

## Unit 4/Week 7

Title: Uncle Jed's Barbershop

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.7, RL 3.10; RF 3.3, RF 3.4;  
W 3.2, W 3.4, W 3.10; SL 3.1, SL 3.6; L 3.1, L 3.2, L 3.4

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

#### Big Ideas and Key Understandings

Through the use of patience and determination, it is possible to achieve life goals even when times are tough.

#### Synopsis

Despite obstacles in his life such as a family illness and the Great Depression, Uncle Jed achieved his dream of opening a barbershop at age 79.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

**Text Dependent Questions**

<b>Text Dependent Questions</b>	<b>Answers</b>
Reread page 94. What do we know about Uncle Jed so far from the text?	Uncle Jed’s real name is Jedediah Johnson. He was the narrator’s favorite relative, her grandfather’s brother. He came to her house every Wednesday. He was the only black barber in the county.
Using text evidence and the illustration on page 95, what does a barber do? What kinds of things will Uncle Jed have at his barbershop?	A barber can shave a face, use clippers to trim the hair on the neck, and cut hair. He would have shiny sinks, sparkling floors, four barber chairs, and a red and white barber pole.
“Everybody has their favorite relative.” A relative is a member of your family. What details on pages 94 and 95 help the reader understand why Uncle Jed is the narrator’s favorite relative?	Jedediah Johnson was the narrator’s favorite relative because he came to her house every Wednesday. The narrator would ask him to cut her hair and he would pretend. Also, she would sit in his lap and talk about the barbershop he was going to open one day.

<p>This story is told in first person narrative. Who is telling the story? What can we tell so far about the narrator's relationship with Jed? (Pgs. 94-95)</p>	<p>Sarah Jean is telling the story. So far, we can understand that she is close to her uncle. She calls him her favorite relative and recalls the details of his weekly visits.</p>
<p>On page 96, the author describes the lives of sharecroppers. How does this help the reader understand what life was like in the South for sharecroppers?</p>	<p>Most sharecroppers did not own land, they had to work for a share of the crop, and they were poor.</p>
<p>On page 96, why did the author write, "People didn't have dreams like that in those days"?</p>	<p>Since people were poor, some people owned a few acres of land and most people were share croppers. It was uncommon for someone to start his/her own business.</p>
<p>Reread the line from page 97, "Even though I was unconscious, the doctors wouldn't look at me until they had finished with all the white patients." How does this statement and the details on page 97 help the reader understand what segregation means? How were black people and white people treated at this time?</p>	<p>There were waiting rooms at the hospital to keep black and white people separate; there were separate public restrooms, water fountains, and schools. Segregation means to keep black people and white people separate from one another. All white people at a hospital were treated by the doctors first, before any black person could be treated.</p>
<p>Reread the third paragraph on page 98. How does Uncle Jed's decision impact his dream of opening a barbershop?</p>	<p>He gave \$300 saved for his barbershop to pay for Sarah Jean to have her operation.</p>
<p>On page 100, how did Mr. Walter's news delay the opening of Uncle Jed's barbershop?</p>	<p>Uncle Jed had over \$3,000 in the bank, and he lost it because the bank failed.</p>
<p>What does the author mean when she writes, "Talk about some hard times" to describe the Great Depression?</p> <p><i>Teacher Note:</i> If students need more support, consider asking: Reread page 100-101. Based on what happens to Uncle Jed, what can we tell about this historical event? Give evidence to describe this historical event.</p>	<p>The Great Depression was a time of hardship. People lost money because the banks failed. People did not have much money, so instead of using money, people shared whatever they had as payment for needed services or supplies.</p>

<p>On page 103, the author writes, “Uncle Jed died not long after that, and I think he died a happy man.” What evidence in the story supports this statement?</p>	<p>Because he reached his dream of opening a barbershop, he died a happy man. The people he helped throughout his life came from all over the county to the opening. Everything he wanted was in that barbershop. He stayed up all day and night cutting hair because he was so glad.</p>
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	<p><b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b></p>	<p><b>WORDS WORTH KNOWING</b> General teaching suggestions are provided in the Introduction</p>
<p><b>TEACHER PROVIDES DEFINITION</b> not enough contextual clues provided in the text</p>	<p>Page 94 - relative</p>	<p>Page 94 - clippers Page 96 - exchange Page 97 - unconscious Page 97 - operation Page 102 - stations</p>

<p><b>STUDENTS FIGURE OUT THE MEANING</b> sufficient con text clues are provided in the text</p>	<p>Page 97 - segregation Page 101 - Great Depression</p>	<p>Page 95 - pretend Page 95 - equipment Page 96 - sharecroppers Page 97 - segregation Page 99 - delayed Page 100 - failing Page 100 - disappointed</p>
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Vocabulary

## Culminating Task

- Re-Read, Think, Discuss, Write

*Use details from the text to describe the unforeseen events that delayed the opening of Uncle Jed's barbershop. How did 79 year-old Uncle Jed keep his dream alive for so long?*

Answer: Uncle Jed's relative needed an operation, so he gave \$300 of his savings to pay for it. A few years after the operation, he had saved money to buy the land to build his barbershop, but he still needed money for the equipment. When the banks failed, Uncle Jed lost over \$3,000 of his savings. During the Great Depression, people couldn't pay him money for his services. Instead of money, people gave him food or whatever they had in exchange for cutting their hair. Through all these obstacles Uncle Jed never forgot his dream. He was patient, saved money again and again, and he was determined to have the barbershop of his dreams.

## Additional Tasks

- Quiz Bowl Activity: The teacher writes selected events on small slips of paper. The slips of paper are placed faced-down in a bowl or on a desk. The students work in pairs, or small groups and take turns turning over and reading the event and adding details that support it. If at least two details are cited, the student keeps the slip of paper (counts as a point). If the student

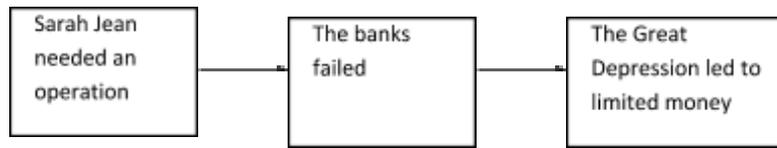
cannot provide any details then the paper is placed back into the mix. The participants continue to choose an event until all of the slips of the events have been discussed. The winner is the participant with the most events (points).

**Possible Event:** Uncle Jed visits every Wednesday.

**Supporting Details:** He would cut Sarah’s dad’s and grandfather’s hair.

He would pretend to cut Sarah’s hair and share his dream about his own barbershop.

- Students can work in pairs, small groups, or independently to create a Flow Map to sequence the events and obstacles that led to Uncle Jed opening his barbershop at age 79. Students will share information details orally using complete sentences in a structured grouping strategy, such as “Pair-Share” (Kagan).



Sarah Jean needed an operation and her parents did not have the money, so Uncle Jed loaned them the money he had been saving. After that, \_\_\_\_\_

- Students can re-read and rehearse for fluency presentation (accuracy, pacing, and expression) from the paragraphs on these suggested pages: 98, 100, and 102. These particular passages reflect critical turning points in the plot.

### Note to Teacher

- If students are having difficulty using content and academic vocabulary, or writing in complete sentences, support the learners by incorporating Thinking Maps (Flow Map) to understand the progression of events in the text. Provide practice with time-order linguistic patterns and oral rehearsal opportunities that supports the students’ understanding of the text throughout the lesson.