In Unit 1, students will read and listen closely to interpret main ideas and thematic connections between visual imagery (symbols and graphics), oral tradition (Haudenosaunee video) and diverse texts ("Birth of the Haudenosaunee", Two Row Wampum, and Frost’s “A Time to Talk”). Students will create symbols that relate to the texts and write explanatory paragraphs about how their student-created personal symbols connect to the ideas in the texts.

Students will begin the unit with a video created by the Onondaga Nation and a close read of the Haudenosaunee Thanksgiving Address. This is followed by a gallery walk of symbols and a close read of “Birth of the Haudenosaunee” and several other texts to learn more about where the identity of the Haudenosaunee people comes from and who they are today. Students will connect what they learn through oral tradition, symbols and text to develop a deeper understanding of the Haudenosaunee culture and its people.

Guiding Questions And Big Ideas

- **How can our class benefit from the beliefs and agreements of the Haudenosaunee?**
- **Peace can be created and sustained through agreements and actions.**
- **How history is passed down varies with different cultures.**

### Mid-Unit 1 Assessment

**Answering Questions with Evidence from Text**

*This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3:* Students will read independently about the Haudenosaunee Two Row Wampum, make inferences, and use specific details to answer questions about the text.

### End of Unit 1 Assessment

**Paragraph to Explain Student-Created Wampum Belt**

*This assessment centers on NYSP12 ELA CCLS W.4.2, RI.4.1, RI.4.1:* Students will write explanatory paragraphs about student-created wampum belts and how they connect to the texts.
## Central Texts

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>“Birth of the Haudenosaunee” By Dehowähda · dih - Bradley Powless, Eel Clan, Onondaga Nation (900L) - included in module</td>
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<tr>
<td>2.</td>
<td>Haudenosaunee Thanksgiving Address (excerpts) (820L) - included in module</td>
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<tr>
<td>3.</td>
<td>Two Row Wampum (720L) – included in module</td>
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<tr>
<td>4.</td>
<td>“A Time to Talk” by Robert Frost - included in module</td>
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<tr>
<td>7.</td>
<td>Video: Recording History Through Oral Tradition <a href="https://www.youtube.com/watch?v=bBZrWat-igw">https://www.youtube.com/watch?v=bBZrWat-igw</a></td>
</tr>
<tr>
<td>8.</td>
<td>Video: Haudenosaunee or Iroquois? <a href="https://www.youtube.com/watch?v=CyXQPCRfhkA">https://www.youtube.com/watch?v=CyXQPCRfhkA</a></td>
</tr>
<tr>
<td>9.</td>
<td>Video: Thanksgiving Address <a href="https://www.youtube.com/watch?v=TXSXzULCyPk">https://www.youtube.com/watch?v=TXSXzULCyPk</a></td>
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This unit is approximately 2 weeks or 11 sessions of instruction.

