

The Rag Coat

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Promoting Geographic Knowledge Through Literature Workshop
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LESSON OVERVIEW

The student will gain a general knowledge of the 5 themes of geography by citing examples from The Rag Coat and other related resources. The story takes place in the Appalachian Mountains where Minna and her coal - mine family live. Papa dies and Mama supports the family by making quilts. Minna can't go to school because she has to care for her younger siblings. When she finally gets to go to school at age 8, she has no coat and the other children make fun of her. The quilting mothers make her a coat of their fabric scraps, and Minna becomes accepted by the other children after sharing the stories of each child's scraps.

PURPOSE OF LESSON

The students will read The Rag Coat and engage in activities to determine the location of the story, to describe the place, to experience the interaction of people in their environment, to explain movement from that period, and to compare this story with another that takes place in the same region,

CONNECTION TO NATIONAL GEOGRAPHY STANDARDS

1. World in spatial terms – standard #1: Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

2. Places and regions – standard #4: physical and human characteristics of places. Standard #6: how culture and experience influence people’s perceptions of places and regions
3. Human Systems – standard #11: patterns and networks of economic interdependence on Earth’s surface
4. Environment and Society – standard #15: how physical systems affect human systems

CONNECTION TO ILLINOIS STATE GOALS:

1. Goal15B: Understand that scarcity necessitates choices by consumers
2. Goal 17C: Understand relationships between geographic factors and society
3. Goal 18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions
4. Goal 18B: Understand the roles and interactions of individuals and groups in society

SUGGESTED GRADE LEVELS: 3 –5

TIME: 4 –5 class periods

Primary Question

How are the 5 themes of geography addressed by the author in The Rag Coat?

Secondary Questions

1. Where is the story located?
2. What are the characteristics of the location?

3. How does the environment affect the main character and the response of people in that area?
4. How do the story characters move from place to place?
5. How does this story compare to music and other books of the Southeast region?

MATERIALS

1. Book – The Rag Coat –Lauren Mills ISBN 0316574074
2. Book – When I Was Young in the Mountains – Cynthia Rylant ISBN 0-525-42525-X
3. “Coat of Many Colors” music by Dolly Parton
4. Book – Travels Across America-The Southeast – Elspeth Leacock ISBN 0-7922-8699-5
5. Patchwork quilt
6. 1 brown grocery bag per student with vest pattern (see attached)
7. Chart for 5 themes of geography (see attached)
8. Coat story web (see attached)
9. Art supplies
10. U.S. map
11. Patchwork Math 2 – Debra Baycura – Scholastic Professional Books – ISBN 0-590-49076-1
12. Movie – “Christy – Amazing Grace”

INTRODUCING THE STORY

1. Play tape of Dolly Parton's "Coat of Many Colors." Discuss what story the song tells. Refer to pg. 26 in Southeast book telling that the song is a true story written by Dolly Parton.
2. Display a quilt and discuss the process of making one. Invite a quilter to speak to the class.
3. Locate the Appalachian Mountains on a U.S. map.
4. Show segments of the movie "Christy," showing a 1-room school in the Appalachian Mountains.
5. Open The Rag Coat, looking at pictures and scanning. Discuss predictions and locate unknown vocabulary with sticky notes. Students relate what they already know and how the song might be like the story.

READING THE STORY

1. Use guided reading, 4-5 pages at a time.
2. Complete the chart with the 5 themes of geography as the story is read.
3. Complete graphic organizer (outline of a coat) with who, what, when, where, why, and how.
4. Discuss the significance of the color "black" in the story.
5. Discuss the importance of not having a coat.
6. Discuss the change in attitudes of the children.

CONCLUDING THE STORY

1. Make a paper bag vest. Decorate in patchwork fashion, using memories of their favorite clothes as a guide.

ASSESSMENT

1. Use the coat story map to evaluate comprehension.
2. Use the theme chart to evaluate the 5 themes of geography.
3. Use class discussion of story.

