Write and explain why is this story called, “The Goat in the Rug”?

**Student Response**

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**Writing Prompt #2**

Which step in creating a Navajo rug do you think would the hardest? Support your answer with facts you learned from reading the story.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** How is weaving important to the Navajo people and others?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *The Goat in the Rug* | Words: |
| *Basket Weaving* | Words: |
| *Weaving* | Words: |
| *From Sheep to Sweater* | Words: |
| *Wool* | Words: |
| Textiles from Around the World | Words: |
| *Navajo Rug Weaving* | Words: |
| *150 Years of Navajo Weaving* | Words: |
| **Fabulous Four:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Basket Weaving* |  |  |
| 1. *Weaving* |  |  |
| 1. *From Sheep to Sweater* |  |  |
| 1. *Wool* |  |  |
| 1. *Textiles from Around the World* |  |  |
| 1. *Navajo Rug Weaving* |  |  |
| *7. 150 Years of Navajo Weaving* |  |  |

**Written Response Week 2**

How does what you’ve learned about weaving this week add to what you learned in The Goat in the Rug?

**Student Response**

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