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<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Supporting Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Practicing Listening and Reading Closely:</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can use details and examples from the Haudenosaunee Thanksgiving Address when explaining what specific passages say or mean</td>
<td>• Student-created graphic organizer</td>
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<tr>
<td></td>
<td>The Haudenosaunee Thanksgiving Address</td>
<td>• I can engage effectively in a collaborative discussion. (SL.4.1)</td>
<td>• I can demonstrate what I know by contributing to discussions.</td>
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<td>Lesson 2</td>
<td>Reading Closely: Haudenosaunee Thanksgiving</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can use details and examples from the Haudenosaunee Thanksgiving Address when explaining what specific passages say or mean</td>
<td>• Student-created graphic organizer</td>
</tr>
<tr>
<td></td>
<td>Address</td>
<td>• I can engage effectively in a collaborative discussion. (SL.4.1)</td>
<td>• I can demonstrate what I know by contributing to discussions.</td>
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<tr>
<td>Lesson 3</td>
<td>“Birth of the Haudenosaunee”: The Creation of a</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can answer questions using specific details from a text.</td>
<td>• Teacher observation of students’ annotated text.</td>
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<tr>
<td></td>
<td>Nation</td>
<td>• I can engage effectively in a collaborative discussion. (SL.4.1)</td>
<td>• I can demonstrate what I know by contributing to discussions.</td>
<td>• Notice/I Wonder note-catcher</td>
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<tr>
<td>Lesson</td>
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| Lesson 4 | Practicing Reading Closely: “Birth of the Haudenosaunee” continued | • I can explain what a text says using specific details from the text. (RI.4.1)  
• I can engage effectively in a collaborative discussion. (SL.4.1) | • I can explain symbolism in a story.  
• I can answer text-dependent questions. | • Teacher observation of close reading notes  
• Written answers to text-dependent questions at the end of the Close Read protocol |
| Lesson 5 | Keeping Track of How it All Fits Together: Making Connections | • I can make connections between texts, ideas, cultural perspectives, personal events and situations. (RL.4.1)  
• I can paraphrase information presented in diverse media and formats. (SL.4.2)  
• I can engage effectively in a collaborative discussion. (SL.4.1) | • I can make connections between texts.  
• I can identify central idea in various texts. | • Student-created graphic organizer  
• Teacher observation |
| Lesson 6 | Identifying Main Idea and Mid-Unit 1 Assessment: Two Row Wampum | • I can explain what a text says using specific details from the text. (RI.4.1)  
• I can determine the main idea of a text. (RI.4.2)  
• I can engage effectively in a collaborative discussion. (SL.4.1) | • I can use specific details from a text to answer questions.  
• I can reread to find specific details.  
• I can identify and clarify the central idea of informational and literary texts. | • Mid-Unit 1 Assessment: Answering Questions with Evidence from Text  
• |
| Lesson 7 | Reading Poetry and Identifying Theme: Robert Frost’s “A Time to Talk” | • I can determine a theme of a poem. (RL.4.2)  
• I can explain the differences between poems and prose and refer to the structural elements of poems (RL.4.5)  
• I can engage effectively in a range of collaborative discussions. (SL.4.1) | • I can read a poem with fluency.  
• I can determine the theme of a poem. | • Four-Square graphic organizer |
<table>
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</table>
| **Lesson 8** | Synthesizing Symbolism: Personal Wampum Belt | • I can engage effectively in a range of collaborative discussions. (SL.4.1)  
• I can make connections from narratives, poetry and other texts to ideas and personal events. (RL.4.11)  
• I can create an artwork in response to a theme studied in class. (W.4.11) | • I can create a symbol that represents a theme or main idea. | • Student-created wampum belt |
| **Lesson 9** | Writing to Explain: Gathering Details and Organizing Paragraphs | • I can write an informative/explanatory text. (W.4.2)  
• I can produce complete sentences. (L.4.1f)  
• I can write an informative/explanatory text. (W.4.2)  
• I can use the writing process to produce clear and coherent writing (with support). (W.4.5) | • I can gather details to support a main idea when writing a paragraph.  
• I can speak clearly to ask and answer questions about our wampum belts. | • Graphic organizer  
• Student-created wampum belt. |
| **Lesson 10** | Writing to Explain: Drafting Strong Paragraphs | • I can write an informative/explanatory text. (W.4.2)  
• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)  
• I can engage effectively in a range of collaborative discussions. (SL.4.1) | • I can write a paragraph to inform the reader about the symbolism in my wampum belt.  
• I can speak clearly to ask and answer questions about our wampum belts.  
• I can give helpful feedback to my peers. | • Graphic organizer  
• Draft of paragraph |
| **Lesson 11** | Writing to Explain: Concluding and Polishing Strong Paragraphs | • I can write an informative/explanatory text. (W.4.2)  
• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)  
• I can engage effectively in a range of collaborative discussions. (SL.4.1) | • I can revise my paragraph about my wampum belt.  
• I can report on my paragraph explaining the symbolism in my wampum belt.  
• I can respectfully listen to my classmates report about their wampum belts and ask appropriate questions. | • End of Unit 1 Assessment: Paragraph to Explain Symbols on Wampum Belt  
• Teacher observation |
### Optional: Experts, Fieldwork, And Service

- Visit local Native American historical sites.
- Invite an expert from a Haudenosaunee nation to tell the story of the Great Peacemaker.
- Research symbols of the United States government; compare the symbols to those of the Haudenosaunee.

### Optional: Extensions

- For more articles, videos and historical information about the Haudenosaunee, consider these websites:
  - [http://www.onondaganation.org/](http://www.onondaganation.org/)
  - [http://iroquoisnationals.org/1.7/](http://iroquoisnationals.org/1.7/)
  - [https://www.sni.org/culture/](https://www.sni.org/culture/)
  - [http://www.akwesasne.ca/](http://www.akwesasne.ca/)
  - [http://nmai.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf](http://nmai.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf)
  - [http://www.ganondagan.org/Learning/Educators-Resources](http://www.ganondagan.org/Learning/Educators-Resources)
  - [http://www.iroquoismuseum.org/ve1.htm](http://www.iroquoismuseum.org/ve1.htm)