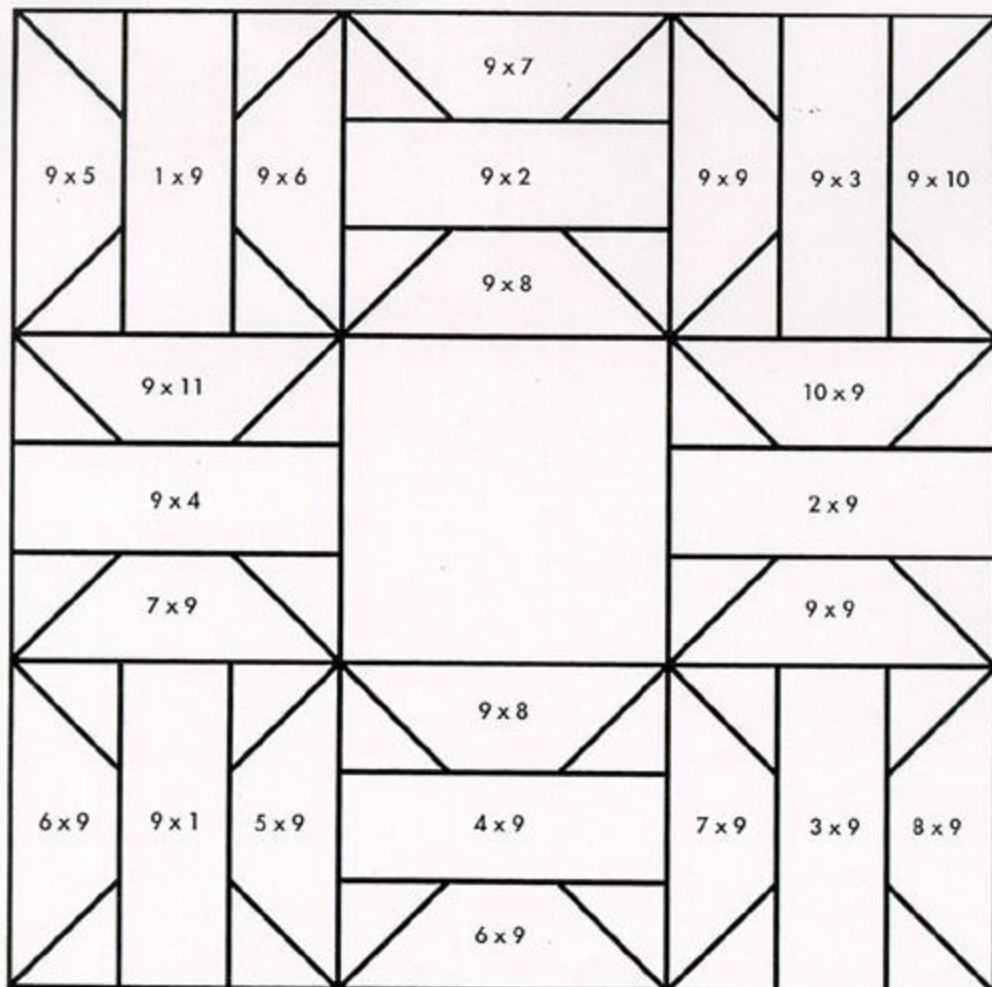
EXTENSIONS

1. Read When I Was Young in the Mountains to the class. Compare/contrast to the story using a Venn diagram.
2. Color quilt patterns using math problems to solve and color each section (attached).
3. Read and compare other books involving quilts: American Quilts series by Susan Kirby, Sweet Clara and the Freedom Quilt by Deborah Hopkinson, Selina and the Bear Paw Quilt by Barbara Smucker.



Beggar Block

x9



Color:

If the answer is from 9 to 36,
color the space yellow.

If the answer is from 45 to 99,
color the space red.

This pattern name refers to the custom
of "begging" for quilt scraps from
friends and neighbors.

C On the back of this sheet of paper,
multiply your age by nine.



Place

Location

Regions

Movement

Human-
Environment
Interaction

Place	Location	Regions	Movement	Human- Environment Interaction

Storyteller's Vest

Send your folklore tellers (see "Tell Me A Story" on page 28) off to other classrooms in style with versatile props that can be used later with other types of stories. Just ask students to bring paper grocery bags from home. In the meantime make a pattern for students to trace:

1. Cut along one side of a bag from top to bottom. Cut away the bag's bottom and trim away 1/2-inch of the bag's top edge. Fold the bag in half (printed side in) with its fold to the left (figure 1).
2. On top of the folded paper, draw a pattern similar to figure 2; then cut on the dotted lines where indicated.
3. Open the bag and refold it to make the vest lie as in figure 3. Cut a pocket pattern from any scrap paper.

